

ETHOS AND VALUES

When the Trust was established, the following core principles were agreed. Whilst these have been reviewed since then, they remain cornerstones of its ethos and values:

We strive to ensure that -

- high quality teaching to secure the highest standards of achievement for all children is the absolute priority in all ALT academies
- we use performance data to improve the life chances of children, not to score points in league tables
- we recognise the value of rich learning experiences, including those not the current focus of political ideology
- our academies are characterised by values including hope, kindness, generosity of spirit and compassion, not punishment and control
- we prioritise the needs of children, not the system
- children learn to love learning, as well as achieving well
- we serve local communities
- whilst children's family circumstances can sometimes make learning extremely difficult, they must never be a barrier to aspiration
- a child's postcode should not determine his/her future and, whatever their starting point, we should have high expectations of them all
- we accept the responsibility to collaborate and work in partnership with other schools, especially those who are in need of support
- we don't fall back on a "one size fits all" approach to learning
- we value and develop our staff to enable them to get the best out of our children and young people

CODE OF CONDUCT

The trust has a clear Code of Conduct for all those involved in governance of the trust, which includes adherence to the Nolan Principles. In addition, in order to carry out responsibilities effectively, the Board agreed the following qualities should characterise the work of all those involved in governance, which, of course, includes the CEO:

Commitment	Devoting the required time and energy to the role and being ambitious to achieve the best possible outcomes for young people; being prepared to give time, skills and knowledge to developing ourselves and others in order to contribute to highly effective governance.
Confidence	Having an independent mind, able to lead and contribute to courageous conversations, to express opinion and to play an active role at Board level or as a member of an LGB.
Challenge	Providing respectful but robust challenge to school leaders, not taking information or data at face value and always driving for improvement
Concern	Balancing the responsibility to challenge with awareness of the pressures faced by Headteachers and their senior teams; being aware of workload issues and the pressures on them; particularly focusing concern on those in most need of support, especially disadvantaged and vulnerable students.
Curiosity	Possessing an enquiring mind and an analytical approach to, and understanding of, the value of meaningful questioning
Collaboration	Being prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within trust governance and with executive leaders, staff, parents and carers, students, the local community and employers
Critical Thinking	Understanding the value of constructive critical dialogue which facilitates self-reflection, challenge and support; pursuing learning and development opportunities to improve effectiveness
Creativity	Challenging conventional wisdom and being open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success