



TEAM Education Trust
Together Everyone Achieves More

Five Year Strategic Plan 2022-2027

Revisited September 2024



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Foreword

Welcome to our TEAM where Together Everyone Achieves More

TEAM Education Trust was formed in June 2020. At that time, the country was in the midst of a health crisis, we were 'locked-down' and following COVID restrictions, we began with three like-minded schools based on the borders of Derbyshire and Nottinghamshire and within our first two years, we extended our reach to support more young people in our area through our traded services and give back to the community initiative.



Taking the lessons learnt within our first four years, the Trust set out an ambitious strategy for the first five years after the pandemic to ensure that every child in each of our schools receives excellent education however, at this mid-cycle we felt as an Executive Team we needed to review our TEAM strategy and align it with our growth and people strategies that have evolved as we established ourselves and grown to support the two sponsor schools who have joined us during the academic year 2024 – 25.

The strategy will continue to be built around our four pillars;

- Teamworking & relationships
- Education & quality assurance
- Accountancy & compliance
- Momentum

We are pleased to present our revised Strategic Plan taking us from 2025 - 2030. Our four pillars underpin our ethos, mission, vision and values within the longer-term aspirations for our Trust. We are clearer in our direction and our ambition; we will work towards achieving these priorities and support our colleagues to do this. Together, we will work to achieve our mission *'To provide an inclusive environment enabling all our students to reach their full potential.'*



Sarah Baker
CEO



Nicola Cook
DCEO / CFO

With Ian Lowe on behalf of Members & Trustees

Introduction to TEAM

Our Context, Mission, Vision and Values



TEAM Education Trust was formed in June 2020, initially comprising two nursery's and two primary schools and a large special school for children aged 2 to 19. Since launch, the Trust has developed three significant projects;

- TEAM Spireites an alternative provision, in partnership with Chesterfield Football Club Community Trust
- A new satellite provision for Stubbin Wood in Mansfield
- A secondary satellite provision for Stubbin Wood in Mansfield

The children in our Ofsted-rated 'Good' SEND school are drawn from a large catchment area that links the rural areas of Derbyshire, Nottinghamshire and South Yorkshire across to cities of Rotherham and Sheffield. There is an ever-growing demand for places in this over-subscribed school.

Our Primary schools have shown significant improvements since developing their early collaborations with the Trust and both report excellent progress for students, which are achieved through the skilled and committed teams in each setting alongside the ongoing alignment of the curriculum across the Trust. Our Primary schools made exceptional progress against national expectation (2023 outcomes, progress published by the DfE 2024): one school was well above average in both Reading and Writing, and above average in Maths; the second school was well above average in both Writing and Maths and above average in Reading.

The Trust has an intrinsic understanding of the socio-economic impact of working in an area where the challenges faced by multi-generational under-employment and unemployment impacts directly on the community's perceptions relating to the value of education.

Our Mission

To provide an inclusive environment enabling all our students to flourish, develop their character and reach their full potential within an enterprising and supportive setting.

Our Values:

Together everyone achieves more

Opportunity

Growth

Enterprise

Trust

Honesty

Excellence

Respect

Since conversion we have secured sponsor status in April 2021 and have two sponsor schools joining during 2024 – 2025.

Our Vision

We will work to achieve our Vision through an excellent holistic curriculum which embraces the **latest technology** and utilises **expert education practitioners** to respond to the needs of our children and **prepare them for the world** they will enter and life in modern Britain.

Our staff TEAM have the skills, knowledge, and passion to deliver excellent learning whilst facilitating a **fully inclusive learning environment**, which reflects the unique and diverse communities we serve.

Context: a new era for education

In this era of rapid change, expedited by a pandemic and many global political influences, we recognise there are factors influencing education that must be built into our strategic priorities. We recognise that there will be unplanned situations, to which we will need to adapt both quickly and with clarity over the duration of this strategy. To mitigate this, we seek to embrace the positive opportunities that may arise from;

- The impact of new technologies on education, communication and our daily lives, together with the risks of keeping ourselves safe whilst exploring new opportunities
- The importance of preparing young people for jobs that do not yet exist and the changing world of work
- New social and economic challenges arising from global influences
- The importance of protecting and preserving our environment and promoting sustainability
- Nurturing resilience and confident response to change

Governance & Leadership

The Trustees and Members at TEAM Education Trust have two clear tasks; they set the strategic direction of our Trust and ensure that we maintain financial transparency.

As a Multi Academy Trust, our Board is responsible for all schools within our Trust. The Board delegate functions to the Local Governing Body through the Scheme of Delegation. This scheme outlines accountabilities and responsibilities throughout the organisation to include the CEO, DCEO, executives and trust and school leadership teams.

The Trustees recognise that the best results will always be embedded through informed Local Governing Bodies and skilled school leaders.

The Local Governing bodies are given responsibility based upon the circumstances of the school and in line with the Scheme of Delegation. We aim to not duplicate central service functions so they can focus on the experiences of the child, staff members and school.

Local Governing Bodies offer effective support to their schools and the Trust through:

- Understanding the roles and responsibilities of a school governor
- Developing relationships within their school and identifying what life is like within the school and the Trust
- Being an advocate for the school, Trust and community
- Fully contributing to the growth and enrichment of the Trust



Turning Strategy to Action

We recognise that we all have the potential to make a significant contribution towards the success of each child within our schools. Our strategic plan sets out our ambition for the next five years.

Our annual business plan is informed by School and Trust Improvement Meetings (STIM) which are based upon the DfE High-Quality Trust Descriptors, along with measured improvement plans personalised by school to reflect their context. Success is measured by the Executive Team through establishing key performance indicators and reporting against these on a termly basis.

Following the annual strategic planning process, to support the achievement of the Business Plan, Central Team members work in pillar teams on key areas of the business plan over the year, broken into three cycles with strategy and impact days to support developments and measure impacts. These targets feed into the staff appraisal process and key performance indicators.

Each school is supported to set their school improvement plan and this is reported to each Local Governing Body and Trust Executives communicate this with Trust Board at scheduled intervals.

Each pillar is supported by a Trustee who scrutinises and reviews actions on a regular basis.



Growth and School Improvement

We are committed to growth that is sustainable and offers value to everyone in our Trust. Growth may be through new schools joining us or through specific projects where we bring value to those beyond our immediate community. This will include:



- Increasing the capacity of the school improvement strategic lead to drive further improvement, with a focus on schools reported as “Requires Improvement” by Ofsted
- Development of our traded services offer supported by a highly skilled Central TEAM
- Ongoing development of the school improvement offer to add capacity to the school improvement team and offer into the Trust School Improvement offer linked to the DfE
- Continued improvements in systems to enhance data literacy, collaboration and reduce unnecessary workload, contributing to retaining the best staff to further demonstrate TEAM as an employer of choice.



To support this growth, the Trust has the full and comprehensive backing of education specialists with classroom, school leadership, HMI and school improvement to include:

- National Leader in Education qualified staff
- School Improvement Advisors: former HMI, Trust CEOs, headteachers, education experts
- Trust Champions and Advanced Champions: curriculum/subject, safeguarding, SEND, attendance, careers. Plus, an Equality, Diversity and Inclusion Staff Ambassador and Student Ambassador
- Central Team skills in HR, communications, health & safety, ICT, operations, finance, awe & wonder, pupil attendance and safeguarding, SEND and wellbeing

Growth is built on firm foundations

We recognise that sustainable growth brings value to all our stakeholders, particularly our learners, and growth must be based on firm foundations. Our long-term strategy is formed from understanding the importance and value of rigour, consistency and knowledge. Education and Quality Assurance is supported through these foundations to enable the clear focus of our work on positive outcomes for all our learners. These themes underpin all areas of our work and should provide an attractive offer for schools wishing to join our Trust.

| Our supporting foundations | Our intentions |
|--|---|
| <p>Placing staff at the forefront and children at our heart our work to lead ongoing school improvement</p> | <p>We recognise that skilled, informed and empowered staff are the key to driving excellent learning in the class room. Our HR, continuing professional development and communications give support to all staff and nurture our culture of growth and development for all.</p> <p>We recognise that, regardless of role or responsibility, everyone has a critical contribution to make towards the success of our learners and wider school communities.</p> <p>We launched our belonging curriculum, putting personal development and wellbeing for students forefront in September 2024.</p> <p>We launched our People Strategy in September 2024 with the intention to build on our TEAM culture and create high-performing teams, to enable students and staff alike to achieve and sustain excellence in all areas of TEAM.</p> <p>Our Key objectives are</p> <ul style="list-style-type: none"> • Being an employer of choice • Having a talent management and succession plan for all our schools • Ensuring healthy work-life balance and wellbeing for our team members |
| <p>Effective Governance</p> | <p>Our comprehensive governance framework supports clear roles and responsibilities to facilitate consistent rigorous and effective governance.</p> <p>External review identifies Trust governance as a strength to impact positively on the outcomes of our learners.</p> |
| <p>Underpinning policies, practices and understanding risk</p> | <p>Ongoing review and development of policy and risk management supported through a simple and defined approach enables every member of staff to have full knowledge of all Trust processes whilst ensuring rigorous compliance with all statutory responsibilities</p> |

Strategic Objective 1: Team working and relationships

Strong working relationships and effective team work with students, colleagues and stakeholders. To support excellent team working and relationships within all areas of our Trust and extending these to stakeholders to benefit our schools and our wider community. This will be achieved through collaboration and partnerships, that enhance our mission to provide excellent and inclusive education.

| Strategic Priority | Intention |
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| <p>Staff: Build on our ambition to be an 'employer of choice' through building valued relationships with all colleagues in all schools in line with our Workload Charter and wellbeing strategy.</p> | <p>Established TEAM Talent Pool to give all staff opportunity to thrive and grow in our Trust community.</p> <p>From staff induction to annual appraisal, all staff understand the value of being a member of TEAM; this is supported by harmonisation of terms to enable equity across the Trust.</p> <p>The annual staff survey gives consistently positive feedback and all areas for development are reviewed and responded to in a cycle of continuous improvement.</p> <p>Launched and embedded our People Strategy</p> |
| <p>Students: The Trust Student Council offers clear identity to the Trust through a developed calendar of events whereby inclusion is key, and at the heart of all that we do within our schools.</p> | <p>Our aim is to establish inclusive schools that respect diversity, remove barriers, and consider learning needs and preferences. We want all stakeholders to flourish, as a result of feeling valued, respected and accepted. Stakeholders will demonstrate tolerance to each other and individual beliefs regardless of background or identity, ensuring that everyone has the same opportunities and are not overlooked or excluded, ultimately so that they feel, safe and welcome within the school and Trust community.</p> <p>The Trust Council has a clear identity within TEAM and students recognise that their voice is valued and has an impact.</p> <p>All schools within the Trust will gain, and subsequently retain at review the Inclusion Quality Mark.</p> |
| <p>Parents: Our parent engagement strategy enables valued communications for parents and carers to work alongside the Trust and understand how best to support their child's educational journey</p> | <p>The Trust's Parent Engagement Champion will lead a full calendar of events for all parents in partnership with school leaders.</p> <p>Each school has a plan led by parent governors to update and engage parents, thus supporting positive learning outcomes for their child.</p> <p>The Trust will use parent and pupil feedback when assessing school performance and progress. This is captured as part of our annual cycle of feedback twice a year.</p> |
| <p>Governance: To further develop our training and development programme to assist robust governance</p> | <p>The Trust works collaboratively with LGBs to ensure that a training programme is in place to enable consistent high standards and informed decisions.</p> <p>The Trust will review and refine the role of LGBs as the Central Team function develops and ensure the SoD reflects any suitable changes</p> |
| <p>Other schools & MATs</p> | <p>Working alongside under LA management or with other MATs to support specialist school improvement, including across LA</p> |

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| | representation on Schools Forum to support strategic financial planning, SEND sufficiency, and wider strategic meetings, plus executive representative SEND & AP Network representing the voice of young people with SEND. |
| Influencing educators: Regular attendance at Inspiring Leaders and Local CEO Networks | Using our membership of CST and Forum Strategy to bring local issues to regional and/or national attention and facilitate change. |
| Informing policy | Strong collaboration with DfE, Regional Schools Commissioner, local authorities to advise on timely and appropriate strategic priorities. |

Strategic Objective 2: Education & Quality Assurance

We take a research-informed approach to developing the education that each child within our Trust schools will receive. This is underpinned by a set of learning non-negotiables based on best practice. Staff can draw strength and reassurance from these non-negotiables which are based on robust research and offer the ability to innovate, review and adapt to respond to the needs of all students.

We recognise for our students to receive the very best education, our staff need to be at the forefront of everything we do, including in terms of high quality CPLD associated with subject knowledge and delivery.

| Strategic Priority | Intention |
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| School Improvement - offer is specific, refined, focused and data informed allowing it to be responsive to student, staff and wider community needs. | Schools make rapid and sustained progress against educational frameworks including Ofsted. Raised attainment and improved progression arises from a rigorous and robust programme of Quality Assurance, which is supported by our Trust Champions, Advanced Trust Champions, Central Team, and external professionals. |
| Aligned curriculum design and implementation - ensures that all colleagues are aware of our curriculum ambition and collaborative working is embedded across all Trust schools | Staff are aware of the TEAM curriculum ambition which seeks to ensure that students are equipped with all they need to know and do for future success in an ever-changing world, thus ensuring the best possible outcomes for our students. All children will receive a rich, diverse, and relevant learning experience as a result of an aligned curriculum across the Trust. In addition, it will provide opportunities for staff to engage in collaborative working and harness the opportunities this brings in terms of workload reduction. |
| AI Implementation – transforms education by making learning unique and exciting for every student, giving them the skills necessary for the world of tomorrow so that they can engage with AI safely and ethically | In line with the AI Strategy, all children will receive a computing curriculum which actively teaches them the skills needed to use AI tools to enhance their learning. Students are aware of how to engage safely and ethically with AI, whilst harnessing its potential through creative and critical thinking. |
| CPLD for all - the Trust and schools offer structured | Ensure that staff have the right skills, including in relation to AI, to further raise standards, deliver excellent quality |

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| <p>continuous personal learning and development activities</p> | <p>teaching and learning and disseminate best practice to ensure rapid improvement.</p> <p>Staff can innovate and improve their own practice as a result of the opportunities they are given.</p> <p>Middle leaders are leaders of teaching and learning and as such can effectively support other teachers to grow as professionals.</p> <p>The provision of CPLD opportunities are an inherent part of the People Strategy and will be provided through the use of INSETS e.g. Trust annual conference and school led directed time, to ensure that students receive excellent education.</p> |
| <p>Raising Outcomes & Aspirations - to support each child to benefit from the knowledge, skills and understanding of their potential and opportunities to extend and raise their aspirations so that they are able to flourish and engage successfully in an ever-changing world.</p> | <p>Opportunities for staff to take part in benchmarking and moderation activities to enable consistency and sharing of best practice and delivering high standards across the Trust.</p> <p>Assessment is considered in terms of local and national data whilst taking into account the full range of information available.</p> <p>Opportunities to raise aspirations are embedded within the curriculum offer that students receive, and through the Trust's Career Strategy.</p> |

Strategic Objective 3: Accountability & Compliance

We recognise that it is imperative to have in place a clearly communicated robust process as well as procedures to ensure viability, stability and compliance. By ensuring transparency of information, we can aid strategic decision making and identify and respond to gaps in working practices across the Trust whilst ensuring compliance and regulatory requirements are met.

To achieve this, we must ensure that all staff are aware of their responsibility in being accountable and compliant with regulatory frameworks.

Strategic Priority

Intention

Viability, stability and compliance provides rigor, transparency and support to all areas of Trust activity

The Trust is a financially stable and compliant organisation, which meets all aspects of regulation on agreed timelines. We achieve these high professional standards through regular reviews of training appropriate to the needs of staff, so they know the expectations of them.

Our fiscal management is robust and closely managed through the review of supply contracts, with a focus on achieving economies of scale and the best value for money.

We aim to develop and streamline processes and procedures within the Trust to aid efficiency, reduce duplication of tasks and workload, such as our finance, payroll, HR and risk management applications. Ensuring features of software are used across the Trust to support the reduction in workload.

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| <p>Transparency of information to inform decision making</p> | <p>Our calendar for the annual review and monitoring of all policies and procedures enables timely and informed decision making.</p> <p>Our commitment to our approach towards transparency informs decision making and promotes openness through the use of centralised systems which are supported by in house experts, who are able to respond quickly to enquiries.</p> <p>All staff pay and conditions are harmonised to ensure fair equity and staff progression.</p> |
| <p>Empower staff: to be accountable and to take responsibility</p> | <p>All staff have access to excellent training both in-house and externally to inform their professional practices. All staff are aware of their responsibilities towards the education of young people.</p> <p>Our clearly defined organisation structure, with assigned areas of responsibility, is underpinned by our TEAMtalent programme to support growth and development.</p> |
| <p>Strategic Asset Plan: Use of physical resources in terms of equipment and staff</p> | <p>We recognise the value of our assets both tangible, such as computers and premises, and the intangible such as goodwill, staff and our reputation. We will manage these closely to support the Trust's efficiency, effectiveness and sustainable growth.</p> |
| <p>Efficiency and Growth: support through upscaling and streamlining processes and systems</p> | <p>Using a long term strategic approach to optimise the use of available resources to streamline operations and deal with growth. This is achieved by</p> <ul style="list-style-type: none"> - Fostering a culture of continual improvement by reviewing process to identify and remove inefficiencies. As well as encouraging innovative solutions - utilising technology to centralise, standardise and automate processes which will support upscaling for growth. - Identifying when to outsource activities to free up resources to support growth |

Strategic Objective 4: Momentum for Growth

Building a momentum for growth is driven by colleagues who have the skills to lead, manage and communicate effectively with our wider community to drive change and ensure outcomes are reported.

We recognise that Momentum builds on the sum of the three other pillars and the priority for this area of the Trust is to identify areas for development, to implement plans effectively and to ensure that all colleagues are understanding of, and accountable for, their areas of responsibility.

The clear development of the TEAM 'Offer' to share with prospective schools that outlines the benefits and impact on student outcomes and links directly with both classroom and extra-curricular activities. We seek to grow capacity within TEAM to demonstrate the transparency of decision making, to empower colleagues to be self-directing and to facilitate the best positive outcomes for our students.

| Strategic Priority | Intention |
|--|---|
| <p>The TEAM Education Trust 'Offer' is clear and shows impact. Our Offer outlines the tangible benefits and added value of joining our Trust.</p> <p>Our traded services are available to partner schools who may wish to access part of, but not all TEAM Education Trust Support.</p> | <p>The Trust has the capacity to respond to changes in communications and rapid growth; importantly, there are consistent and supportive processes in place that enable new schools to report positive impacts from an early stage of support.</p> <p>Our Offer demonstrates the value of working with TEAM Education Trust to enable a positive impact on the education and outcomes for children and young people.</p> |
| <p>Communications and technology. All staff understand the importance of timely and effective communications with the confidence to embrace new technology and systems where added benefits can be achieved</p> | <p>The Trust embraces technology to support effective communications with all colleagues and stakeholders, this is demonstrated by every member of staff by demonstrating our Mission, Vision and Values.</p> <p>All colleagues within the Trust understand their professional responsibilities towards effective and timely communications with parents, colleagues and stakeholders. The Trust will develop and implement a communications strategy, to support and promote effective and efficient internal and external communications.</p> <p>Trust and school websites will regularly share relevant news and information to stakeholders, and be an up-to-date source of important information. complemented by a dynamic social media presence. Communications shared externally will include opportunities for pupils to create content.</p> |
| <p>Growth Capacity & Succession Planning</p> | <p>Our Trust attracts and retains highly skilled and motivated staff who offer an excellent education for all our students. Every colleague understands their personal impact on the success of our student group.</p> <p>All staff have a personal development plan that enables their professional growth within the TEAM talent pool.</p> |

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| <p>Growth Plan</p> | <p>The Trust's development includes activities where we can bring high value through sharing our knowledge, our Traded Services and our Core Offer. As the Trust grows, so too does its offer, including a wider range of traded services to local schools.</p> <p>Strategies for growth include the development of relationships through associate or partnership approaches. The Trust will continue to offer associate contracts to support schools and to demonstrate its effectiveness as a Trust of Choice, and as a school improvement partner. Other opportunities, such as the collaboration offer and the Tea, Cake and Collaborate strategy, will further raise awareness of the Trust locally and regionally.</p> <p>The Trust's small schools strategy, highlights TEAM's response to the systemic problem of isolated and often rural schools which lack support or resources owing to their size. Through the strategy, the Trust builds a true partnership of shared leadership and resources to help small schools to flourish.</p> |
| <p>Reputation & Awareness</p> | <p>Essential to the Trust's growth is its understanding of its reputation and how the growth strategy plays an important role in building brand awareness.</p> <p>TEAM staff will always act as ambassadors for the Trust, and leaders will actively promote the work of the Trust through their networks. The opportunity for speaking engagements will be promoted and shared, with a priority on sharing best practice and developing new opportunities and partnerships.</p> <p>The Trust will continue to create opportunities to promote itself at a national level, through its own SEND and Inclusion Conference and CPLD activities that respond to local and nationally needs, and are made available through the collaboration offer.</p> |

Accountability

The Academies Trust Handbook is published by the Education & Skills Funding Agency to outline the legal duties of Multi-Academy Trusts. It is a handbook that outlines the statutory roles required in every Trust. The Chief Executive Officer is termed the accounting officer and works alongside the Chief Finance Officer.

The Accounting Officer must be able to assure Parliament and the public of high standards of probity in the management of public funds, particularly:

- Value for money



- Regularity
- Propriety

The Accounting Officer must complete and sign a statement on regularity, propriety and compliance each year and submit this to the Education Funding Agency with the audited accounts of the Trust. The Accounting Officer **must** also demonstrate how the Trust has secured value for money via the governance statement in the audited accounts.

Value for money is a key concept. It means securing the best mix of quality and effectiveness for the least outlay over the period of use of the goods or services bought through procurement, market testing, private finance, bench marking or some other form of public private partnership, finding value for money involves an appropriate allocation of risk.

As we continue to grow, we will adapt our financial planning to ensure we continue to use our expanding resources in an affordable and sustainable manner, and we will carry out procurement and project appraisal objectively and fairly, using cost benefit analysis and generally seeking good value for money.

We will use management information systems to provide assurance about value for money and the quality of delivery in conjunction with DfE guidance such as the Integrated Curriculum and Financial Planning toolkit.

We operate within the Nolan Principles to ensure openness and transparency are at the heart of effective governance and the Trust has a clear standard of expectation for the reporting from officers to Directors and local governors. More details can be found in our financial scheme of delegation and scheme of delegation.

Taking the longer view: Audit, Plan, Do and Review

The Trust is now working to the strategic priorities set out in our Five-Year Plan. Review of this long-term plan takes place annually and directs the annual Trust Business Plan. The Business Plan is approved by Members and Trustees each year.

The annual Trust Business Plan sets out how we map the delivery of our Mission, Vision and Values through Key Performance Indicators. The Executives and Central Leadership Team have clear targets which support the Trust priorities and are outlined in goal sheets where personal responsibility can be identified towards agreed targets.

All plans are reviewed on a regular basis and scrutinised with both internal and independent professionals undertaking reviews that are fed into our Trust Board and wider Strategy review day with Members and Trustees.

Our Services and Partnerships

The growth of TEAM is based on strong and mutually fulfilling partnerships. Whilst we seek to grow with the addition of schools into our Trust, we also recognise the value of working in partnership where services can be traded through a service level agreement.

We place high value on partnerships and activities are closely monitored to ensure that agreed objectives are met and satisfaction is achieved.

The Trust currently has a number of key traded services:

Risk Management

Our approach to risk management is a planned and systematic approach to the identification, evaluation and control of those risks that can threaten the safety, wellbeing and assets of the Trust.







We recognise that risk is inherent in every activity, and we seek to manage these risks to ensure a balanced approach that forms part of our internal controls and governance arrangements. Risk management is an integral part of all Trust organisational activities to support decision-making in achieving objectives, and identified risks are reported in the Trust's Risk Register.

As a relatively young Trust, we recognise the importance of close monitoring of everyday issues that may inform our risk management processes. For this reason, we currently also run a Risk Log. Our Risk Log identifies current issues that are reported to the Chief Education and Operations Officer and tasks are assigned to mitigate the risks and to ensure that issues are resolved. Where a new risk is identified, this is considered in view of our current Risk Register. Items recorded on the Risk Log are reported to the Trustees and Members at Board Meetings.



Support Services: Help When You Need It



-  TEAMearlyhelp
-  TEAMattendance
-  TEAMsend
-  TEAMbehaviour
-  TEAMfinance
-  TEAMestates

Equality and Diversity

We seek to meet our statutory obligations under relevant legislation including the Equality Act 2010, which prohibits discrimination, harassment and victimisation in employment. This policy conforms to the Equality Act 2010 and is monitored to ensure compliance with the requirements of the relevant legislation in force from time to time.



The Trust is committed to promoting and achieving equality of opportunity for all students, parents, staff, governors, visitors and job applicants. The Trust aims to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

For further information, please refer to [our Equal Opportunities & Diversity Policy](#) on the Trust website.

Equality Objectives

Our equality objectives reflect both the unique individuality of our school settings and the community of our Trust where Together Everyone Achieves More.

| TEAM Education Trust Cultural Values & Equality Objectives | |
|---|--|
| To ensure that staff and governors are aware of current legislation surrounding equality and diversity and understand the Trust's responsibility. | To promote cultural understanding, awareness, and tolerance of different minority groups within our schools and the community. |
| To promote mental health awareness, provide support, raise awareness, and develop appropriate interventions where necessary. | To monitor the incidence of the use of homophobic, sexist, and racist language by students in Trust schools. |
| To have Equality and Diversity ambassadors for both staff and students to ensure Equality remains high priority across all Trust schools. | |