



# The Island Learning Trust

'To be the best we can be'



## Chief Financial Officer

### Candidate Information Pack



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



# The Island Learning Trust

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**The Island Learning Trust**



# The Island Learning Trust

## A warm welcome from the Chair of the Trust Board

Thank you for requesting the details of the Chief Financial Officer position here at The Island Learning Trust. We look forward to receiving your application shortly and indeed meeting you.

The Island Learning Trust operates 3 primary academies: 2 on the Isle of Sheppey, Kent: Minster Primary School and Halfway Houses Primary School and Sunny Bank Primary School in Sittingbourne. The Trust has a 1575 combined pupil capacity and had a roll of 1447: 93.5% capacity, in the May 2021 school census.

TILT was established in November 2016 and was formed by two forward thinking schools determined to make a difference to the children, families and communities served. The passion and vision of our CEO is to provide the best education possible to Isle of Sheppey pupils, improving life chances and ensuring all children achieve highly. Since the formation of our Trust we have also expanded to include a further school in Sittingbourne.

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 own and champion the vision **'to be the best we can be.'**

The role of CFO is central to the achievement of the MAT Vision and Mission. The CFO is a senior executive leader, constantly identifying ways to streamline systems, gain efficiencies and in doing so maximising the funding and resources available to drive school improvement. We are particularly keen to hear from candidates who can demonstrate a proven track record in prudent financial planning, risk management, creative thinking and those solution focused individuals capable of finding and communicating new ways of working to the CEO and the Trust Board.

As a new member of TILT you can expect to have regular discussions with our CEO and Deputy CEO, a supportive Trust Board who will inspire, challenge and support you.

If you would like a conversation with the CEO or myself this can be arranged by contacting Sarah Stanier (Trust Recruitment Manager) on: 01795 606458 Ext. 207 or email: [admin@tiltrust.org](mailto:admin@tiltrust.org)

Good luck with your application!

Yours sincerely,

Mr Howard Fisher

Chair of Trustees (The Island Learning Trust)



# The Island Learning Trust

## About our Trust

The Island Learning Trust is a forward thinking Trust, we promote and 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 learners and staff to enable all:

**“...to be the best we can be.”**

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’.

As a multi-academy trust, TILT aims to develop identity as a group but to also protect the unique character of each school. Whilst there are clear consistencies across schools, these do not undermine individuality. Through collaboration, we seek to build on the strengths that exist within each school so that our collective capital benefits the broader TILT community.

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

The Island Learning Trust is passionate about securing the highest standards of achievement and education for all children. We are committed to achieving this by creating a fully inclusive environment that promotes social justice and equality, thereby empowering disadvantaged communities. We provide this through the creation of cognitively challenging contexts for learning that develop children’s desire to learn. We believe that by encouraging children to become agents of their own learning, they are empowered to become autonomous and independent, and to respond to present and future challenges. This enables them to grow into responsible citizens who are able to contribute to society in a way that maximises their strengths and individual characters. As a Trust, we develop ambitious, challenging and creative curricula that enable all children to flourish socially, spiritually, culturally, emotionally and academically. Whilst high academic attainment is important for all children’s life chances, we also believe in the importance of providing a rich experience of the arts and physical development.



# What is our core purpose?

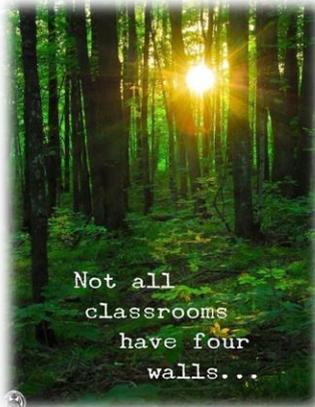
**'To be the best we can be'**

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, 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.





# 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



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

### In the coming year we aim to:

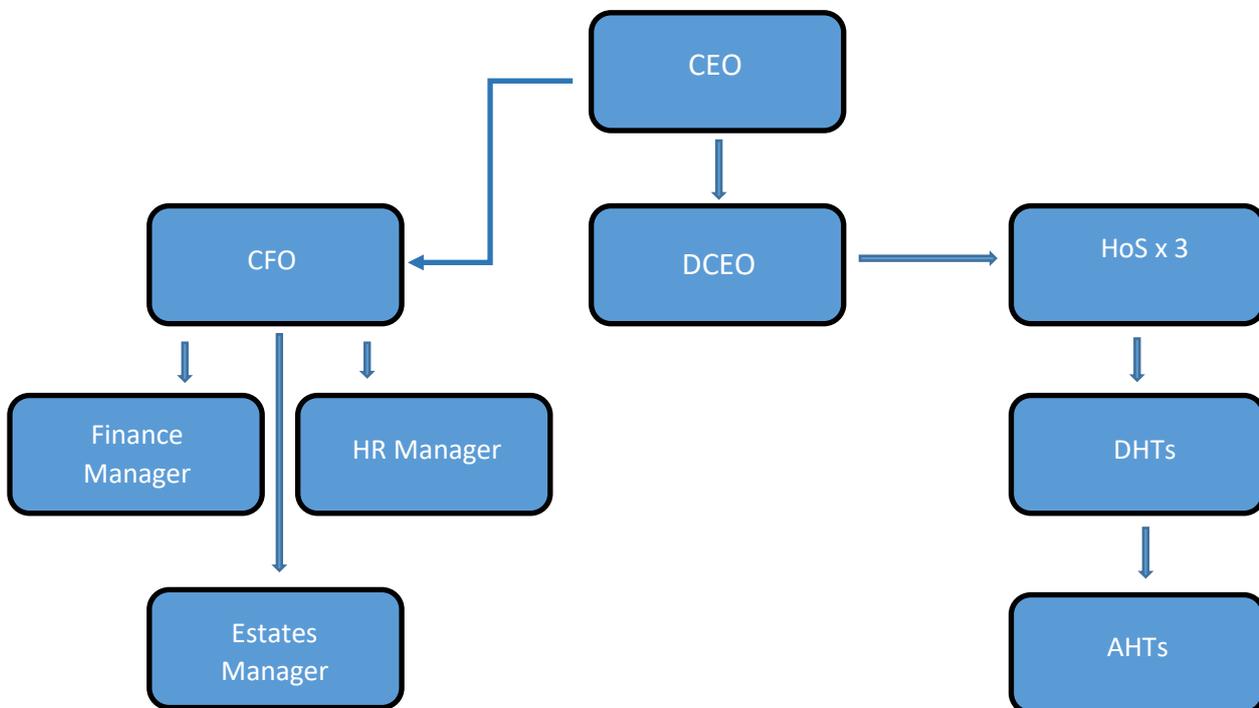
1. **Strengthen further academic standards** through high quality teaching and learning, a rich curriculum and highly effective leadership. Ensuring pupils know and remember more.
2. **Grow the Trust** to ensure it remains future proof.
3. **Strengthen succession planning.**



# The Island Learning Trust

## Trust Structure

The key members of the Trust are organised in the following way. However, it is important to note that key members of support staff are also answerable to Heads of School.



## Trust arrangements

The Island Learning Trust (TILT) established a Finance and Resources Committee to provide assurance over the suitability of, and compliance with, its financial systems and operational controls. This includes reference to:

- Risk Register
- Scheme of Delegation

We review all planning using an Integrated Curriculum Financial Planning (ICFP) approach which determines the level of staff needed to deliver a balanced curriculum considering the financial resources available. Ideally curriculum needs will be met from the existing financial resources, if not each of the considerations used in ICFP will be re-examined to get a financially sustainable position.

Each school has an opportunity in May to consider its proposed staffing structure and forward it to the CFO. The CFO looks at the consolidated budget for the Trust and makes necessary adjustments within each school's vision to ensure that the Trust has a balanced budget for the year.

## **Monthly Budget Monitoring**

The CFO is required to produce monthly budget monitoring reports and as part of this they need to show:

- Monthly balance sheet reconciliations
- Monthly income expenditure reports
- Monthly cash flow forecasts and monthly balance sheets

The emphasis of this is to ensure each school is on track to meet its latest forecast and achieve the desired year end position. All schools are expected to be actively involved in the budget monitoring process and it is part of the CFO's role to ensure that schools comply with this obligation. Currently, the Trust has a positive carry forward with all schools working to achieve an in-year surplus.

TILT currently uses PS Financials as its finance system. The system has a capacity for use within a MAT and can produce management accounts, profit and loss statements and balance sheets for each academy in addition to consolidated accounts for the MAT as a whole.

The policies now established in the Trust as well as the Scheme of Delegation have been expanded to encompass other procurement, Risk Register and Disaster Recovery Planning.

The Central Team is funded from GAG pooling. It provides the central services team, school improvement, compliance and finance, HR and estates management.





# The Island Learning Trust

## The Recruitment Process

### Application Timeline

The closing date for applications is **24<sup>th</sup> January**. Candidates are encouraged to meet or have a conversation with the CEO prior to submitting an application. To arrange this, please contact Sarah Stanier on 01795 606458 Ext. 207 or email [admin@tiltrust.org](mailto:admin@tiltrust.org). Visits or conversations will be arranged between **10<sup>th</sup>-21<sup>st</sup> January**.

### Shortlisting

Shortlisting will take place on **26<sup>th</sup> January**. 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 **7<sup>th</sup> February**. Candidates will be asked to account for any discrepancies, anomalies or gaps in their application documentation.

### Safeguarding

The Island Learning Trust are committed to safeguarding and promoting the welfare of our pupils. In order to meet our responsibility, we follow a rigorous selection process to discourage and screen out any unsuitable applicants.

### 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.



# The Island Learning Trust

## Job Description

**Title:** Chief Financial Officer

**Reporting to:** Chief Executive Officer

**Grade and salary:** Negotiable

**Contract:** Permanent, full-time (all year round)

**Staff responsibility:** Central Business and Admin Team, Estates, IT

**Liaising with:** Trustees, CEO, Head of School, DfE

**Work base:** TILT Central Office (Minster in Sheppey Primary School)

### Purpose of the job

The Chief Financial Officer (CFO) will be directly responsible to the Chief Executive Officer (CEO) who is the accounting officer for the MAT and is ultimately responsible for the proper financial conduct of the institution. The CFO will provide advice on strategic financial issues and be responsible for financial management and for the leadership and management of the business and admin team. The CFO is a key member of the MAT's senior leadership team.

The CFO is expected to bring a modern, business-like approach to the leadership of the business and admin function, running it as a highly competent and efficient service with an emphasis on business partnership across the MAT and with devolution of the service where appropriate. The appointee will develop and deliver a proactive, student-focused service.

In addition to leading the finance team, the CFO will contribute to strategy and policy development to support the MAT's aims and objectives, will ensure the provision of management information for the MAT's planning and monitoring systems, and will ensure the completion of returns to external agencies.



# The Island Learning Trust

## Job Outline

### STRATEGIC

- To support the CEO in the strategic leadership of all non-educational functions across the trust
- To support the CEO in the formulation, monitoring and evaluation of the business plan and financial strategy that ensures viability of the trust
- To lead on the development and implementation of all trust policies, including finance and employment law, ensuring compliance with all relevant statutory procedures
- To oversee and advise on all procured contracts and services for the trust including materials, utilities, cleaning, catering, grounds maintenance etc. in order to secure best value for the trust
- To maintain the board's risk register, monitoring the ongoing financial and reputational risks and advising the board as appropriate on the risks associated with any new ventures
- To ensure that all statutory reporting on behalf of the trust is accurate, compliant and timely
- To ensure that the trust complies with statutory requirements such as data protection and the freedom of information act
- To ensure that the trust complies with statutory requirements relating to health and safety
- To oversee effective recruitment of staff by the business and admin team
- To ensure effective line management of all staff within the business, administrative and premises teams
- To project manage the conversion of all new schools joining the trust, including the common transfer agreement, lease and funding agreement and to advise and support each school as appropriate
- To ensure effective induction, appraisal and continued professional development of business and admin team
- To support the CEO in generating continual streams of new income through effective bid-writing, partnerships, joint ventures and business development including potential funding opportunities to allow expansion and/or development of existing buildings to maximise income generation
- To work closely with Trustees, school leadership teams and Heads of School in particular at each of the schools within the trust, providing the necessary advice and support
- To develop effective relationships with staff, pupils, parents, local businesses and stakeholders across the entire trust



# The Island Learning Trust

## FINANCE

- To develop and oversee all financial policies and procedures in each individual school and across the trust to ensure compliance with the ESFA, Academies Financial Handbook and Statement of Recommended Practices (SORP) of the Charities Commission
- Developing and maintaining the in-house TILT MAT Financial Handbook & Scheme of Financial Delegation that sets out The Trust's operational procedures governing The Trust, combining best practice with the latest Accounts Direction issued by the ESFA
- To provide professional advice and support to the trust on all aspects of finance and business management
- To attend board meetings and to present monthly and annual financial statements to the trustee
- To present monthly and annual financial reports to the CEO and Chair of Trust
- To quality assure the preparation of the overall budgets for each school working closely with trustees, leaders and governors
- Monitoring expenditure and reporting to the CEO regarding income and cash flow against the approved budget and submitting reports on each schools' financial position to each meeting of the Asset Management Board & the position of the MAT to trustees
- Approving virements within the delegated financial limits for core operations and reporting such approvals to the Asset Management Board
- Reviewing any virements required for any school's budgets and recommending these to the CEO and Board for approval if appropriate
- Ensuring compliance with PAYE, NI, VAT and other relevant legislation
- To prepare and submit all financial returns in a timely and accurate manner including financial records for the auditors and returns to Companies House and ESFA
- To oversee and advise the work of the Finance and Risk Committee ensuring compliance with the Academies Financial Handbook and funding agreement
- To oversee the pooling of resources policy to ensure effective financial management of the associated costs and services
- To prepare individual school and/or the trust as a whole for any internal or external audits and to respond appropriately with any subsequent recommendations
- Maintaining and resourcing an efficient internal audit function or equivalent by producing annual reports for each academy school in the Trust, together with any recommendation for improvement
- Ensuring internal reports are shared with the CEO, Heads of School, Trustees and Finance and Risk committee
- Ensuring all forms and returns required by the ESFA and The Trust's Board are prepared and submitted in the formats specified by the ESFA/DfE and filed by the relevant filing deadline



# The Island Learning Trust

- Writing the Annual Report and preparing the consolidated financial statements in the statutory format specified by the ESFA, Companies Acts and Charity Commission for auditing by the external auditors. Arranging a timeline and detailed checklist of work to be done in house and by the external auditors to ensure the audited statutory accounts are filed with the ESFA by 31st December
- To manage all funding agreements with new and existing schools to ensure compliance with ESFA requirements
- To research and bid for additional funding to DfE or other such organisations on behalf of each school and trust as a whole, including the Condition Improvement Fund;
- To develop and oversee the Trust's risk management strategy and procedures to ensure that key business risks are identified, assessed and managed
- To work closely with the human resources and payroll service providers to ensure all returns are completed accurately and submitted to HMRC in a timely manner
- To manage the effective purchasing and procurement of products and services for the trust and negotiate, manage and monitor contracts, tenders and agreements for the provision of support services, to include; school improvement, payroll, audit, human resources, legal, health and safety, IT, grounds maintenance, catering, cleaning, insurance, facilities management and the administration of the associated top-slice
- To support and advise on the Trust's asset management planning including lettings, income generation from the use of buildings and expansion and development of existing sites
- To conduct comprehensive financial due diligence on any school considering joining the trust and to advise the Board on all associated risks

## HUMAN RESOURCES

- To work closely, when necessary, with the HR Manager
- To work closely with the human resources provider to oversee compliance with relevant policies and procedures in line with employment law
- To work closely with the payroll provider to ensure robust arrangements are in place regarding all associated paperwork and administration
- To work closely with human resources and legal services to project manage the conversion of new schools joining the trust in regard to TUPE, the regulation 13 notice, consultation and any other employment related matters, including due diligence
- To oversee the maintenance of each academy's single central record ensuring necessary compliance

## PREMISES

- To oversee the Trust's strategic plan for maintenance, including the estate management strategic plan for the Trust and for each academy including repair and improvement
- To ensure that all contracts are in place for each academy and that appropriate checks are carried out to ensure statutory compliance



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- To oversee the fixed asset register in line with the relevant schedules attached to each academy transfer agreement
- To project manage the conversion of new schools joining the trust in regard to preparation of the common transfer agreement, lease, risk management, insurance, buildings surveys and associated due diligence
- To provide support and advice to each academy, including governors, on all matters relating to health and safety as part of the termly cycle of audit
- To oversee the completion of the annual submission for the Condition Improvement Fund for each academy and the trust as a whole
- To ensure all necessary insurance (buildings, employer's liability, public liability etc.) is adequate and in place
- To maximise existing opportunities within the trust through creative site and facilities management in regard to the delivery of central core services

## OTHER

- Carry out such other tasks as deemed appropriate by the Chief Executive
- Execute the generic duties of a senior leader
- To actively support the values and ethos of the Mosaic MAT
- To contribute to and actively support and promote decisions made by the Leadership team
- To maintain the confidentiality of the team
- To take a lead in all aspects of the Trust's corporate life
- To be prepared to challenge poor behaviour and underperformance



**The Island Learning Trust**



# The Island Learning Trust

## Person Specification / Selection Criteria

Qualifications	E/D	Source
Relevant degree or equivalent level of proven experience	E	Application/certificates
A recognised accounting qualification (e.g. CIMA, ACCA, AAT or CPFA or considerable experience with Level 5 or Level 6 Diploma)	E	Application/certificates
Maths & English GCSE at Grade C or above (or equivalent)	E	Application/certificates

Knowledge, Understanding and Experience (up to date/current)	E/D	Source
Significant post qualifying experience and in depth professional knowledge acquired through experience	E	Application/interview
Experience managing significant financial resources with a good appreciation of relevant regulatory frameworks	E	Application/interview
Experience of working in a school or academy financial role or equivalent	D	Application/interview
Familiarity of financial processes and procedures	E	Application/interview
Experience of effectively managing a team	E	Application/interview
In depth knowledge of statutory requirements, procedures and regulatory requirements relating to academies	D	Application/interview
High level of IT competence, literacy and numeracy skills	E	Application/interview
Experience of using and supporting others in the use of financial software packages	E	Application/interview
Experience of producing and presenting complex management accounts	E	Application/interview
Ability to interrogate school performance data accurately	D	Application/interview



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<b>Personal and Professional Qualities</b>	<b>E/D</b>	<b>Source</b>
A positive and enthusiastic outlook, passion and motivation to work with children in an education setting	E	Application/interview
Strong persuasive, influencing and interpersonal skills with the ability to communicate clearly and confidently, both verbal and written	E	Application/interview
Excellent skills in strategic planning and strategic management of financial resources	E	Application/interview
Shows initiative, is a starter-finisher with good-time management skills	E	Application/interview
Adept problem solver	E	Application/interview
Clear analytical skills to allow the exploration, evaluation and interpretation of information and opinions and utilisation of management information systems	E	Application/interview
Ability to work under pressure to meet deadlines and organisational priorities	E	Application/interview
Good leadership skills and ability to inspire and challenge colleagues	E	Application/interview
Commitment to staffs' own personal development	E	Application/interview
Flexible in terms of working patterns and evolution of the role	E	Application/interview
Team-player, personable, emotionally intelligent and with a sense of humour	E	Application/interview
Strong decision making skills with the ability to make decisions and recommendations based on the analysis of options	E	Application/interview
Receptive to new ideas and able to generate them	E	Application/interview

<b>Other</b>	<b>E/D</b>	<b>Source</b>
Legally entitled to work in the UK	E	Application/interview
Membership of NASBM or other regional school business management/finance networking group	D	Application/interview
Driving licence and own transport	E	Application/interview



# The Island Learning Trust

## Ethical Leadership Statement

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.

### The Nolan Principles

The 7 Principles of Public Life



# 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



**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.**

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## 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](http://www.minster-sheppey.kent.sch.uk)

**Sunny Bank Primary School**  
[www.sunnybank.kent.sch.uk](http://www.sunnybank.kent.sch.uk)

**Halfway Houses Primary School**  
[www.halfwayhouses.kent.sch.uk](http://www.halfwayhouses.kent.sch.uk)

