



The Island Learning Trust

'To be the best we can be'



Head of School

Candidate information pack



THE ISLAND LEARNING TRUST
Brecon Chase, Minster, Sheerness, Kent ME12 2HX



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**The Island
Learning Trust**

The advertisement

The Island Learning Trust are looking to recruit an experienced Deputy or existing Head of School. We are looking for a Head of School who will be committed to the aims, values and ethos of our Trust and work in partnership with parents to ensure they are responsive to their aspirations for their children

Is it you we are looking for?

- Are you ambitious, visionary, innovative, positive and determined to make a difference for young learners?
- Are you enthusiastic and able to demonstrate an unshakeable belief in the power of connection?
- Do you demonstrate high levels of emotional intelligence and have the passion, dedication and ability to continue to build on our school's successes so far and ensure it continues along its journey of improvement.

You will be a natural leader with a proven track record of school improvement, with a passion for influencing children's futures educationally and emotionally. Leading by example, you will ensure teachers and other staff maintain consistently high standards and expectations of what every pupil can achieve and to encourage them

'to be the best they can be'

With a strong pedagogical knowledge and a good understanding of the primary curriculum and the ability to work collaboratively in its development, you will embrace the sharing of staff expertise, responding to the needs of the Trust and jointly find solutions.

You will possess finely tuned people skills, previous experience in leading teams effectively and have the ability to recognise and utilise key skills and strengths within their staff.

What we can offer:

- A Leadership role within a growing Multi-Academy Trust
- The support and expertise of a highly effective Trust Leadership Team
- An experienced Executive Head of School mentor
- High quality school improvement support
- A school for the future with a brand new 8 class block and Nursery provision
- A focus on CPD and career development with the Trust

Sunny Bank is situated in an area of economic challenge; the 20th most deprived school in Kent. It was placed in special measures in June 2019 and joined The Island Learning Trust in February 2020. However, with recent changes to personnel, our children are now benefitting from a strong teaching team with a committed team of professionals; Sunny Bank is now on track to be a 'Good' school.

***Our Trust and all its personnel are committed to safeguarding and promoting the welfare of the children.
This post is subject to an Enhanced Disclosure Application to the Disclosure and Barring Service.***



The Island Learning Trust

A warm welcome from the Chair of the Trust Board

Dear Applicant,

Thank you for taking the time to apply for the role of Head of School at Sunny Bank, part of the TILT family of schools. We look forward to receiving your application shortly and meeting you.

TILT was established from the passion and vision of our CEO to provide the best education possible to Isle of Sheppey pupils. Since its formation, we have also expanded our vision to include geographically local schools that wish to join us to benefit from our extensive leadership experience.

TILT has an experienced team at the helm with the CEO, Deputy CEO and Chair of the Trust Board having many years behind them in running successful schools. Our wider team of school leaders and teaching staff are experienced, dedicated individuals who all willingly buy into the vision '**to be the best we can be.**'

As a new member of TILT you can expect to have mentoring from one of our team, regular discussions with our CEO and Deputy CEO, a supportive Trust and local governing body who will inspire, challenge and support you and above all a great set of pupils and staff. The wider team of TILT includes many professionals in the HR, finance and marketing sphere, all will support you in your intended aim.

Sunny Bank is a school in challenge, it is on a journey to being a good school and this is a great opportunity for anyone that wishes to expand their leadership ability and grow a school to a two form over the next couple of years. There is both building work and expansion to look forward to.

If you would like a tour or a conversation with the CEO or me this can be arranged by contacting Sarah Stanier (Trust Administrator) on: 01795 606458 Ext. 203 or email: admin@tiltrust.org

Good luck in your application!

Yours sincerely,

Mr Howard Fisher

Chair of Trustees (The Island Learning Trust)



The Island Learning Trust

A warm welcome from the Chair of Sunny Bank Governing Body

Dear Applicant,

I would like to thank you on behalf of all the governors of Sunny Bank Primary School for the interest you have shown in our school and the key post of Head of School.

Our school joined a locally based successful Trust almost 2 years ago and is at an exciting point in time, currently, with a clear plan for improvement and expansion. A project delivering a new 8 classroom block and separate Nursery began in the Summer break as well as renovation of the existing building to create a much improved learning environment and capacity for growth.

We are looking to appoint an experienced leader with a proven track record in all aspects of school improvement who can play a key role in continuing to build on the progress we have made so far. You will be supported by a Governing Body focussed on ensuring that all our pupils reach their full potential and an Executive Team with previous experience of leading rapid improvement within their schools.

Hopefully you will be excited by the challenge of playing a key part in our next stage and the opportunity to develop and gain more experience as a leader. If you are interested in the post and would like to visit the school please contact Sarah Stanier (Trust Administrator) by phone on 01795 606458 Ext. 203 or email: admin@tiltrust.org to make an appointment.

All details about how to apply are contained in the application pack and I look forward to meeting you soon.

Yours sincerely,

Sue Batters

S. Batters

Chair of Governing Body (Sunny Bank)



**The Island
Learning Trust**

About our school

Sunny Bank Primary School are proud to be part of The Island Learning Trust, alongside Halfway Houses and Minster-in-Sheppey, sharing a passion to create a positive and rewarding journey, setting high standards and enabling every child, parent, teacher and governor **'to be the best they can be'**.

The school has been transformed in the past year, raising aspirations and expectations for our pupils and their families, with a relentless focus on improving pupil outcomes. We are becoming a dynamic learning community.

At the very centre of our school, sit our HEART values: **Honesty, Effort, Aspiration, Respect and Tolerance**. These underpin every experience or learning opportunity we provide.

We are an inclusive school and recognise that positive relationships are the key to successful learning. We are passionate and determined educators who work hard to develop positive relationships so our children feel safe, happy and secure.

We want the best for each child, because they deserve no less.



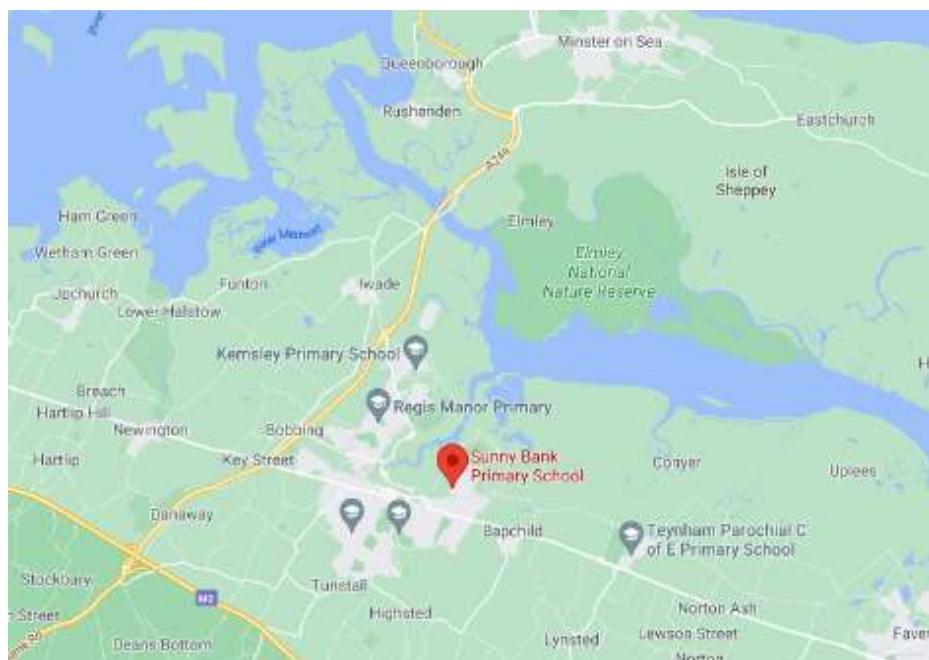


The Island Learning Trust

Where is Sunny Bank?

Context

Sunny Bank Primary School is a 1.5FE primary school and nursery in Murston, Sittingbourne. It was formed following the amalgamation of Murston Infant and Murston Junior School in 2016. In June 2019 Ofsted judged Sunny Bank as inadequate and placed the school in Special Measures. As a result of the inspection Sunny Bank was forced to academise. Sunny Bank officially joined The Island Learning Trust in February 2020.



Sunny Bank is a school with challenge:

It is situated in an area of high social deprivation and serves a diverse mix of families. Socio-economic data evidences that the circumstances of the families in the area are significantly less favourable than National averages:

Sunny Bank Primary School is ranked as 20/455 most deprived primary school in Kent. Sunny Bank has a highly mobile pupil population. Since September 36 children have left the school and 24 pupils have joined of which 6 have subsequently left.

When compared to the context of similar schools, Sunny Bank has significantly higher percentages for FSM (45.5% compared to 19.2%); SEN (31.2% compared to 12.2%) and EAL (21.8% compared to 13.1%). 75 pupils (28%) have identified SEND, of which 63 have SEN support and 8 have an EHCP (a further 11 EHCP's are in process).

Nevertheless, significant improvement has been made since conversion and a good teaching team has now been established. **Sunny Bank is an exciting place to be and the future is looking bright.** Sunny Bank has been identified to expand to a 2FE and a new build project is currently in progress.





The Island Learning Trust

What is our core purpose?

'To be the best we can be'

Every child, irrespective of ability, background or starting point fulfils their potential: to become the best learner, the best friend, the best citizen of the local and global community.

The Island Learning Trust has total commitment to improving the life chances, aspirations of pupils: we hold the highest expectations, we maintain a relentless focus on pupil progress and attainment so that no child is left behind. We put the needs of our children at the forefront of every decision.

We are unwavering about the main things: quality, care, standards and integrity.

We expect staff to maintain the highest professional standards and to be motivated to embark on their own learning journey '**'to be the very best we can be'**' to ensure our children experience the very best education, challenging perceptions of what can be achieved, preparing them for the future and improving life chances for all.



What our pupils say

We like our school because...

We are now back to having assemblies together!

"We love the Year 6 responsibilities."

We love our topics, learning new things



We have fun when we learn



"Afterschool clubs are really enjoyable and keep us busy."

We follow the HEART and ROAR values

"Teachers are enabling us to learn more."

"All staff are fair but can also be funny!"

It is improving; the new building and better learning

What our pupils say

We would like the following things from a new Head of School...

Someone who is **interactive** and who comes to see us in class



Someone who will **develop our outside areas** so that learning can occur there too



Someone who is strict but **nice!**

Someone who will make our school **even better** than it is already

“Someone who will organise more school trips and make the curriculum even more **exciting.**”





The Recruitment Process

Application Timeline

The closing date for applications is **12th November 2021**. Candidates are strongly encouraged to visit Sunny Bank Primary School prior to submitting an application. To arrange a visit, please contact Sarah Stanier on 01795 606458 Ext. 203 or email admin@tiltrust.org. Visits can be arranged during Terms 1 and 2.

Shortlisting

Shortlisting will take place on **1st December 2021**. Only candidates who meet the specified criteria will be taken forward from application. Please be advised that in accordance with safer recruitment protocols, references will be taken up for shortlisted candidates prior to interview and where necessary, employers may be contacted to gather further information.

Interview and Selection Process

Those shortlisted will take part in an in-depth selection process on **10th December 2021**. Candidates will be asked to account for any discrepancies, anomalies or gaps in their application documentation.

Safeguarding

Our Trust and all its personnel are committed to safeguarding and promoting the welfare of the children. This post is subject to an Enhanced Disclosure Application to the Disclosure and Barring Service.

Disclosure

We require all staff to undertake an enhanced DBS check. You are required before appointment to disclose any unspent convictions, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. Upon offer of interview you will be sent a self-disclosure form which must be returned at least one day prior to interview. However, disclosure of a criminal background will not necessarily bar you from employment – this will depend upon the nature of the offence(s) and when they occurred.



Head of School Job Description

Leadership Spine

Pay may be negotiable for an exceptional and outstanding candidate

The Head of School will work with the Executive Headteacher & CEO of the Trust, providing high quality professional leadership, ensuring the highest standards of teaching, learning & achievement; to create & maintain a school characterised by continuous improvement & success, & a high standard of education for all.

Purpose of the Role

- Implement the vision of The Island Learning Trust, providing effective leadership for a member Academy, inspiring, motivating those engaged in the activities of teaching & learning
- Create & maintain a culture of continuous improvement, ensuring a high standard of education for all
- Represent the Academy & act as an advocate for its mission & values, forming & developing effective partnerships within & beyond the Trust
- Promote & model the Academy mission, vision & values & successfully implement the Board of Trustees' policies
- Create a learning environment in which the resources of the Academy are effectively managed to secure the achievement of both children & staff
- Day-to-day management of children, staff, resources & buildings
- Contribute to the wider success of the Trust through membership of the Senior Leadership Team.

Key accountabilities

- Work with the TILT Board of Trustees & the LGB to develop & communicate a clear strategic vision for the successful development of the Academy
- Motivate & empower others to carry this vision forward
- Ensure sustainability is integrated across all areas, using as many of the Academy's resources as possible
- Model the values & vision of the Academy & TILT Academy Trust
- Develop a fully costed, annual strategic plan, which drives school improvement
- Lead curriculum development/innovation, ensuring a creative, inspiring curriculum fit for the 21st Century.

Leadership of Teaching, Learning & Assessment

- Ensure the quality of teaching & learning is at the centre of strategic planning
- Ensure a planned annual cycle of assessment, monitoring & evaluation across the Academy
- Demonstrate & articulate high expectations, setting aspirational targets for all
- Ensure a consistent & continuous approach to monitoring children's progress, using data & benchmarks to identify individual & group achievement
- Ensure the implementation of effective intervention & support programmes, the impacts of which, are regularly reviewed & evaluated
- Implement approaches that develop children's understanding of themselves as active learners
- Implement strategies that promote high standards of behaviour & attendance
- Monitor, evaluate & review classroom practice, promoting strategies to ensure that the highest standards of teaching & learning are maintained
- Challenge under-performance at all levels.

Managing the Academy

- Develop & sustain an organisational structure, which raises standards & ensures that the Academy functions effectively
- Manage the Academy on a day-to-day basis ensuring that Trust policies, including those relating to safeguarding & health & safety are fully adhered to
- Manage the Academy's financial & human resources in line with relevant policies to ensure efficiency in achieving the Academy's educational goals & priorities
- Ensure that policies & practices take account of national & local circumstances & initiatives
- Work with the Executive Team & senior colleagues to recruit, retain & deploy staff to achieve the vision & goals of the Academy & Trust
- Advise the Executive Head Teacher on the performance, competence & capacity of staff
- Make arrangements for the security & effective supervision of the Academy buildings, contents & grounds
- Undertake responsibilities as defined in health & safety policies & ensure that appropriate risk assessments are undertaken
- Manage, monitor & review the range, quality, quantity & use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency & secure value for money
- Undertake responsibility for promoting & safeguarding the welfare of children.

Financial Management

- Work on appropriate priorities for expenditure, allocating funds effectively within the context of the annual budgetary cycle & Academy improvement priorities
- Work with the School Business Advisor & the Trust's Chief Finance & Operations Officer to manage agreed budgets, ensuring effective administration & value for money
- Support the Academy & Trust in securing additional resources to aid Academy improvement.

Leading & Managing Staff

- Carry out the performance reviews of all staff & all relevant arising actions
- Deal effectively with staff under-performance, in line with relevant policies
- Liaise with the Executive Team in the recruitment & selection of teaching & support staff
- Provide support in creating & maintaining good relationships amongst all members of the Academy community
- Motivate & support staff by identifying & addressing areas for development & building on their strengths to support Academy succession planning
- Promote the highest standards of courtesy & mutual respect amongst all members of the Academy community
- Ensure that all staff carry out their professional duties in accordance with their job description & national guidance & regulations
- Encourage initiative, team work & working in partnership
- Develop & strengthen leadership across the Academy.

Securing Accountability

- Work with the Executive Team, Board of Trustees & the Academy Committee, providing information, objective advice & support to enable the Trust to meet its responsibilities
- Develop & present a coherent & accurate account of the Academy's performance to a range of audiences including the Executive Team, Board of Trustees, LGB & parents/carers
- Provide suitable reports for, & be present at, all Academy Committee meetings
- Develop an Academy ethos that enables everyone to work collaboratively, share knowledge & understanding, celebrate success & accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood, agreed & subject to rigorous review
- Effective fulfilment of all responsibilities outlined within this document.

Strengthening Community

- Build a culture & curriculum, within the context of the Academy's vision, which takes into account the richness & diversity of the local & wider communities
- Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional & cultural well-being of children & their families
- Maintain & develop effective partnerships with parents & carers to support & improve children's achievement & personal development
- Seek opportunities to invite parents & carers, community figures, businesses or other organisations into the school to enrich the children's experiences.

Safeguarding

- Ensure that all safeguarding policies & practices fully meet the latest national guidelines & are published as required
- Ensure all staff are fully trained & aware of their particular responsibilities
- Cooperate & work with relevant agencies to protect children.

National Standards for Head Teachers

The Head of School will carry out his/her professional duties in accordance with, & subject to, the National Conditions of Employment for Head Teachers, & Education & Employment legislation.

This job description will be reviewed annually & may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures & tasks but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities & duties.

Qualifications & Education	E/D
Qualified Teacher Status	E
Evidence of recent, relevant continuing professional development	E
NPQH or further professional qualification	D
Experience, Knowledge & Skills	E/D
Successful leadership experience to at least Deputy/Assistant Head level	E
Ability to provide clear educational vision & direction	E
Ability to analyse & use pupil data on attainment & progress to raise standards	E
Successful experience of monitoring, evaluating & improving the quality of teaching & learning	E
Experience of dealing with staff when performance gives cause for concern	E
High level of involvement with school improvement planning	E
High level involvement in monitoring & evaluation procedures leading to clear impact	E
Understand the principles of effective teaching & learning	E
Significant experience of taking a lead role in performance management of staff	E
Ability to manage, monitor & review available resources, ensuring value for money	E
Personal Qualities	E/D
A strategic thinker who can analyse information & data quickly in order to make effective decisions	E
Think analytically to undertake complex tasks in a systematic way	E
Think creatively & imaginatively to solve problems & identify opportunities	E
Create, articulate & implement a clear shared vision for the future	E
Demonstrate the ability to plan appropriately for future success	E
High expectations of self & others	E
A high level of energy, positivity, stamina & flexibility	E
Interpersonal Relationships	E/D
An effective leader who demonstrates a variety of leadership style & management approaches	E
An ethical leader with personal presence	E
Establish positive & productive working relationships with a wide range of stakeholders	E
Effectively communicate: listening to & inspiring children, staff, parents the wider community	E
Approachable & professional at all times	E
General Requirements	E/D
Able to work flexibly, including any service hours necessary to achieve Trust objectives	E
Travel to various locations. Driving License essential	E
Demonstrate a firm commitment to the Trust & a desire to see the Trust flourish	E

Headteacher Standards

Introduction

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation's schools.

Parents and the wider public rightly hold high expectations of Headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The Headteachers' standards set out how Headteachers meet these high expectations. The standards are an important benchmark not only for Headteachers and those who hold Headteachers to account, but also for those who train and develop school leaders.

These standards replace the national standards of excellence for Headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual Headteacher and school. They are designed to be relevant to all Headteachers.

The standards can be used to:

- shape Headteachers' own practice and professional development, within and beyond the school
- support the recruitment and appointment of Headteachers, including the development of job descriptions and person specifications
- underpin frameworks for the training of school leaders, including current and aspiring Headteachers
- inform the performance management of Headteachers

Domains

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of Headteachers. It consists of statements that define the behaviour and attitudes which should be expected of Headteachers.

The standards in section 2 cover interlinked domains of the Headteacher's role all underpinned by the governance and accountability domain.

Culture and ethos

- school culture
- behaviour
- professional development

Curriculum and teaching

- teaching
- curriculum and assessment
- additional and special educational needs

Organisational effectiveness

- organisational management
- school improvement
- working in partnership

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, Headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs

- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

How the standards apply to different leadership roles

- The Headteacher's standards cover the full breadth of leadership responsibilities within a single school. For most Headteachers in maintained schools or academies in single academy trusts this means that all of the standards should be relevant to them, though it is anticipated that they will meet some standards through the successful leadership and management of teams and individuals within their schools.
- There can be a range of job roles and titles for those leading individual schools, particularly where a school is working within a group, such as in a multi-academy trust. Job roles and titles are various, including Head of School, and Associate Head, as are the governance arrangements to which Headteachers are accountable. In some settings Headteachers are responsible for leading more than one school. There are also instances of shared headship through co-headship or job-shares. Employers, in such instances, will therefore want to decide which standards are applicable to roles in these contexts.



The Island Learning Trust

Ethical Leadership Statement

The Nolan Principles

The 7 Principles of Public Life

The premise of ethical leadership at **THE ISLAND LEARNING TRUST** is to behave in a way that models **Nolan's Principles of Public Life**, whereby a framework of values underpins decision-making. Our words, actions are designed to promote social engagement and challenge inequality and injustice. This framework protects individuals and organisations from the detrimental effects of external pressures and accountability measures: ensuring that decisions are ethical and do not compromise integrity.

Our policies reflect our ethical approach. Short term, reactionary measures are not sustainable, we aim to support leaders to focus on the long-term cohesion of the school and Trust community.

'To do right' is ambiguous – we can only be sure that what we choose to do is ethical – **it does no harm to the emotional, physical, social and reputational well-being of individuals and schools.**

At **THE ISLAND LEARNING TRUST**, we seek to do no harm. We strive to achieve the very best outcomes across the curriculum thereby ensuring all children make exceptional progress and leave us as confident young people, ready for the future ahead of them.

Pupil Voice

Our children play a vital role in shaping the future of the **THE ISLAND LEARNING TRUST**. Each school has a school council, moving forwards two children from each of our schools will become members of our **THE ISLAND LEARNING TRUST** Council: this will bring children together, facilitate connectivity, support the development of Trust identity and provide a platform for pupils to participate in decision-making across the Trust. School leaders will meet regularly with representatives from both the **THE ISLAND LEARNING TRUST** Council and seven school councils, to expand on their ideas and incorporate their feedback into the development of our Trust.



Parent Forum

Schools exist in and for their communities and are an integral part of strong, resilient social networks that support young people to grow and flourish. At **THE ISLAND LEARNING TRUST** we want our schools to '**be the best they can be**' and build on the collective aspirations of community stakeholders so that we meet the needs of our young people socially, emotionally, physically, spiritually, culturally and academically. To do this well we have to listen; listen to the voices in our communities so that we have a deep understanding of what we do well and what still needs to be improved. We also need to listen so that we can harness the skills and expertise in our communities in order that we enrich the educational offer and connect our young people with the world beyond the school gates. To help us realise these aspirations we understand that parents have a key voice in the development and improvement of our Trust and the individual schools within it.

To facilitate a strong and meaningful engagement we plan to establish a Trust Parent Forum that meets three times a year to:

-  Feedback to senior leaders and trustees on the quality of education provided
-  Feedback on and support the formation of key policies
-  Develop and promote ideas and strategies for community engagement
-  Support the ethos and values of the trust

The Parent Forum is a consultative, advisory group with the purpose of providing support and challenge to the Trust. It does not carry any legal weighting.

Each school elects two representatives for up to two years.



The Island Learning Trust

'Education doesn't need to be reformed – it needs to be transformed. The key to this transformation is not to standardise education, but to personalise it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.'

Our Mission

The Island Learning Trust is inclusive and fully committed to achieving high quality educational outcomes for our children. Through the provision of meaningful curricula, placing a strong emphasis on the arts and sport, we seek to develop a love of learning and the motivation to succeed. We know that school is one element of our children's experience and so work alongside our families and community to foster a sense of moral and social responsibility. Our curricula focus on providing experiences that encourage our children to become curious, enthusiastic, resilient and confident learners.

Trust Commitments



Achieving the highest standards and outcomes for all children



Professional learning for all



Working in partnership with parents to ensure we are responsive to their aspirations for their children



Collaborative developments in pedagogy and curricula



Sharing staff expertise, responding to the needs of the Trust, and jointly finding solutions



Promoting the strengths of the Trust and the benefits of collaborative development, for the good of the whole



Working with schools beyond our immediate partnership



Local admissions criteria and nationally agreed procedures for children who are hard to place - Fair Access Protocols



The Articles, Scheme of Delegation and GAG pooling to ensure effective and efficient use of public monies, best value for all Trust schools and high levels of resourcing

Prospectus

Welcome To Our Trust

The Island Learning Trust is a forward thinking trust made up of 3 primary schools: Halfway Houses Primary School, Minster Primary School and Sunny Bank Primary School. Our schools are bound together by our core values and belief in The Island Learning Trust's vision and moral purpose.



The Island Learning Trust

**Our motto is
'to be the best we can be'**

We hold the highest of expectations for all:

- Total commitment to improving the life chances, aspirations of pupils: high expectations, a relentless focus on pupil progress, attainment so that no child is left behind.
- Working in partnership with parents to ensure we are responsive to their aspirations for their children. It is our strong belief that pupils thrive and succeed when staff work with parents and carers and share a common responsibility to ensure the development of every pupil.
- Exemplary behaviour based on a consistent, fair and positive behaviour management approach, so that teachers can teach and learners can learn.
- Positive caring relationships, where pupils, staff, parents and governors work together for the benefit of the community.
- Recruit, retain and develop highly effective staff who are committed to a culture where there is no acceptance of teaching less than good.
- Always strive to improve and do things better.

At The Island Learning Trust we are committed to creating a learning community in which children are perseverant, resilient risk takers who take responsibility for their learning and develop their critical creative and social abilities fully. We believe that children learn best when learning is: exciting, challenging, creative, collaborative, practical, reflective and meaningful. Learning should inspire children to ask questions and to wonder. It should provide them with memorable experiences. It should develop in them the skills of communication, collaboration, critical thinking, social responsibility, problem solving and reflection. It should have the highest of expectations of the learners. It should build on experience and always be purposeful and relevant.

We strive to achieve excellence with meaningful and empowering contexts for learning. We recognise the importance of outstanding teaching and learning and are fully committed to the development of every learner and all staff.



We expect staff to maintain the highest professional standards and to be motivated to embark on their own learning journey to ensure our children experience the very best educational outcomes. We are a 'growth mindset' Trust: we champion the message that 'everyone can'.

We are passionate about celebrating the uniqueness of our learners and our curriculum design reflects this.

**We aim to value, support and challenge
our pupils to achieve success.**

Value

We believe every individual is unique.

- We respect the rights and needs of all.
- We foster a sense of self-esteem and self-worth.
- We encourage everyone to realise their full potential.
- We encourage our pupils to be happy and confident young people who make positive contributions to their community.



Support

We believe that a good learning environment stems from a committed staff who work as a team to support all pupils

- We provide a happy, secure and stable environment.
- We give a high level of support to all individuals.
- We work in partnership with parents.
- We help our pupils to develop communication, social and self-help skills.

Challenge

We believe that pupils succeed best when staff have high expectations

- We deliver a curriculum that is broad, balanced and relevant.
- We set challenging individual targets.
- We expect consistent high standards of behaviour.
- We provide inclusive opportunities for our pupils to join with their peers within the local community.



Success

We believe that success is important to every individual and to have that success recognised encourages further achievement

- We measure success in many ways across the range of social and academic achievements.
- We ensure areas of success for everyone.
- We recognise every achievement however small the step.
- We praise and reward success.



Pupil Voice

All schools are keen to involve pupils in decision-making processes wherever possible. Representatives from each year group meet regularly to discuss a variety of topics and make suggestions which can result in changes to the way the school operates or to further enhance provision.

The Island Learning Trust encourages pupils to learn resilience and develop high self-esteem, whilst always respecting the rights of others in the community. In this way pupils prepare for adulthood, confident that they can contribute to, and fully belong to, their community and society in general.



This prospectus aims to answer most of the questions you may have about how our schools are organised and help you to understand more about us. It expresses how much we value and respect our pupils and how we work together to ensure pupils achieve their very best as they prepare for secondary school and becoming adults.



We believe education should be a special time for your child that provides memories, successes and friendships that they will cherish for the rest of their lives.

The best way to learn about our schools is to visit and talk to staff and pupils. Our websites also offer a range of information about our schools:



Minster in Sheppey Primary School
www.minster-sheppey.kent.sch.uk



Sunny Bank Primary School
www.sunnybank.kent.sch.uk

Halfway Houses Primary School
www.halfwayhouses.kent.sch.uk