



The LETTA Trust

People Strategy

2023

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1. Preamble

- 1.1 The success of this strategy is co-owned by all stakeholders. The LETTA Trust recognises that achieving and sustaining a culture and climate conducive to success is a cooperative endeavour, involving people at all levels of the organisation. It is our intention that this strategy be shared widely, reviewed regularly, and leave an indelible imprint on our people. The LETTA Trust asks that all stakeholders own their accountability for its implementation and success.
- 1.2 This strategy is not intended to replicate or replace Trust policies and procedures.
- 1.3 The LETTA Trust reserves the right to make reasonable changes to this strategy. These changes will normally come into effect at the beginning of an academic year. The LETTA Trust also reserves the right to introduce changes during the academic year when the Trust reasonably considers it to be in the interests of stakeholders or required by law, or the requirements of relevant regulatory bodies.

2. Purpose

This strategy has been developed to support the vision and values of The LETTA Trust. Our strategy makes a clear statement about how we value and treat our people. We intend for this strategy to elucidate the culture and climate of The LETTA Trust: one which enables everyone to thrive, and to sustain excellence in all our endeavours, now and into the future.

The aim of this strategy is to get the right people, in the right place, to deliver on our mission of combating social inequality.

3. Vision, values and ethos

LETTA Trust schools are committed to working in partnership and learning from and with each other. Together we strive to give children the best chance of happiness and success at school and beyond; to growing active citizens with a strong moral compass who will make a positive difference in the world. Our vision is a promise to our pupils; our values determine how we work together.

3.1 Vision

Our vision is that every child in every school in our trust:

- Loves learning, achieves their very best, has fun at school and feels excited about the future
- Knows how to make friends and get along well with people; to treat them with fairness, compassion and respect
- Grows healthy and strong, believes in themselves and has the confidence and resilience to follow their dreams
- Feels part of their community, proud of their school and inspired to make a positive difference in the world

3.2 Values

Our values determine how we work together:

- Aspiration: aiming high; broadening horizons; creating possibilities
- Innovation: taking risks; daring to be different; pioneering research; shaping the future; leading the way
- Equality: inclusive; excellence for all; celebrating diversity; equity; all for one and one for all!
- Generosity: open doors; collaboration; challenge and support; community-minded; team spirit; Ubuntu

3.3 Ubuntu

Our guiding principle is the philosophy of Ubuntu; a southern African philosophy that speaks of our interconnectedness, of the importance of relationships, of openness and generosity to one another.

"Ubuntu does not mean that people should not enrich themselves. The question is: Are you going to do so in order to enable the community around you to be able to improve?"

Nelson Mandela

"I am who I am because of who we all are."

Leymah Gbowee

4. Attracting employees

Our aim is to recruit talented people with whom we can work collaboratively to develop them to fulfil their career ambitions within our schools. We want entrants into the trust to continue to learn and grow, developing into future great leaders in their respective fields, and to continue to work together to combat social inequality.

We offer:

- A people-centred trust which looks after its staff
- A competitive salary
- Union recognition
- A high performing partnership of schools, working closely together to improve life chances for children and young people
- Access to high quality professional learning, and an opportunity to be involved with the delivery of initial teacher training, undergraduate training and apprenticeships
- The opportunity for career development within and across trust schools

5. Retention and engaging learning

The LETTA Trust supports upward progression. Leaders seek regular feedback from staff about the support and opportunities for progression they want. Opportunities for open, professional dialogue exist within weekly 1-1 meetings, annual appraisal reviews and staff voice questionnaires. We support a flexible and diverse approach, based on career stage and individual priorities, to ensure our professional learning offer is both bespoke to the individual and provides an element of choice.

5.1 Professional learning roadmap

The LETTA Trust's professional learning roadmap outlines some of the possibilities available for ongoing learning and career progression at the trust.

5.2 Teacher Training and Early Career Teachers

The LETTA Trust is an accredited provider of School-centred Initial Teacher Training (SCITT). We deliver a postgraduate teacher training route leading to QTS and a PGCE to between 50-60 trainee teachers annually. Our partner in delivering the PGCE element of the programme is Sheffield Hallam University. Our work as a SCITT has generated a talent pipeline of new and dedicated teachers for our trust schools and local partner schools. Employees of the trust have the opportunity to work with the SCITT in a variety of ways, including as a mentor, a tutor and a facilitator.

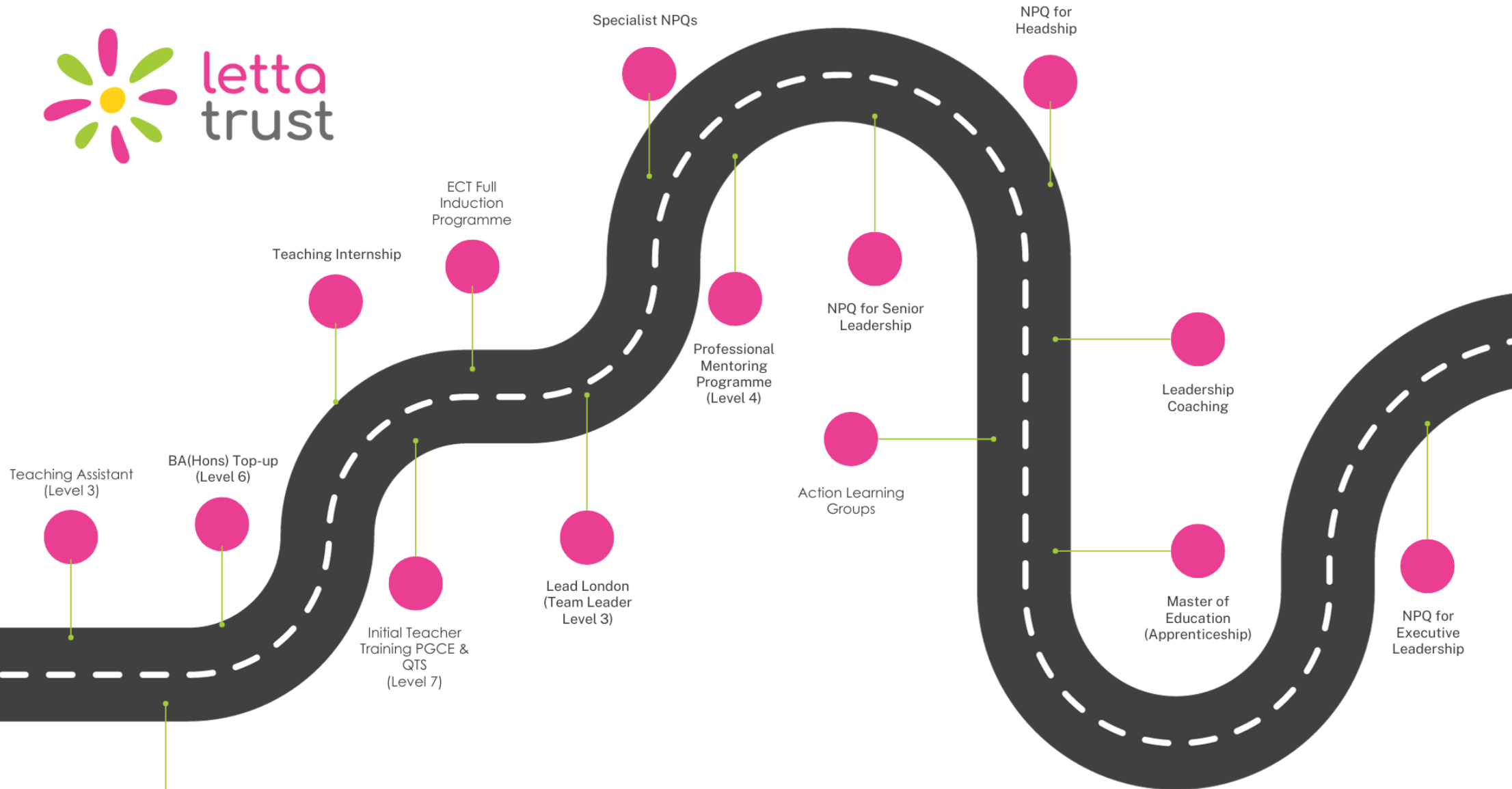
The trust's partnership with Kingston University (KU) affords us validation to deliver a Foundation Degree in Early Years at undergraduate level to aspiring teachers within our schools and beyond. This is a 2-year foundation degree, with an optional third year to top that degree up to a BA(Hons). Upon successful completion of this route, students can apply to join our SCITT where they will gain QTS and a PGCE.

The trust works in partnership with the East London Teaching School Hub (ELTSH) to deliver a Full Induction Programme to Early Career Teachers (ECTs). The trust supports upwards of 50 ECTs annually.

5.3 Teacher development

The LETTA Trust provides its workforce with substantial opportunities for continuous learning and meaningful professional and career development. A top-level overview of this offer can be viewed on page 5.

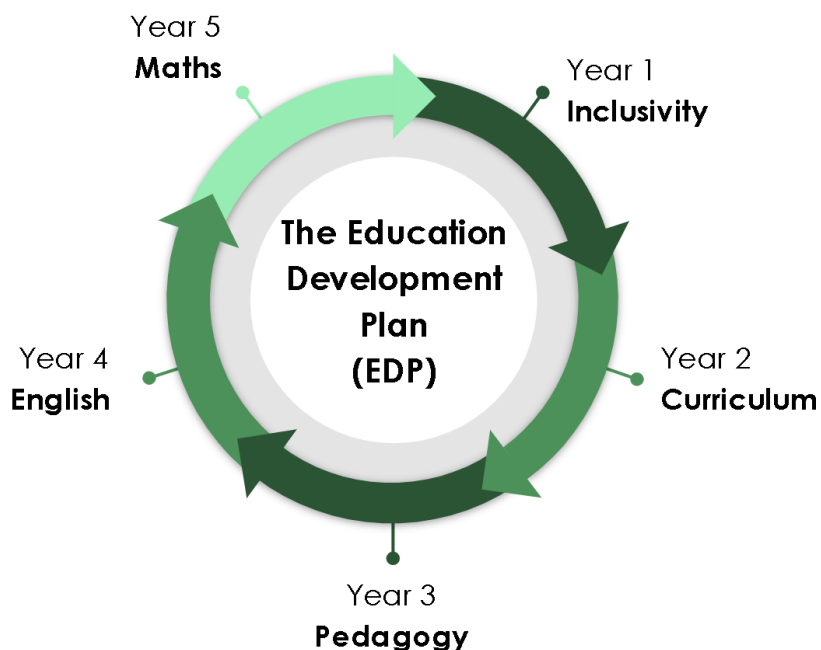
The Trust's School Improvement Team oversees a range of teacher development offers. This includes an internal apprenticeship provision with courses for leadership development and mentoring. External apprenticeship provision can be accessed for teaching staff wishing to undertake a funded Master of Education qualification. Externally, the Trust invests in specialist and leadership National Professional Qualifications (NPQs). Staff have the opportunity both to undertake NPQs and to facilitate them, sharing their knowledge and good practice more widely. Executive coaching is made available to Trust leaders.



Professional Learning Roadmap

The Trust's annual Education Development Priority provides an opportunity for intensive training in five key areas:

Education Development Cycle



Annual appraisal meetings are used to identify training and development opportunities for teaching staff. This information is shared and discussed at an annual school improvement meeting between Headteachers and the Director of School Improvement, and the annual staff development offer is then set.

5.4 Development for non-teaching staff

The LETTA Trusts provides professional development opportunities for all members of its workforce. Non-teaching staff undertake professional development suitable to their role. The Trust makes good use of the apprenticeship levy to ensure that a wide range of options are available to non-teaching staff. Some of these options include:

- Business Administrator Level 3
- HR Support Level 3
- Team Leader or Supervisor Level 3
- School Business Professional Level 4

The Trust's internal apprenticeship provision delivers a Teaching Assistant Level 3 qualification and a FdA Early Years Level 4 and 5 qualification for members of teaching support staff.

5.5 Leadership development

Leadership development opportunities available to staff at the LETTA Trust include:

- Team Leader or Supervisor Level 3

- NPQ Leading Teaching
- NPQ Leading Teacher Development
- NPQ Senior Leadership
- NPQ Headship
- NPQ Executive Leadership
- Master of Education in Schools-based Leadership

In addition to these qualifications, leaders at the LETTA Trust have access to executive coaching and regular development 1-1s with their line manager.

6. Recognition and valuing employees

The LETTA Trust understands that recognition, reward, and valuing employees leads to greater levels of engagement, motivation and performance. We show recognition and value in the following ways:

6.1 Autonomy

Opportunities for greater autonomy over task, time, team, and technique increase our motivation at work. The LETTA Trust recognises the challenge this presents to schools yet aims to provide greater autonomy to its employees where this is possible. For example, the Trust's Professional Learning Strategy provides time for staff to explore areas that they are interested in and passionate about, through both the reading and research initiative and by providing menu options for CPD. Additionally, the Trust's Pedagogy Playbook sets out the principles that will govern our teaching in the classroom, while still allowing for a level of choice and professional judgement.

Further reading: Flexible Working Policy

6.2 Mastery

The Trust's CPD offer provides for mastery in that it favours sustained learning over time. The intense focus of the annual Education Development Priority, or of the many courses that the Trust offers its staff, require grit, effort and practice.

6.3 Purpose

The LETTA Trust offers employees a deep purpose in what they do. We keep the children at the centre of everything in our mission to combat social inequality. Employees at the LETTA Trust make a real and significant difference to the lives of children, families and the wider community.

7. Resilience, wellbeing and mental health

7.1 Wellbeing

The LETTA Trust is responsible for the health, safety and welfare of its employees. We recognise the link between staff wellbeing, attendance, employee turnover and the quality of education for pupils and aim to balance the needs of employees and the Trust's

educational and operational needs. We are committed to fostering a culture of cooperation, trust and mutual respect, where everyone can experience success at work.

Further reading: Wellbeing policy

7.2 Employee Assistance Programme

All employees of the LETTA Trust have access to advice and support through an Employee Assistance Programme. This includes:

- A range of counselling options including telephone, online or face-to-face sessions, and a mindfulness module
- A dedicated coaching service for line managers, aimed at developing soft skills and building confidence for handling challenging situations
- Financial, legal and practical support from qualified professionals on a range of personal issues
- Access to online health and wellbeing resources and a specialist information service

8. Creating a high performing culture

A high-performance culture is an environment designed to help employees be as effective as possible in supporting the Trust's goals and providing organisational value. At the LETTA Trust we do this by balancing investment people, processes, the physical environment and technology.

8.1 Looking ahead

Our workforce planning is focused on the future. Our comprehensive CPD offer provides the Trust with a pipeline of talented individuals training to become teaching assistants, teachers and leaders.

8.2 Communication

All employees of the LETTA Trust are entitled to regular, 1-1 meetings with their line manager. This system of line management ensures clear lines of communication between leaders and employees.

8.3 Growth

LETTA Trust schools are committed to working in partnership and learning from each other. Together we strive to give children the best chance of happiness and success at school; to grow active citizens, with a strong moral compass, who will make a positive difference in the world. Growing the Trust is important as it will strengthen the quality of education for children in all partner schools.

We will consider two key questions before establishing a new partnership:

- By working in partnership, could we help improve the quality of education for pupils in the school seeking to join the Trust?
- Do we have the leadership and financial capacity to ensure this partnership is a success?

Further reading: Growth Strategy

8.4 Technology

The LETTA Trust has invested heavily in up-to-date technology to support employee performance, teaching and learning. All pupils at the LETTA Trust have a Chromebook device to enable learning through and with technology to take place both in the classroom and at home. Employees have access to a range of technology needed to fulfil their roles, including PCs, laptops, cameras, interactive white boards and visualisers.

9. Employee relations

The LETTA Trust aspires to maintain excellent employee relations, inspiring employee loyalty, increasing engagement, reducing turnover, and creating a positive culture.

9.1 Support and appreciation

The Trust takes a multifaceted approach to support and appreciation. *Refer to sections 6 and 7.*

9.2 Appraisal

The Trust adopts a clear and consistent approach to the assessment of the overall performance of employees, aimed at supporting their development within the context of the school's plan for improving educational provision.

Further reading: Appraisal policy

9.3 Employee relations

Employees may require extra support at different stages of their career, and there are a wide range of situations that may result in extra help to be successful in progress towards our goal of improving educational provision. Support should always be focussed on strategies that have the greatest impact possible.

Working together is crucial to enabling the most effective support to be provided. Early recognition of potential challenges and a pre-emptive response can often avert difficulties and prevent the need to be reactive.

Further reading:

- Capability Policy
- Early Career Teachers Induction Policy
- Staff Wellbeing Policy
- School Improvement Strategy