



LIFE Education Trust

Take notice that a meeting of the Pay & Personnel Committee of the LIFE Education Trust will be held on Tuesday 7 March 2023
The meeting will be held at **17:00 hrs** by zoom

Please provide any pertinent questions by email prior to the meeting to khardy@lifeeducationtrust.com

Agenda

Invitees: Julian Dutnall Louise Douglas
Lucy Franke Sophia Malik (Chair)
Tony Morgan

In attendance: Kathy Hardy (Clerk)
Paul Claydon (Head of Learning & Development)
Peter Whitelock (Chief People Officer)
Vicky Smith (HR Manager)

Item		Start	Length	Lead
1	Welcome & Apologies	17.00	1 min	SM
2	Declaration of Pecuniary or Conflicts of Interests/Loyalty – Trustees are invited to declare any interest in any item on the agenda for this meeting. Members may still declare an interest in any item at any time prior to the consideration of the matter.	17.01	1 min	SM
3	Minutes of the previous meeting - To receive and confirm the Minutes of the meeting held on 22 November 2022 (Draft attached)	17.02	1 min	SM
4	Matters Arising – to note any outstanding Matters Arising <i>Page 4 Item 10</i> - Clerk to update Risk Register – action complete <i>Page 4 Item 13</i> – Committee approved the Continuous Service document subject to the CPO ensuring the document was clear to understand – action complete	17.03	1 min	SM
5	Talent Landscape a. Training and Development update (verbal)	17.04	10 mins	PC
6	Notification of Decisions Made a. Approval of the Benhurst Teaching Cover Review b. Approval of the Enrichment Review c. Approval of the Marketing Review	17.14	1 min	SM
7	Pay Awards: a. Confirmation of issue of Support Colleagues Annual Pay Statements (verbal)	17.15	1 min	VS
8	Risk Register a. To review risks relating to P&P Committee (attached)	17.16	9 mins	SM
9	Operational Update a. Confidential Employment Issues (verbal) b. Update by School (attached)	17.25	20mins	VS VS
10	Recruitment & Selection Policy a. To approve the LIFE position (attached)	17.45	8 mins	PW
11	Great People Update	17.53	20 mins	PW

	a. Update (to follow)			
12	AOB	18.13	1 min	SM
13	Date of Next Meetings Tuesday 6 th June 2023 - 5pm	18.14	1 min	KH
14	Private Board Discussion For Board Members only	18.15		



LIFE Education Trust

A meeting of the Pay & Personnel Committee of the LIFE Education Trust was held on Tuesday 22nd November 2022. The meeting was held at 17:00 hrs by zoom

MINUTES

Attendees: Julian Dutnall
Sophia Malik (Chair)
Lucy Franke

Louise Douglas
Tony Morgan

In attendance: Kathy Hardy (Clerk)
Paul Claydon (Head of Learning & Development)
Vicky Smith (HR Manager)
Peter Whitelock (Chief People Officer)

Commenced 17:01

Item		Action
1	Welcome & Apologies The Chair opened the meeting.	
2	DECLARATION OF PECUNIARY OR CONFLICTS OF INTERESTS/LOYALTY – Trustees are invited to declare any interest in any item on the agenda for this meeting. Members may still declare an interest in any item at any time prior to the consideration of the matter. <i>Lucy Franke is the Education HR Manager at London Borough of Havering</i> There were no declarations so made	
3	Minutes of the previous meeting – The minutes of the meeting held 29th September were received and confirmed by Trustees present	
4	Matters Arising – <i>Page 2 Item 8 – to publish that LIFE are involved in all levels of teacher training from Early Years through to NPQELs on our websites – Agenda Item 6a</i>	
5	Notification of Decisions Made: <ul style="list-style-type: none"> • Approval of the review of the Trust Estates structure • Approval of the review of the Bridge structure Trustees confirmed the decisions made	
6	Talent Landscape a. Training and Development update Mr Claydon reported that following the action from the last meeting, the LIFE website includes information around the NPQ and work carried out through Ambition Institute and the Church of England which would be promoted further via social media by the Marketing Manager. Mr Claydon reminded Trustees that LIFE is involved in training at all levels of NPQs. In terms of Training and Development at LIFE the focus this term is on how to explain concepts and ideas working towards Building Great Learning Communities. This focus is also key in the Ofsted framework. LIFE teaching colleagues assist in the delivery of training in house. The Trust work with the London District East Learning Hub (one of the 87 Teaching Hub providers across the country) and Trustees were informed that 26 colleagues at	

	<p>LIFE schools were currently undertaking training for the NPQs. Data from the Learning Hub shows that representation from Havering was the highest of the boroughs in the Learning Hub. Mr Claydon agreed to share the slides noting that they are confidential to the Learning Hub.</p> <p>Mr Claydon reported that the impact of this work increases knowledge and skills which will benefit the pupils. Evidence from the courses supports CPD within the Trust and raises the profile of colleagues within the Hub. The cost to school CPD budgets for those 26 colleagues is nil as these NPQs are fully funded. Trust involvement in NPQs has raised the profile of the Trust with the possibility of becoming a satellite hub in the future.</p> <p>Q – what is the main benefit to the Trust beyond cost savings? A – upskilling colleagues and the impact in school life. If teachers are aware of the best research and share this, the Trust should see better teaching</p> <p>The chair thanked Mr Claydon for the update.</p> <p>Mr Claydon left the meeting at 17:17</p>	
7	<p>Employee Pay</p> <p>a. To receive an update on Teaching and NJC Pay awards Mr Whitelock confirmed the Teachers pay award has been implemented and paid and that the NJC pay award would be paid in December. Employees on universal credit could experience disadvantage by having back pay in one lump sum and the Trust are looking at ways that would not disadvantage them. Trustees were informed that HR have liaised with Heads to ask anyone in their teams who may be in receipt of Universal Credit to speak with Mrs Smith if there are any concerns.</p> <p>Mr Dutnall, Mr Whitelock and Mrs Smith left the meeting Agenda Items 7bi, ii and iii are minuted separately</p> <p>C Confirmation of issue of Teacher Annual Pay Statements Mrs Smith reported that statements had been issued</p>	
8	<p>Employee Survey</p> <p>a. To present the results of the 2022 Employee Survey Mr Whitelock drew the attention of Trustees to the positive responses against other schools and Trusts in all areas except for pay and benefits. Internal benchmarking showed Benhurst and FBA came out lowest and Margaretting top Trustees noted that Benhurst is all red against LIFE and the benchmark overall FBA is comparable with other schools and ahead of the benchmark for pupil behaviour Full analysis of the data has been undertaken and Trustees were to note that teachers at Benhurst were concerned about communication and TAs were less happy overall. There are actions are in place to address these concerns. Trustees noted that historically FBA were more positive in terms of career, pay and benefits due to internal promotions but understood that not receiving a pay award last year may have attributed to the results. Newer schools to the Trust are happier. It was noted that historically Dame Tipping results were poor and there has been also been significant changes in the last 12 months and with this in mind this year's results were encouraging. Ford End results have increased in the last year. Trustees were to note that it was usual when a new Head has been appointed it may lead to poorer survey results initially as a result. Q - what we do with the data as a Trust as there is a lot of good coming out of the survey</p>	

	<p>Q – how do the results inform training and development, career progression, motivate employees – not just to improve figures next time but how does this feed into the people culture?</p> <p>A – the Trust want to develop and build a team based approach to raise people’s identity in the Trust i.e. Admin scores are low so the Trust are looking to set up an admin group to enable them to work more collaborative and raise standards overall which should see a more positive outcome next survey.</p> <p>The CEO reported that Headteachers are sharing the results with their SLT to sense check for accuracy. Benhurst has presented a summary to all colleagues and is now working through an action plan as a result.</p> <p>Q – was there any opportunity to leave comments in the survey?</p> <p>A - yes there were narrative fields available.</p> <p>The Chair asked for narrative fields to be included in the executive summary for the next survey</p>	PW
9	<p>Diversity, Equity and Inclusion</p> <p>a. Gender Pay Gap (discussion paper)</p> <p>Mr Whitelock spoke to the paper and explained that the gap could be closed if the Trust were an all female workforce; recruited lots of low paid part time men; or ensure more higher paid women are in posts with lower paid men in other posts. Trustees were to note that any of these strategies could take up to 10 years to implement.</p> <p>Q – It is important that the Trust recruits the best person for the job and with an eye on the DEI landscape therefore it is important to have a diverse shortlist and trained interviewers. What are other trusts doing? Is there positive discrimination in other MATs?</p> <p>A - positive discrimination could raise issues. The majority of employees in schools are women and many of the lower paid roles (MDAs, cleaners, kitchen) are women not men.</p> <p>Q – should the Trust just accept the gap as this is how it is. The resources to make a small change could outweigh the overall benefit.</p> <p>Trustees noted that the Trust was not unique in the Education sector. It is unlikely the Trust would agree a strategy with a sole focus on DEI however it was important to creative a positive legacy and foster continuous improvement. The Trust should keep a watching brief and review its strategy and decisions going forward.</p> <p>Mr Whitelock suggested that small progress could made when recruiting MDAs by making an active pitch for retired men to consider the role.</p> <p>The CEO reported that the discussion paper would be shared with Heads to enable them to better understand the DEI impact in the recruitment process. Trustees agreed this would be helpful and asked that this item remains a standing item on the P&P agenda to keep awareness at the forefront.</p> <p>Trustees agreed that it was important to keep a focus on this issue and continue to monitor and evolve decision making. The Committee support the data going to the Heads. Trustees asked Mr Whitelock to provide further updates at future meetings and remained committed at Board level to addressing and discussing the topic.</p> <p>b. Employee and Pupil Data Comparison</p> <p>Mrs Smith spoke to the paper and noted that recommendations from the last meeting had been included.</p> <p>Trustees were informed that in terms of ethnicity, sub categories were in the background but had been consolidated for the purposes of the report. Mrs Smith would circulate these sub-categories if requested.</p> <p>Trustees agreed that the report linked clearly with the previous agenda item discussion. The Chair thanked the Executive for their work on this item.</p>	PW
10	<p>Risk Register</p> <p>a. To review Risks relating to P&P Committee</p> <p>The Chair drew attention to the exec summary and the following actions were confirmed:</p> <p>Line 13 – rating remains same – agreed</p> <p>Line 14 – likelihood and impact increase to 4– agreed</p> <p>Q – is there any evidence?</p>	

	<p>A – It is becoming increasingly difficult recruiting to lower paid roles. The Trust is competitive but the market is flooded and many already in these roles are looking for additional jobs to supplement their income.</p> <p>Line 15 pandemic – rating remains same – agreed</p> <p>Line 16 recruitment risk – rating remains same – agreed</p> <p>Line 17 – rating remains the same – agreed</p> <p>Line 18 – likelihood and impact increase to 4 – agreed</p> <p>Line 19 and 20 – remain the same – agreed</p> <p>Line 21 – likelihood decrease 4 to 3 – agreed</p> <p>Line 22 – rating remains same – agreed</p> <p>Clerk to update the Risk Register</p>	KH
11	<p>Operational Update</p> <p>a. Confidential Employment Issues</p> <p>Trustees were informed of two employees on long term sickness (almost a year each) and noted that it was doubtful they would return to work.</p> <p>Trustees asked the Executive to extend support to these colleagues during this time.</p> <p>b. Update by School</p> <p>Mrs Smith noted that recommendations from the last meeting had been included – i.e. tracking and the total number of employees.</p> <p>November data included cases that began or ended since September.</p> <p>The summary provides the breakdown of cases.</p> <p>The number of cases have ended with positive conclusions</p>	
12	<p>Great People Culture</p> <p>a. Update</p> <p>Mr Whitelock explained that the Language of LIFE had been updated and recirculated and the Executive were working on the knowledge and skills required for all roles</p> <p>The LIFE behaviours were being reviewed in order to develop into behavioural competencies.</p> <p>Employee surveys to focus on wellbeing agenda going forward.</p> <p>Q – The document is good as a positioning document and Trustees look forward to seeing metrics and benchmarking to get a sense of how culture is shifting in the Trust.</p>	PW
13	<p>Continuous Service</p> <p>a. To approve the LIFE position</p> <p>Mr Whitelock explained that the document codifies continuous service and works with the Statement of Terms and Conditions and needs to be ratified by the Committee</p> <p>Q – if a colleague is made redundant would their service only be counted at LIFE or include previous continuous service.</p> <p>A – service would include previous continuous service in this example</p> <p>Mr Whitelock was asked to ensure clarity in the document</p> <p>Trustees approved the document subject to clarification from Mr Whitelock.</p>	PW
14	<p>AOB</p> <p>There was no other business</p>	
15	<p>Date of Next Meetings</p> <p>Tuesday 7th March 2023 - 5pm</p> <p>Tuesday 6th June 2023 - 5pm</p> <p>Saturday 14th January 2023 – Strategy Morning</p>	
15	<p>Private Board Discussion</p> <p>For Board Members only</p>	

Concluded 18:49

**Executive Summary
Pay and Personnel Committee
Risk Register**

Risk No	Nature of Risk	Overall Rating
13	Senior management lacks capability/experience in education sector	Recommend that rating remains the same
14	High turnover of employees due to cost of living crisis	Recommend that rating remains the same
15	Risk that pandemic hinders the effective operation of schools and/or adversely affects the community	Recommend that rating remains the same
16	Recruitment risk of failing to recruit suitable candidate	Recommend that rating remains the same.
17	Risk that the Trust has to defend against litigation	Recommend that rating remains the same
18	Risk of low staff morale exacerbated by cost of living crisis	Recommend that rating remains the same
19	Risk that wrong person is recruited for senior role	Recommend that rating remains the same
20	Risk of long-term absence of key member of Trust Executive or team	Recommend that rating remains the same
21	Risk of long-term absence of key school-based member of school staff	Recommend that rating remains the same
22	Succession risk of key Trust staff member moving on	Recommend that rating remains the same

LIFE EDUCATION TRUST - Risk Register

This register is compiled by the Board at its main meetings or through its Committees. It forms a part of every agenda. Once Directors have reviewed school Healthchecks, they are able to review the likelihood of each risk occurring and must satisfy themselves that the control procedures are adequate. Where overall ratings are RED or cause concern, LGCs or Trust Executive Officers will be asked to satisfy the Board that a robust plan is in place to ensure rapid progress

2021-22

Risk Category	Consolidated with School Healthchecks and Academy Trust Handbook	Precise Nature of Risk to buildings, employees and students	Control procedures	Responsibility	Monitoring (Internal and External)	Likelihood after Control Procedures 5 = high	Impact after Control Procedures 5 = high	Overall Rating	Direction	
1	Quality of Education	A1	Imprecise tracking of progress data leads to inaccurate expectations in a school	SLT monitoring of all departments. External moderations for all key areas and departments. Reports to Gov Monitoring and Evaluation and LA.	Headteachers	CEO, Director of Education, Board	3	3	9	↔
2	Quality of Education	A2	Examination results lower than national floor standards for a school	School Development Plan, School SEF, Action Plans and external reviews for departments and key areas	Headteachers	CEO, Director of Education, Board	2	5	10	↔
3	Quality of Education	A2	Examination results lower than expected for a school	Post data drop meetings between HoDs and SLT link at Secondary and headteacher and area lead at Primary Lesson observations.	Headteachers	CEO, Director of Education, Board	4	3	12	↔
4	Quality of Education	A2	Trust average results below national average	Post data drop meetings between HoDs and SLT link at Secondary and headteacher and area lead at Primary Lesson observations.	Headteachers	CEO, Director of Education, Board	3	4	12	↔
5	Quality of Education	A3	The gap between disadvantaged students and their peers does not narrow in a school	P8 scores, Disadvantaged students action plans. Mentoring students, Disadvantaged Co-ordinator at FBA	Headteacher, Pupil Premium Coordinator	CEO, Director of Education, Board	4	4	16	↔
6	Quality of Education	A3	The gap between disadvantaged students and their peers does not narrow across the Trust	Healthchecks, PP reviews, monitoring visits, monthly discussions with Heads	Director of Education	Standards	4	4	16	↔
7	Behaviour & Attitudes	B1	Attendance for a school drops below National Average for that school's phase	SLT monitoring of all departments. External moderations for all key areas and departments. Reports to Gov Monitoring and Evaluation and LA.	Headteacher	CEO, Director of Education, Board	2	3	6	↔
8	Behaviour & Attitudes	B1	Persistent Absence for a school drops below National Average for that school's phase	SLT monitoring of all departments. External moderations for all key areas and departments. Reports to Gov Monitoring and Evaluation and LA.	Headteacher	CEO, Director of Education, Board	2	3	6	↔
9	Behaviour & Attitudes	B4	Safeguarding arrangements in a school in a school are inadequate	Inclusion Manager fully trained and reports all matters to Headteacher and monthly to safeguarding governor. Full safeguarding external audit completed every two years for each school. S175 AUDIT All policies in line with both Havering and Essex.	Inclusion Manager	Headteachers, External safeguarding reviews	2	5	10	↔

	Risk Category	Consolidated with School Healthchecks and Academy Trust Handbook	Precise Nature of Risk to buildings, employees and students	Control procedures	Responsibility	Monitoring (Internal and External)	Likelihood after Control Procedures 5 = high	Impact after Control Procedures 5 = high	Overall Rating	Direction
10	Leadership and Management	L2	Poor Ofsted outcome for a school	SEF, SDP, Progress Review Meetings with LA, SIP	CEO, Director of Education Headteachers	Gov Body (I) SLY (I) SIP (E) LA (E)	3	5	15	increased
11	Leadership and Management	L4	Trust fails to prepare school for changing demographic nature of their area	Headteachers inform Governors and whole school team of impending changes. Senior Life employees on Havering LA bodies. Termly updates with LA officials and Life senior leaders	CEO, Headteachers	CEO, Director of Education	2	4	8	↔
12	Leadership and Management Financial	L1 / F3	Management is too entrepreneurial	Scheme of Delegation enforces financial and legal limits. All key new plans are discussed by Board	Board	Board	2	4	8	↔
13	Leadership and Management / Human Resources	L4 / H4	Senior management lacks capability/experience of the education sector	Training/recruitment procedures	Headteacher	LGCs	2	4	8	↔
14	Human Resources / Leadership & Management	L4 / H1	High turnover of employees due to cost of living crisis	Development of internal opportunities to ensure most effective employees are retained whenever possible. See 16 for recruitment.	Headteachers	LGCs	4 (3)	4 (3)	16	increased
15	Human Resources / Leadership & Management	H1	Risk that pandemic hinders the effective operation of the schools and/or adversely impacts the safety of the school community	Business Continuity Plans. Follow Pandemic/Epidemic Specific DfE and NHS guidance Approved Risk Assessments in place at each School (COVID)	CEO Headteachers	CEO Headteachers Board	1	2	2	↔
16	Human resources	H1	Recruitment risk of failing to recruit suitable candidate	Recruitment policy in place and tested for compliance by HR	Headteacher	LGCs	4	3	12	↔
17	Human Resources	H2	Risk that the Trust has to defend against litigation	Insurance and legal advice contracts in place offering extensive legal advice. HR contract which guarantees full time support. Approved Risk Assessments in place at each School (COVID)	CEO, Chair	Board	2	2	4	↔
18	Human Resources	H2	Risk of low employee morale exacerbated by cost of living crisis	Annual employee survey/annual employee appraisals/employee forums. Development of resilience as key idea and understanding of constant nature of change.	Headteacher	LGCs receive surveys	4 (3)	4 (3)	16	increased
19	Human Resources	H2	Risk that wrong person is recruited for senior role	Recruitment policy. Short term contracts offered whenever uncertainty exists.	Headteacher	LGCs	2	4	8	↔

	Risk Category	Consolidated with School Healthchecks and Academy Trust Handbook	Precise Nature of Risk to buildings, employees and students	Control procedures	Responsibility	Monitoring (Internal and External)	Likelihood after Control Procedures 5 = high	Impact after Control Procedures 5 = high	Overall Rating	Direction
20	Human Resources	H3	Risk of long term absence of key member of Trust Executive or Team	Employee Welfare monitored by CEO and Director of Education, Occupational Health referrals as soon as necessary with steps taken to reintegrate. Covering of roles implemented asap when necessary.	Headteachers	LGC, Head of HR	3	3	9	↔
21	Human Resources	H3	Risk of long term absence of key school based employees	Employee Welfare monitored by SLT, Occupational Health referrals as soon as necessary with steps taken to reintegrate. Covering of roles implemented asap when necessary.	Headteacher, SLT,	LGCs Head of HR	3 (4)	2	6	decreased
22	Human Resources	H3	Succession risk of key Trust employees moving on	Internal and external training offered. Consider use of acting roles whenever vacancy occurs. Ensure new appointee has necessary skills to higher degree.	Headteacher	CEO, Director of Education, Board	3	3	9	↔
23	Financial	F1	Viability of Trust	Healthchecks, Personnel, Scenario Planning, Succession Planning	CEO, Director of Operations	CEO, Director of Operations	2 (1)	5	10	↑
24	Financial	F1	Insufficient income to cover necessary expenditure for central Trust	3 year strategic Financial Plan for each school.FBA increases PAN, increases lettings income through floodlit astroturf. Review viability of e ployee establishment on annual basis. Introduction of Financial Stability Plans	CEO, Director of Operations	Board, Director of Operations	3 (2)	4	12	↑
25	Financial	F1	Insufficient income to cover necessary expenditure for a school	Monthly Financial reporting, Monthly CEO/Dir of Ops Finance meetings, financial update at each LGC mtg	Headteacher, Finance Manager	Finance Committee	3	3	9	↔
26	Financial	F1	External decision to reduce funding made which impacts sustainability of a Trust school	CEO, Director of Educationand Business Manager read DoEd updates, Headteachers sit on Havering Funding Forum	CEO, Director of Operations	Board, Auditors, ESFA	3	4	12	↔
27	Financial	F1	Grants received not used for the purposes for which they were given	Monitor actual expenditure against budget/grant specifications	Trust Finance Manager	Board, External Internal auditors	1	5	5	↔
28	Financial	F1 AFH1	Failure to ensure that the Trust maintains overall financial control in relation to its budget	Monthly Management Accounts and budget monitoring External and internal audit Reports to CEO and Trust Board in respect of trust wide budgets and schools' budgets	Director of Operations, CEO	Board, Director of Operations, Trust Finance Manager	1	4	4	↔
29	Financial	F1 AFH2	Failure to ensure that the Trust and its schools maintain overall financial control in relation to reconciliations	Strict month end and year end accounts procedures; Financial Regulations; Internal Controls; Internal and External Audit	Director of Operations	LGC	2 (2)	3 (3)	6	↔
30	Financial	F1 AFH20	Reduction in student numbers leads to decrease in income for schools	Increase in class sizes where necessary	CEO, Headteachers, Director of Operations	Board, CEO Headteacher	3 (2)	4	8	increased

	Risk Category	Consolidated with School Healthchecks and Academy Trust Handbook	Precise Nature of Risk to buildings, employees and students	Control procedures	Responsibility	Monitoring (Internal and External)	Likelihood after Control Procedures 5 = high	Impact after Control Procedures 5 = high	Overall Rating	Direction
31	Financial	F1 AFH 7, 8, 9 & 26	Failure to ensure that general and restricted income and sponsorship due to the schools is collected in a timely manner and recorded accurately	Monthly Management Accounts; Effective Credit Control system operated by the school; Monthly Performance Monitoring Reports. External & Internal Audit	Trust Finance Manager	Trust Finance Manager	1	3	3	↔
32	Financial	F1 AFH11	Failure to ensure that the Expenditure in the Trust and its schools is not controlled	Monthly Management Accounts; Reports to CEO, Trust Board and the LGCs; Budget Monitoring; Awareness of Financial regulations; Effective Internal and External Audit;	Director of Operations	Trust Finance Manager	1	3	3	↔
33	Financial	F1 AFH15	Failure to ensure that the Trust and its schools have a robust debtor procedure in place which is followed	Monthly management Accounts; Monthly Performance Monitoring Reports; Internal and External Audit	Trust Finance Manager	Trust Finance Manager	1	3	3	↔
34	Financial	F1 AFH28	Failure to ensure that a comprehensive list of suppliers to schools is maintained	Recommended suppliers list	Trust Finance Manager	Trust Finance Manager	1	3	3	↔
35	Financial	F1	Delivery risk	Review delivery procedures	Director of Operations	Trust Finance Manager	2 (2)	3 (3)	6	↔
36	Financial	F1 AFH10	Failure to ensure that donations and income are not subject to fraud	Regular checking of accounts by Trust Finance Manager and reporting to CEO. LGC and F and F	Trust Finance Manager, CEO	Board, F&F Cttee, LGC, CEO and Director of Operations, Auditors	1	5	5	↔
37	Financial	F1 ADF13	Failure to ensure that each school has a robust set of Fixed Asset procedures in place	Financial policies and procedures in place. Internal and External audit	Trust Finance Manager	Trust Finance Manager, Auditors	1	5	5	↔
38	Financial	F1 AFH14	Failure to ensure that schools have a robust set of procedures in place for stock control	Financial policies and procedures of schools. Internal and external audit	Trust Finance Manager	Trust Finance Manager	1 (1)	2 (2)	2	↔
39	Financial	F1 AFH17	Failure of the Trust to make provision for contingent liability risk	Financial policies and procedures operated by the school. Internal and External audit	Trust Finance Manager	Trust Finance Manager, LGCs, F&F Cttee	1	3	3	↔
40	Financial	F1	Failure to use Trust resources efficiently	Value for Money reviews Policy, Tendering Process	Trust Finance Manager Headteacher	LGCs	1	3	3	↔
41	Financial	F2 AFH4	Failure to ensure that the financial systems of the Trust are maintained	Regular monitoring, Segregation of duties, Biannual audits, Responsible Officer checks	CEO, Director of Operations, Board	Board, internal & external auditors	1 (1)	5 (5)	5	↔
42	Financial	F3 AFH16 & 31	Failure to ensure that the Trust has a clear policy in place relating to taxation	Support from External Auditor;	Trust Finance Manager	Trust Finance Manager	1 (1)	4 (4)	4	↔
43	Financial	F3 AFH19	Failure of the Trust to monitor the performance of the employee pension scheme(s)	Advice from Pension administrator; Actuaries reports Pension scheme performance; External Audit	Director of Operations	Trust Finance Manager	2	4	8	↔
44	Financial	F3	Grant receivable reporting requirements are not adhered to	Maintain record of reporting requirements	Director of Operations	Board, internal & external auditors	1	3	3	↔

	Risk Category	Consolidated with School Healthchecks and Academy Trust Handbook	Precise Nature of Risk to buildings, employees and students	Control procedures	Responsibility	Monitoring (Internal and External)	Likelihood after Control Procedures 5 = high	Impact after Control Procedures 5 = high	Overall Rating	Direction
45	Financial	F3	Risk that action is not taken after the review of management information	Reviews of actions after Board meetings, weekly meetings with CEO and Clerk	Chair, CEO, Director of Education, Clerk to Board	Board	1 (1)	4 (4)	4	↔
46	Financial	F3	Risk that information produced (financial and non-financial) for Trustees/Governors and senior management is not accurate/thorough enough or in a suitable format	Meeting held with Chairs of Committees 2 weeks before meeting held. Weekly meeting with CEO to discuss current position and review management accounts for presentation.	Governors/ Trust Finance Manager	LGC / external auditors and advisors	2	3	6	↓
47	Financial	F4	Risk that GDPR legislation is not complied with from May 2018	Regular review of source and location of information held/sent. External audit on information systems. Termly audit by DPO	Director of Operations	LGC Link Governor/ External Internal Auditor External QA	1 (2)	3(5)	3	↓
48	Financial	F4	Risk of Data Breach via school systems or email	ICT policy, Employee Code of Conduct, access to certain email groups restricted, employee reminders Trust uses LGFL firewall a VPN network which has two level of sign in protected by a further firewall	CEO, Director of Operations & Data Protection Officer	LGC, internal and external audit	2	4	8	↔
49	Financial	F4	Risk of Cyber Attack	IT Policy, LGFL firewall Second cloud based storage in place cyber insurance in place	Head of IT, Director of Operations	Annual review report to F&F	2	5	5	↑
50	Financial	F4	Risk that management information is not available quickly after the period to which it relates	Headteacher/employee receiving information discuss importance of communicating quickly. Emails to LGC chairs of committees asap	Governors/ Trust Finance Manager	LGC / external auditors and advisors	2	2	4	↔
51	Financial	F4 AFH3	Failure to ensure that the financial systems of the Trust are maintained	Monthly Management Accounts; Budget Monitoring Reports; Reports to CEO, Trust Board and the LGCs; Awareness of Financial Regulations; Support of the Trust and Schools' Finance Departments and associated policies and procedures; Effective Internal and External Audit; 3 year financial forecasts	Director of Operations	LGC	1	3	3	↔
52	Financial	F4 AFH5	Failure to ensure that an adequate disaster recovery plan is in place in relation to the Trust's financial systems	Trust Disaster Recovery Plan; Trust Business Continuity Plan; Security systems operated by the Trust and its schools; Risk Assessment Policy and Procedures operated by the trust; Availability of other sites as back up; Off-site back-up storage and enhanced systems to recover information and data	Director of Operations	Trust Finance Manager	1	3	3	↔
53	Financial	F4 AFH6	Failure to ensure that the financial systems of the Trust are secure	Trust and schools' Disaster Recovery Plans; Off-site back-up storage and enhanced systems to recover information and data	Trust Finance Manager	Trust Finance Manager	1	3	3	↔

Risk Category	Consolidated with School Healthchecks and Academy Trust Handbook	Precise Nature of Risk to buildings, employees and students	Control procedures	Responsibility	Monitoring (Internal and External)	Likelihood after Control Procedures 5 = high	Impact after Control Procedures 5 = high	Overall Rating	Direction	
54	Financial	F4 AFH12	Failure to ensure that the Trust have a robust set of Treasury procedures in place	Robust Financial policies and procedures operated by the Trust; Financial regulations of the Trust; Internal and External Audit	Director of Operations	LGC	1 (1)	4 (4)	4	↔
55	Financial	F2	Failure to ensure that schools have adequate insurance cover	Insurance review procedure in place. Regular meetings with insurance companies. Buildings Insurance at school. Calendar of renewal dates held by school	Trust Finance Manager	Trust Finance Manager, LGC.	1	4	4	↔
56	Financial	F2 / AFH23	Failure of the Trust to produce open and regular management accounts	Schedule of meetings in place. CEO meets weekly with Business Manager. Auditors check.	Trust Finance Manager & CEO	Trust Finance Manager CEO, LGCs, F&F	1	4	4	↔
57	Financial	F2 / AFH29	Failure of the Trust to meet all Financial reporting requirements	Schedule of meetings in place. CEO meets weekly with Business Manager. Auditors check.	Trust Finance Manager & CEO	Trust Finance Manager CEO, LGCs, F&F	1	4	4	↔
58	Financial	F4 / AFH30	Failure to remain up to date with charity legislation	Independent Clerk, Networking groups and EFSA updates	Trust Finance Manager & CEO	Trust Finance Manager CEO, LGCs, F&F	1	4	4	↔
59	Financial and Premises	F4 / P3	Failure to ensure that the schools have adequate insurance cover	Insurance review process organised by the Director of Operations. Complete portfolio of perils insured. Public and Employers liability at recommended level.	Director of Operations	Trust Finance Manager	1	3	3	↔
60	Premises	P1	Risk of employee injuries	Training. Having Health and Safety support. Risk assessments in place	Headteacher	Health and Safety Audit, LGCs	3	2	6	↓
61	Premises	P1	Risk of injury to third party	Lettings policy and Contractors policy	Health and Safety Manager	LGC	2	3	6	↔
62	Premises	P2	Risk of poor maintenance or failure to adequately comply with H&S standards	Business Continuity Plans and risk assessments for each school Up to date Condition Survey in place for all Trust schools	Headteachers	Local authority template used (E) Health and safety audit	1 (2)	5	5	decreased
63	Premises	P3	Risk of damage to Trust property	Report to Site Manager. Reported to Insurance Company. Investigations by senior employees and/or police as appropriate	Headteacher/Site Manager	Board, Insurance Company (E) Local Authority (E)	2 (3)	4	8	decreased
64	Premises	P3	Risk of theft of Trust property	Report to Site Manager. Reported to Insurance Company. Investigations by LIFE and/or police as appropriate	Headteacher/Site Manager	Board, Insurance Company (E) Local Authority (E)	2 (3)	3	6	decreased
65	Premises	P3 AFH21	Failure to ensure that information technology (hardware and software and security)in schools is maintained satisfactorily	IT Manager assesses risks and discusses with SLT link and/or Headteacher. Also included in Business Continuity Plans	Head of IT	Headteachers	2	5	10	↔

LIFE EDUCATION TRUST

EXECUTIVE SUMMARY

MEETING DATE: 7th March 2023

REPORT TITLE: HR Operational Areas

REPORT AUTHOR: V Smith

1. Purpose of Report

To update the committee of the number of HR cases that have arisen within the schools since the last P&P meeting held on the 22nd November 2022 and provides a year on year comparison.

2. Summary for all Trust Schools

A full year's summary by School

School	Total	Investigation & Disciplinarys				Grievances				Informal/Formal Sickness Monitoring				Capability				Flexible working requests				Pay Award Appeal				Subject Access Requests			
		Mar	Nov	Sep	Jun	Mar	Nov	Sep	Jun	Mar	Nov	Sep	Jun	Mar	Nov	Sep	Jun	Mar	Nov	Sep	Jun	Mar	Nov	Sep	Jun	Mar	Nov	Sep	Jun
C Trust	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Benhurst	55	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0
D Tipping	15	0	0	0	0	1	0	0	2	0	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
FBA	150	1	0	0	1	0	0	0	0	3	1	1	1	0	1	1	1	0	0	0	0	4	0	0	0	0	0	0	0
Ford End	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	
Margaretting	19	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2	1	0	1	0	0	0	0	0	0	0	
Roxwell	15	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
The Bridge	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	

A year on year summary by School

School	Total	Investigation & Disciplinarys		Grievances		Informal/Formal Sickness Monitoring		Capability		Flexible working requests		Pay Award Appeal		Subject Access Requests	
		Mar 2023	Mar 2022	Mar 2023	Mar 2022	Mar 2023	Mar 2022	Mar 2023	Mar 2022	Mar 2023	Mar 2022	Mar 2023	Mar 2022	Mar 2023	Mar 2022
C Trust	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Benhurst	55	0	1	0	0	0	0	0	0	0	1	0	1	0	0
D Tipping	15	0	0	1	0	0	0	0	0	0	0	0	0	0	0
FBA	150	1	2	0	1	1	1	0	0	0	1	0	0	0	0
Ford End	13	0	1	0	0	0	0	0	0	0	1	0	0	0	0
Margaretting	19	0	0	0	0	1	1	0	0	2	0	0	0	0	0
Roxwell	15	0	0	0	0	1	0	0	0	0	0	0	0	0	0
The Bridge	14	0	0	0	0	0	0	0	0	1	0	0	0	0	0

Summary of cases to report between November 2022 and March 2023

Benhurst:

No cases to report.

Dame Tipping:

- One Grievance was raised and investigated. The outcome following the investigation was appealed. The decision following the appeal hearing was upheld with a recommendation from the panel of a mediation meeting between the two colleagues.
- One colleague has now returned from a period of long term sick on a phased return.

FBA:

- One investigation meeting was conducted and a positive outcome concluded with no further action.
- Two colleagues on a formal sickness monitoring period and one on informal monitoring.
 - One colleague has now successfully returned to work following a supportive phased return.
 - Another has taken the option for ill health retirement following a OH referral with a Physician after being absent for a long period of time.
 - The colleague on informal monitoring has had an OH referral with a physician, attending an informal absence review meeting and had a monitoring period set with targets.
- Monitoring period set due to performance concerns has now concluded with a positive outcome.

Ford End:

No cases to report

Margaretting:

- One colleague on a formal absence monitoring period. A number of OH referrals have been made, the most recent with a Physician. Formal absence review meeting to be held to discuss returning to work.
- Two Flexible Working Request submitted from the school ASO and an LSA following their return from MAT leave.
 - After review and consideration, the ASO request was partially agreed on a temporary trial basis until the end of the Autumn Term. An additional part time ASO was successfully appointed which allowed the request to be agreed in full with a permanent change.
 - Following consideration and review, the request submitted by the LSA was agreed with a permanent change.

Roxwell

- One colleague continues to be on a formal sickness monitoring period. Several OH referrals have been made following a significant health diagnosis, the most recent with a Physician. The colleague remains unfit to work.

The Bridge:

- One Flexible Working Request submitted from the school ASO. Following review and consideration, the change has been agreed in full from September 2023.

The Trust

No cases to report



LIFE Education Trust

RECRUITMENT AND SELECTION POLICY

Policy	Recruitment and Selection Policy
Staff Consulted	
Policy adopted by Trust Board	March 2023
Reported to LGBs for implementation	
Implementation Date	
Review Date	
Policy Source	Own Source

LIFE Education Trust Recruitment & Selection Policy

1.0 Purpose and Scope

- 1.1 We believe that we are only as good as our people, and that to deliver great pupil outcomes is to have the right people working in every single part of our Trust.
- 1.2 This policy applies to the recruitment and selection of all employees.
- 1.3 All colleagues involved at any stage of recruitment and selection must follow this policy. In addition, any external consultants, recruitment agencies or external experts who assist in the recruitment process must also act in accordance with this policy.
- 1.4 This policy complies with:
- ACAS advice and the Equality Act 2010.
 - DfE statutory guidance on Keeping children safe in education.
 - DBS Code of Practice.
 - Data Protection Act 2018.
- 1.5 The Policy does not form part of the terms of an employee's contract with the Trust.

2.0 Principles

- 2.1 The Trust is committed to ensuring equity in recruitment and selection and reasonable adjustments will be considered to ensure any applicant is not disadvantaged by the recruitment process.
- 2.2 Recruitment decisions will be made on the basis of the applicant's abilities and qualities measured against the published criteria for the role
- 2.3 The recruitment process should take place in a timely, flexible and cost-effective manner.
- 2.4 The selection criteria and the reasons for selection decisions must be formally recorded.
- 2.5 All pre-employment checks must be carried out and have been deemed as satisfactory before an employment can commence employment with the Trust.
- 2.6 The Trust will not unfairly discriminate against any candidate for employment on basis of conviction or other details revealed with each case being decided on its own merits.
- 2.7 Employees will only be transferred to another role without it being advertised, where they are either at risk of redundancy, or for health reasons or as a result of a disciplinary or capability process.
- 2.9 Decisions made with regard to implementing this policy will be in accordance with the Trust's Scheme of Delegation.
- 2.10 The Trust will monitor and report on recruitment in relation to diversity.

3.0 Identification & Authorisation

3.1 Identification

3.1.1 *Replacement of Departing Employee*

The Recruiting Manager shall review the role description, person specification and working pattern of the vacant post to ensure that the actual requirements of the role will be recruited to.

3.1.2 *Creation of New Role*

A new role is when either significant changes are made to the role description, person specification and/or working pattern of a current role or for a role not in the employee establishment.

3.1.3 *Organisational Change*

There may be unfilled vacancies arising as a result of organisational change.

3.2 Authorisation

3.2.1 Authorisation for recruiting to identified vacancies is as set out in the Trust's Scheme of Delegation.

4.0 Advertising

4.1 All vacancies will be advertised internally across the Trust except in the following circumstances:

- Where the role has been filled by a fixed term contract employee for at least one year.
- Where the role has been covered by a seconded employee for at least one year.
- Where an employee or group of employees are identified "at risk" of redundancy and a suitable vacancy arises for redeployment.
- Where an appointment could lead to permanent employee being placed at risk of redundancy.

4.2 All those who work within the Trust should have access to all advertised vacancies.

4.3 It is at the discretion of the appropriate Educational Leader or Executive Team member whether a vacancy should also be advertised externally.

4.4 The use of employment agencies for recruitment of employees in any circumstances can only be used with the approval of the Chief Executive Officer. For the recruitment of the Chief Executive Officer this would need to be approved by the Board.

5.0 Applications

5.1 LIFE Employees

5.1.1 A statement from the applicant to demonstrate their suitability for the role will be sufficient.

5.2 All Other Applicants

5.2.1 Will need to complete and return the appropriate application form for their application to be taken any further.

6.0 Shortlisting

6.1 Decisions should only be made based on the information submitted by the applicant and assessed against the published selection criteria for the role.

6.2 Any applicant who has indicated that they have a disability and meets the selection criteria must be shortlisted.

6.3 Decisions made for each applicant must be recorded.

7.0 Selection Methods

7.1 As a minimum the selection process will be an interview. This also applies where there is only one candidate to interview.

7.2 Any form of assessment or test must relate to the published selection criteria for the role and the outcomes can be objectively measured.

7.3 Under no circumstances can a candidate be appointed who fails to meet the minimum selection criteria.

7.4 Decisions made for each candidate must be recorded.

8.0 Informing the Candidates

8.1 Candidates must be informed of the outcome and are entitled to receive feedback on request.

8.2 The successful candidate will receive an offer of employment which is conditional on the receipt of satisfactory pre-employment checks.

LIFE Education Trust Recruitment & Selection Policy

9.0 References

- 9.1 References can either be taken up after shortlisting with the candidates consent or after an offer of employment has been made.
- 9.2 For internal candidates their employment records will be subject to review.
- 9.3 Any concerns from the references received or information found must be raised with the Chief People Officer in the first instance.

10.0 Online Searches

- 10.1 For external candidates, a google online name search should be used at the same time as when their reference is being taken up.
- 10.2 This search will be undertaken by LIFE HR and any information identified that may make a candidate unsuitable for employment will be raised with the Chief People Officer in the first instance.
- 10.3 LIFE employees will not be subject to an online search.

11.0 Right to Work in the UK/Identification

- 11.1 All successful external candidates must have submitted proof of identity and of their legal right to work in the United Kingdom before being able to commence employment.

12.0 DBS (Disclosure & Barring Service)

- 12.1 An enhanced DBS disclosure is required for all successful external candidates and should be taken up prior to commencing employment.
- 12.2 It may be possible to allow an individual to start work before the DBS certificate is available but it will need to be raised with the Trust's Safeguarding Advisor in the first instance.
- 12.3 Any information be identified that may make a candidate unsuitable for employment must be raised with the Trust's Safeguarding Advisor in the first instance. in the first instance.
- 12.4 If the DBS check discloses information that the successful candidate has not already declared then this must be raised with the Chief People Officer in the first instance.

13.0 Occupational Health Clearances

op

- 13.1 Successful external candidates who complete and return a Pre-employment Health Assessment form will be referred to the Occupational Health provider.
- 13.2 Any issues that arise will need to be discussed with the successful candidate before confirming appointment. Where there are concerns that they may not have the appropriate level of fitness required for the role, then this must be raised with the Chief People Officer before any decision on their employment is made.

14.0 Additional Checks

14.1 Teaching Services Check

- 14.1.1 This check is to be undertaken for any successful candidate who is either appointed in a teaching role or a former teacher who has applied for a non-teaching role.

14.2 Qualifications

- 14.2.1 Successful candidates may be required to provide proof of qualifications, training, licences, membership of professional bodies where they are a requirement of the role.

15.0 Retention of Records

- 15.1 Information on unsuccessful applicants will be retained for 6 months from either the date when the successful candidate was appointed or in the case where no appointment is made, 6 months from the date that the recruitment and selection process was concluded.
- 15.2 Successful applicants who take up the role the information will be transferred to their employment records.

Our Great People Culture Update

March 2023

Background

At the September P&P I presented the Our Great People Culture statement (attached).

The goal of the Great People Culture is to create a virtuous cycle where LIFE

- embraces difference and individuality,
- enables people to perform well,
- creates strong working relationships,
- enhances the quality of working life.

And in return each individual

- can be themselves and flourish,
- performs well,
- has a feeling of belonging,
- enhances our great people culture.

The underlying message of this statement is that culture is shaped by connections, specifically

- connecting LIFE and personal ethos,
- connecting LIFE and personal competence,
- connecting LIFE as an entity with individuals,
- connecting people in LIFE with each other.

In recognition of this, the first action we took was to update the Language of LIFE. The revised version was also presented at this meeting.

At the November P&P this was followed this up with a document entitled Creating a Great People Culture – The Beginning

This document stated that the initial focus on creating a Great People Culture would be on

- Language of LIFE,
- LIFE Behaviours,
- Knowledge & Skills,
- Employee Surveys.

This update is brought to you as a result of the work done on LIFE Behaviours so far.

LIFE Behaviours Update

Developing a behavioural competency framework

In December 2022 and January 2023, Julian and I reviewed the bullet points that defined Humility, Bravery and Teamwork as well as naming and defining competency levels. From this a one page summary has been produced which is attached.

Essentially 18 bullet points have been condensed to 9 Key Behavioural Indicators (KBIs), with each KBI having its own single sentence definition.

There are also 4 levels of competency to apply for each of the 9 KBIs which are Unsatisfactory, Developing, Capable and Great.

Implementing the behavioural competency framework

In January 2023, a LIFE Job Role Behavioural Competency form was designed to help establish what these KBIs would mean for each job role and how you be able to assess levels of competency. This form was trialled in the HR team in January and February 2023 to see how this would work. Long story short it didn't.

Speaking for myself, I found it incredibly difficult to describe what these behaviours would look like for my role, even with going back and putting definitions for each KBI in place. The best I could do were very generic one line sentences.

If we cannot be clear on what is expected, then how can it be effectively assessed. So before going any further forward, I needed to be able to answer this question - why are these behaviours so hard to specifically describe?

To answer the question

When I looked at where I did this before, the competencies either reflected process behaviours, that affected every role e.g. planning and organising, or reflected a specific requirement that the organisation had e.g. servicer user involvement to do.

With this came an innate understanding of what is required to be competent in any given job role, which made it a relatively straightforward process to describe and assess competency levels.

In contrast, the LIFE behaviours are conceptual and aspirational. By that, I mean our behaviours are a statement of how we would like people to approach their roles in a way that they are not required to do at the present.

The conclusion I have come to is that we first need to create the opportunities for people to show these behaviours to create a practical "real life" meaning from which we would then be in a position to describe and asses competency levels.

That then leads to the next question – how do we do this?

Thinking and learning

So whenever I do not know what to do, I think about it, and do my research until I do.

In this case I read a lot of articles and attended a few webinars and also read three books.

The biggest influence on me was Lily Zheng who wrote a book entitled "DEI deconstructed. Your No-Nonsense Guide to Doing the Work and Doing It Right". It is a master class of a book and should be compulsory reading for any-one involved in organisational change as well as DEI.

This led me to the conclusion that to work out how we create opportunities for people to show our behaviours we first need to understand what our culture is and the scope we have to bring about meaningful change.

Which seamlessly leads to the final document "The Twin Pillars of Organisational Culture"

The Twin Pillars of Organisational Culture

Please note that this document is still a work in progress, although it still gives me enough to be getting on with.

This a generic, not a LIFE specific, model which asserts that the two key influences on organisational culture are context and relationships.

Context ranges from highly prescriptive to highly creative. A highly prescriptive organisation would be one that is subject high levels of regulation, with a complex and formalised command and control structures and is spread over many locations. Whereas a highly creative organisation has decentralised and autonomous structures that are flexible which allows for it be both innovative and capable of rapid change.

Relationships ranges from being highly directive where the only concern is meeting prescribed outcomes to being highly supportive by creating an environment where an individual can flourish.

Prescriptive organisations will have elements of being directive because that is either how they choose or have to operate, but this does not mean they cannot be supportive. This would only be achieved through and therefore limited by the organisation's structure and/or by the organisation ceding power.

Creative organisations will have elements of being supportive because an informal structure with few formal rules lends itself having to having a more personalised way of working. However, this does not mean, for organisations that can manage a high employee turnover or who have a self-employed/short term contract workforce cannot be more focused directive.

To establish where an organisation fits on the model, I have so far come up with 69 questions broken down by the main headings of:

- External Factors,
- Organisational Structure,
- Internal Factors,
- People Management,
- Collaboration,
- Belonging.

Applying the Twin Pillars to Our Great People Culture

The Twin Pillars document is my "touch stone" in terms of creating the virtuous cycle as it will establish where we are and how far we can reasonably go in our cultural transition.

How I go about this will be subject to discussions with Julian and Senior Leaders.

Peter Whitelock
3 March 2023

Our Great People Culture

LIFE

LIFE Ethos
Mission
Beliefs
Behaviours

LIFE Competence
Knowledge
Skills
Behavioural Competencies

The Individual

Personal Ethos
Experiences
Values
Personality

Personal Competence
Knowledge
Skills
Behaviours

Connecting LIFE & Individuals

Communication
Content
Approach
Infrastructure

Relationships
With LIFE
With governors
With managers
With groups
With teams
With colleagues
With parents/carers
With pupils
With those outside LIFE

The Goal

LIFE	The Individual
Embraces difference and individuality	Can be themselves and flourish
Enables people to perform well	Performs well
Creates strong working relationships	Has a feeling of belonging
Enhances the quality of working life	Enhances our great people culture

All for the purpose of producing great pupil outcomes

LIFE Behaviours

Humility

Bravery

Teamwork

Key Behavioural Indicators (KBIs)

KBI1	<i>We recognise our own strengths and limitations</i>	KBI2	<i>We take personal responsibility</i>	KBI3	<i>We work collaboratively</i>
Identifying what is required for own role and being able to self-evaluate and seek feedback from others.		Accepting responsibility and being held to account for own behaviours, actions and decisions.		Working with others to better achieve a common goal.	

KBI4	<i>We listen so that we can hear</i>	KBI5	<i>We have courageous conversations</i>	KBI6	<i>We demonstrate dignity and respect for others</i>
Actively listen without judgement to allow others to share their thoughts and feelings without imposing own perspective.		Being engaged, open and honest in conversations with others.		Building bridges with others by own actions, attitude and acceptance of differences.	

KBI7	<i>We are continually improving ourselves</i>	KBI8	<i>We embrace and pursue creativity and innovation</i>	KBI9	<i>We are committed to producing great pupil outcomes</i>
Identifying and improving own knowledge, skills, and behaviours.		Identifying and implementing ideas to resolve problems, make improvements, or to create something new.		Recognising that own preferences, ego and opinions are subservient to what will lead to better pupil outcomes.	

Behavioural Competency Levels

<i>Unsatisfactory</i>	Either demonstrates a level of performance that is against the LIFE Behaviour or is not able to become capable.
<i>Developing</i>	Either needs to be given the opportunity and/or time to become capable in that LIFE Behaviour.
<i>Capable</i>	Demonstrates competent and effective performance against the LIFE Behaviour.
<i>Great</i>	Demonstrates excellent and notable performance against the LIFE Behaviour.

The Twin Pillars of Organisational Culture

Relationships

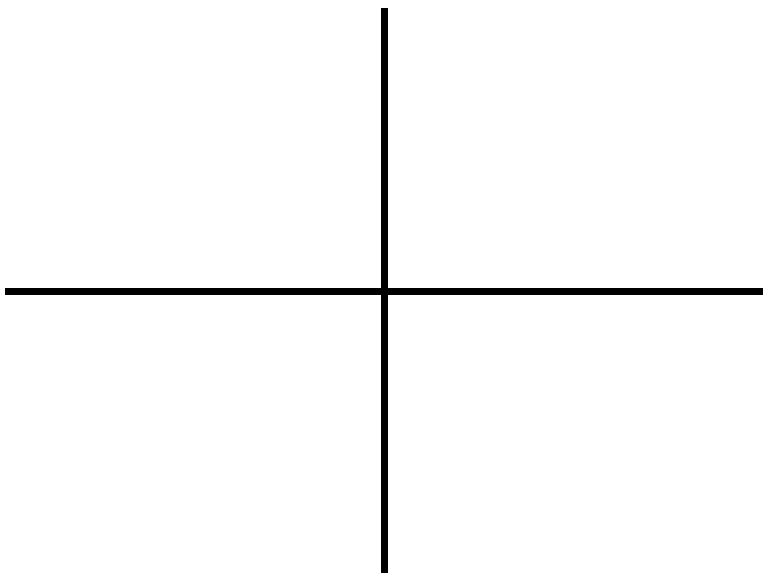
Supportive

Context

Prescriptive

Creative

Directive



The Twin Pillars of Organisational Culture

Introduction

Organisational culture is made up of the underlying beliefs, assumptions, values, expectations, and ways of thinking and doing that drive the behaviour of people within an organisation.

Culture is never a one size fits all, and organisations can also have their own micro-cultures, but nevertheless the two key influences on culture are context and relationships.

To achieve any successful culture change there needs to be an understanding of what the current organisational culture is and what needs to be changed. By using the twin pillars the “right” culture can be identified along with practical and realistic strategies can be identified to bring about any required change to bring the “right” culture about.

Context

What the organisation does will affect culture, for example you would expect the army to have a culture based on discipline, a bank on risk management and a marketing firm on creativity and innovation.

The amount of autonomy and degree of competition will also affect culture. For example, a hospital is subject to external regulation and funding which leads to working in a context of complying to standards and financial controls. Whereas a video gaming company to be ahead of its competitors and achieve market share, resources are invested in product development and upgrades which leads to working in context of constant creativity under pressure of meeting launch deadlines.

What the organisation does and the circumstances it operates in will inevitably affect organisational structure. Every organisation has a set of formal and informal rules, roles and responsibilities that co-ordinate behaviour and facilitate achieving the organisation’s goals. Organisational structure is determined by how decisions are made, the extent to which how the organisation work’s is formalised and the complexity of the organisation itself.

In terms of context, organisations range from highly prescriptive to highly creative. A highly prescriptive organisation would be one that is subject high levels of regulation, with a complex and formalised command and control structures and is spread over many locations. Whereas a highly creative organisation has decentralised and autonomous structures that are flexible which allows for it be both innovative and capable of rapid change.

Relationships

Whilst context is about how an organisation is structured, relationships is the focus placed on how the work of the organisation gets done.

Organisations can range from being highly directive where the only concern is meeting prescribed outcomes to being highly supportive by creating an environment where an individual can flourish.

Prescriptive organisations will have elements of being directive because that is either how they choose or have to operate, but this does not mean they cannot be supportive. This would only be achieved through and therefore limited by the organisation’s structure and/or by the organisation ceding power.

Creative organisations will have elements of being supportive because an informal structure with few formal rules lends itself having to having a more personalised way of working. However, this does not mean, for organisations that can manage a high employee turnover or who have a self-employed/short term contract workforce cannot be more focused directive.

Establishing Context

External Factors

In broad terms external factors are entities, conditions and events beyond the organisation's control which influences the choices the organisation can make and how it operates. The answers to the following questions will give an indication of how prescriptive these factors are:

- What are the external regulations/requirements the organisation has to comply with?
- Who sets these regulations/requirements, are they subject to inspection and what are the consequences of non-compliance?
- How does the organisation receive/generate income?
- What is the organisation free to choose for itself, e.g. establishment, terms & conditions, how and where it operates?
- How many other similar organisations are there and do they operate under the same regulations/requirements?
- What scope is there for differentiation to other similar organisations?

The more the organisation is constrained by external factors the more prescriptive it will be?

Organisational Structure

Command & Control

This is by the degree to which decisions are made from the top-down. The answers to the following questions will give an indication of this:

- Who makes decisions/changes on their own and what are they?
- Who makes decisions/changes after meaningful consultation and what are they who do they consult with?
- Who recommends decisions/changes to be made, and to whom and what happens then?
- Those affected by the decisions/changes how are they consulted and or informed?

Prescriptive organisations top down, i.e. organised by relatively independent department that all report to the same group of centralised leaders. The more top-down the decision making, especially for the small decisions, the more concentrated power is among the higher levels, and therefore the more prescriptive organisations become.

Formalisation

This is to the extent of how the organisation works is documented in a permanent and accessible way. The presence of formalisation is associated with achieving consistency and information transfer within organisations. The following questions will give an indication of this:

- What standardised formal processes are used to achieve outcomes?
- What outcomes are achieved without a formal process?
- To what extent do those who work in the organisation follow what is documented?
- How does the organisation react to those who do not know of follow the formal rules?

As a formalised organisation, the more commonly standardised processes are used, the greater the shared understanding of formal rules, and the stricter the sanctions for those who do not follow the rules, the more formalised they are.

Complexity

Complexity is how organisations divide their functions into jobs, groups and locations. Organisations highest in complexity have many jobs, each performing a narrow set of tasks, and many divisions, departments, or units, many of them requiring specialised education or training, divided across many roles with differing supervisory responsibilities, spread across many locations and geographies. The following questions will give an indication of this:

- How many discrete roles are there in the organisation?
- How many locations does the organisation have?
- What are the total number of roles when combined with locations?
- How many 1st, 2nd, 3rd, 4th level employees does the organisation have?
- What are the manager to employee ratios?
- How many different groups of internal stakeholders must coordinate for an organisation-wide initiative to be implemented?

The greater the numbers, the more complex the organisation and the more complex any successful organisational change will then be.

Establishing Relationships

Internal Factors

People Information

As an organisation what data exists on its people and how is it used which leads to the following questions:

- What employee information is held and recorded centrally?
- What employee information is recorded locally but can be accessed centrally?
- What employee information is held locally only?
- What employee information is not held at all?
- What employee information is reported centrally and to whom?
- What employee information is reported locally and to whom?
- What employee information is held and not used?

A directive organisation would hold information for statutory reporting and to ensure compliance only whereas a supportive organisation would also use information to improve the employee experience.

Communication

This is what, how, when and why information is shared between the central organisation and its people which leads to the following questions:

- What information is shared and who decides this?
- How is information shared, how often and who is involved?
- For what purpose is information shared?
- Are there any checks to ensure communication received and understood?
- How is feedback received and responded to?
- Is the language used inclusive and personable or more formal and remote?

A directive organisation, would only communicate, if at all, to provide instruction for others to follow, whereas a supportive organisation would use communication as engagement and to develop and continue a conversation.

Connection

This is how and when people get the opportunity connect with each other to cultivate relationships which leads to the following questions:

- What are the people connections within the organisation?
- What is the nature of that access e.g. in person, remote, voice only?
- What time is available to make connections?
- What spaces are available to make connections?

A directive organisation, would be where connections are limited and tend to be planned and formal whereas in a supportive organisation, connections are able to happen naturally and are more social.

People Management

Managing Performance

This is how performance is managed within an organisation which leads to the following questions:

- How does an employee know what is expected of them?
- What performance measures are in place?
- How are expectations/performance measures set?
- How is performance evaluated and how often?
- What are the outcomes of performance evaluation?
- Why does the organisation manage performance in the way it does?

Performance management in a directive organisation would be top down, managed and controlled to ensure employee achieve specific outcomes whereas in a supportive organisation, performance management is used to build, develop and promote individual employees.

Managing People

This is how people are managed within an organisation which leads to the following questions:

- How do managers help their people to succeed in their current roles?
- How do managers help their people to develop and grow?
- What power does the manager use to manage people?

In a directive organisation, manager authority would reside and be retained in a hierarchical structure and people are managed to ensure the work gets done whereas in a supportive organisation, people are supported and empowered to succeed.

Creating Trust

This is the confidence employees have in and the feeling of safety with their managers which leads to the following questions:

- To what extent are managers curious about and seek to connect with their employees as people?
- What happens when life gets in the way of work?
- How are the needs of the individual identified and met to enable them to succeed?
- Are differences of opinions encouraged and how are they managed?
- What happens when mistakes are made?
- To what extent are managers accountable to their employees?

In a directive organisation, it is more important for the manager to have trust in their employees and trust is gained by being able to do what is required of them, getting on with work and not causing any problems. However, in a supportive organisation, it is a two-way relationship and it is more important for the manager to feel trusted by their employees.

Collaboration

Purpose

This is where people come together to raise and address issues to achieve better outcomes which leads to the following questions:

- Who within the organisation comes together to plan work, solve problems, make decisions and review progress towards a specific goal and how are they selected?
- Where and when do people come together as cross functional/locational teams or groups and what is their purpose?

In a directive organisation such collaboration where it does exist is very formal, ongoing and subject to command and control whereas in a supportive organisation, collaboration is more ad-hoc and informal and is used to address specific issues and problems and is then disbanded.

Operation

This is how collaboration works in an organisation which leads to the following questions:

- How is feedback given and received?
- How are those groups/teams managed?
- How interdependent are people on each other for the groups/teams to achieve their purpose?
- Are these teams/groups psychologically safe for those who attend?

In a directive organisations discussion and debate is not encouraged and is used by the Team Leader/Manager to assert their authority and to set tasks and actions for others to complete whereas in a supportive organisation it would be expected that every member would equally contribute and decisions and subsequent tasks and actions are agreed by the group/team as a whole.

Impact

This is how effective teams/groups are in an organisation which leads to the following questions:

- How is the benefit to the organisation assessed from the output produced and what happens with that assessment?
- How is the benefit for the people who take part in terms of personal development and growth evaluated?

In a directive organisation should there be a review it would be carried out by the responsible manager and would focus on the organisation only, whereas in a supportive organisation, a review would be taken by all those in the team/group and personal development/growth will be evaluated as a feature of people management.

Belonging

Identity

This is how people identify themselves to the organisation they work in and the people they work with. The following questions will give an indication to the extent of this:

- How does the organisation's culture compare to that of the individual?
- Who does the individual identify with in the organisation?
- What connections does the individual have within the organisation?

In a directive organisation this would not be known nor considered important to know unless a specific problem arises which has to be reactively addressed, whereas in a supportive organisation, it is important that there is compatibility of ethos and that people positively identify with the organisation.

Importance

This is how important people consider the organisation to be and their value within it which leads to the following questions:

- How meaningful and successful does the individual believe the work of the organisation to be?
- How meaningful and successful does the individual consider their role to be within the organisation?
- How valued by the organisation does the individual feel to be?

In a directive organisation this would not be relevant whereas a supportive organisation would want this to be known and proactively addressed.

Acceptance

This is what people feel by being in an organisation which leads to the following questions:

- Does an individual feel seen and heard?
- Does the individual feel respected?
- Does the individual feel safe to be themselves?

In a directive organisation this would not be known nor considered important to know unless a specific problem arises which has to be reactively addressed whereas a supportive organisation would want this to be known and proactively addressed.