

Mulberry
Schools Trust

Mulberry Schools Trust

HR Handbook

Mulberry
School for Girls

A yellow ribbon-shaped logo with the number '50' in large white font, and the text 'YEARS OF PIONEERING WOMEN'S EDUCATION' in smaller white font below it.

Mulberry
Academy Shoreditch

Mulberry UTC
Where learning works



Mulberry
Stepney Green Maths,
Computing and Science College

Introduction

Mulberry Schools trust is the employer of all staff in each of the schools. The legal responsibility for all HR matters lies with the Trust and therefore the liabilities are situated with trustees.

The HR Handbook refers to Trust wide policies that apply to all schools within the Trust. Having a single reference point for managers across the Trust enables consistency for key HR policies and practice.

The Trust has a clear and documented procedures and policies covering many areas of management of staff and these will remain the definitive documents. Some terms and conditions are written into individual contracts of employment.

Teachers pay and conditions reflect the national School Teachers Pay and Conditions and contractual entitlements make reference to the Burgundy Book national terms and conditions. Support staff pay and conditions are in line with the Local Government Framework and are more generous than the terms in LBTH currently. Contractual entitlements for support staff make reference to the Green Book national terms and conditions.

The HR Handbook is based on the agreed lines of delegation as set out in 'Lines of Delegated Authority between the Mulberry Schools Trust and its Schools' document. This HR Handbook sets out how all matters are conducted relating to the employment of staff, their conditions of service and the operation of policy and practice affecting these areas of the Trust's operations.

The process and practice set down in this handbook are uniform across the Trust. HR policies are determined by the Trust Board.

The HR Handbook is intended as a reference document, rather than as a complete guide to being a manager. This is an online resource with links to Trust policy, guidance notes, templates, and forms. The document library that sits underneath this will be held centrally on the school shared drive with access Trust wide.

Aims

In keeping with its ethos the Trust will always recognise and value the work of its staff. This is demonstrated through the excellent employment relations enjoyed with both staff and the trade unions.

Mulberry Schools Trust adopts a zero-tolerance approach to discrimination on any of the protected grounds in the Equality Act 2010. The schools in the Trust are welcoming places where, honesty, co-operation and mutual respect are modelled and encouraged. The Trust places the promotion of equality and diversity at the centre of every aspect of its work.

All of our Trust schools are committed to providing equal opportunities to all current and prospective employees regardless of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity, or marriage and civil partnership.

People are treated in an inclusive way in every aspect of school life, including classroom practice, the curriculum and extra-curricular opportunities, performance and celebration events, employment and staff management and policy development and implementation.

Future Development

This HR Handbook is intended to be a live, evolving document. The core will be the summaries of the procedures in place and the remainder will evolve over time to reflect the changing landscape of education, policy, pay and conditions experienced by managers in practice at Mulberry Schools Trust.

Future development of this handbook will include a toolkit for managers to support and promote consistent best practice across the Trust.

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Part One

Recruitment and Selection

Key Topics

- Staff Planning
- Recruitment and Job Descriptions
- Job Evaluation Process
- Advertising Roles
- Interviewing
- Safer Recruitment and Compliance

Staff Planning

The Trust has an agreed 'Lines of Delegated Authority' document that reflects the Trust's scheme of delegation, so all decision making and sign off processes must be in line with that approved delegated authority.

Changes to staffing, such as expansion, reduction or re-structure in any of the schools must be ratified by the Trust Board. All proposed changes to the staff structure should first be discussed by the Principal with the CEO (as they have Trust-wide implications) before wider exploration with the Director of HR and must follow policy and practice as set down in the HR Handbook, keeping the CEO informed. Whilst the Trust Board ratifies any such changes, their detail should be examined by the local governing body first once the Principal and chair of the school in question have decided what changes to propose.

When a vacancy arises there must be an assessment by the principal of whether the post needs to be filled and/or whether the nature of the job has changed significantly. Principals have the authority to determine whether a vacancy should be filled if it is included within the staff structure approved annually by governors with the associated budget and ratified by the Board. If the nature of the role has changed significantly and has budgetary implications, discuss this with the CEO.

The contents of the job description must be agreed with the principal. This should clearly state the Trust pay scales, post title, school, reporting lines, resources (including staff) for which the post holder is responsible. Job descriptions should also include the purpose of the post, main duties and activities, as well as making it clear that the post holder will have responsibility for promoting and safeguarding the welfare of children within the school. The Trust has a central format for JDs.

The contents of the person specification must be agreed with the principal. This should set out the essential requirements for the post in terms of qualifications, skills, knowledge, experience, aptitudes, and other competences or qualities that candidates will need to demonstrate. These are the criteria against which applicants will be short-listed for the post. Applicants will be advised to address these criteria in their supporting statement. The person specification should include suitability to work with children and should make clear that candidates will be expected to demonstrate a commitment to safeguarding the welfare of children at interview. The Trust has a central format person specifications.

The pay grade and range must be determined for each post. A review will need to be carried out if the job description has been revised (other than in the case of minor amendments). There is a

section further on in this handbook about pay determination and the job evaluation process for Mulberry Schools Trust.

In line with the Mulberry Schools Trust Recruitment Policy, which can be accessed [here](#) (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally) there are a number of key processes to follow in the recruitment planning stage to ensure standard practice and consistency across all schools in the Trust – as the Trust is the employer.

Recruitment and Job Descriptions

There is a set template for job description documents, the most recent template can be found [here](#) (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally).

The job description template covers the areas assessed as part of the job evaluation process and the core headings for the person specification.

The HR team will work with line managers to create and update job descriptions and person specifications.

There is a set Trust wide Recruitment Pack that is used for all job adverts placed externally for the Trust. (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally).

Job Evaluation Process

Teaching Staff

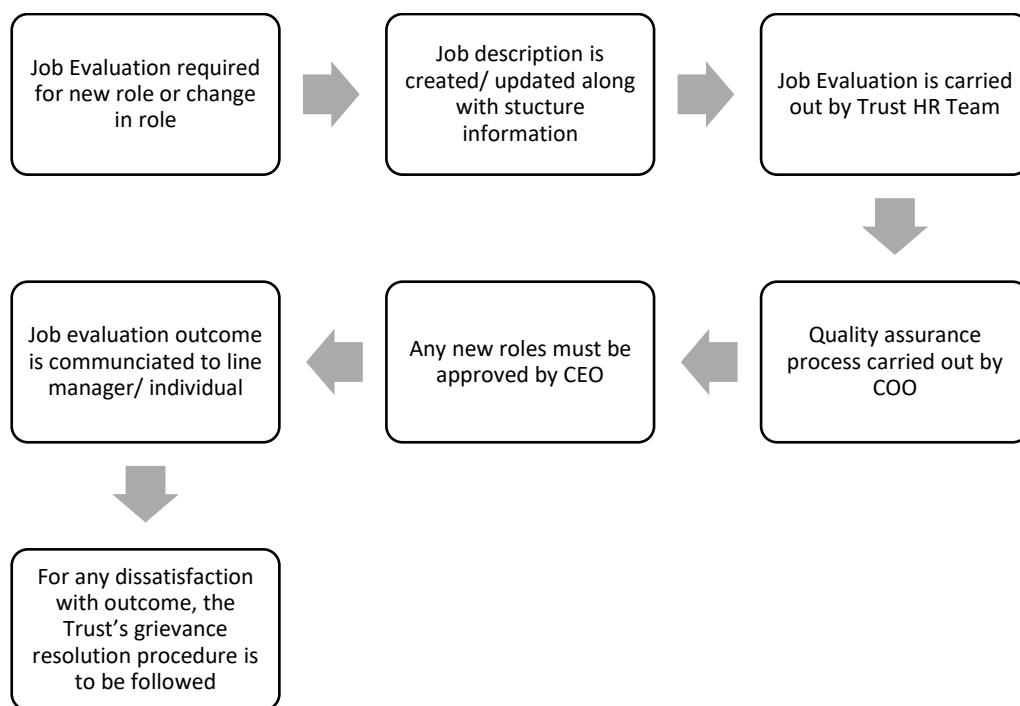
The Trust has adopted the national teaching pay scales in line with the School Teachers Pay and Conditions (STPCD). Teaching jobs for qualified teachers are advertised on the MPS and UPS scale. Determination of salary upon appointment is based on their current pay scale.

For all teaching roles a pay scale must be included in the advert.

Support Staff

The Trust uses the Greater London Provincial Council Job Evaluation Scheme for all support staff roles. Job Evaluations must be carried out for all new roles and may also be carried out for any substantial changes to a role, which is called a 're-evaluation'. For all support staff roles they will be advertised with the relevant scale and range for the role.

The Job Evaluation process is shown below:



Advertising Roles

The Trust has a commitment to staff in the Trust concerning their own career progression and to our priorities for developing our workplace culture and investing in our own staff. It is at the discretion of the principal and CEO to determine if a job advert should be placed internally only with the advice of HR.

The Trust uses the TES online and / or their websites for advertising all external teaching and support staff roles advertised. The Trust also makes use of the DfE careers site which is a free resource for schools. At times, where it has proved difficult to recruit to some posts, wider media outlets such as the Guardian or specialist journals / websites can be used. The Trust has not yet engaged headhunting firms because of prohibitive costs – however this may in future be an avenue for recruitment. Where principals / chairs of governors / trustees wish to pursue headhunting as a means for recruitment, there should be agreement with the CEO.

The TES account for each school is managed by the HR team. Any externally advertised roles must be advertised on each school's recruitment page on the Trust website. Schools can also utilise other advertisement channels as appropriate. This will be managed on a case by case basis by schools with their HR teams.

To ensure that the Trust – as the legal employer – is aware of the flow of recruitment and can meet its obligations, any role advertised must be reported to HR. This is also important for tracking and monitoring matters of EDI and gaps in pay or representation. The MST Vacancy Form must be completed any signed off for all roles, the form can be accessed here (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally).

Internal roles must be advertised to all staff in the Trust and will be sent out by the HR team. Internal opportunities must be available for all staff across the Trust in line with the Trust's commitment to career progression for its existing staff.

The HR team is responsible for creating job adverts working in partnership with the recruiting manager and principal.

Interviewing

The interview process comprises of panel interviews and competency-based questions and any assessments that may be relevant. HR will support line managers to design an effective and fair interview process. Types of assessment can include written tasks, presentations, and lesson observations. All teaching interviews must include a lesson observation as part of the process.

There must be at least 2 people on the interview panel and at least one panel member must have had accredited safer recruitment training.

The key purpose of a recruitment interview is to assess the skills, experience, and general background of job applicants in order to make a decision on which candidate is the most suitable person for a particular job. Questions should therefore be structured to explore facts and, when interviewing, you should take care not to make decisions based on assumptions about applicants linked to your own subjective views and opinions.

HR keeps a central set of interview questions for all key roles, it is important to have set core interview questions to ask all applicants for a particular post. This approach ensures consistency and fairness because all interviewees will be given an equal opportunity to sell their skills and abilities. Recruitment panels should not, however, restrict themselves to asking only these questions, as there will also be a need to ask questions that are specific to a particular applicant, for example to clarify something vague or ambiguous on an application form or to ask about a gap between jobs. In addition, at the interview itself, further unplanned questions may be necessary in order to follow up or probe any relevant matter raised or hinted at by the interviewee.

It is essential when conducting recruitment interviews to keep notes of the interview and afterwards to make a record of the rationale behind the selection decision, i.e. to note the key reasons or reason why the successful candidate was selected and the other shortlisted candidates rejected. These notes must be given to HR at the end of the interview process to be kept on file.

Managers should be aware that any record collected, created, and stored about an applicant will give rise to individual rights under the General Data Protection Regulation (GDPR). Specifically, job applicants will have the right, on request, to be given a copy of their own file.

Safer Recruitment and Compliance

The Trust's safer recruitment policy can be accessed here (this will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally).

The Trust's recruitment process is compliant with Keeping Children Safe in Education (KCSiE) (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally). The Trust has a standard application form and CVs are not accepted for any roles in place of a formal application form and statement in support of application.

All appointments are offered on a conditional basis. The following checks must have been satisfied for all appointments at Mulberry Schools Trust:

- references obtained, scrutinised and any concerns resolved satisfactorily, including internal candidates;

- verification of the candidate's medical fitness;
- verification of successful completion of statutory induction period, if applicable;

and, to be recorded on the School's Central Record:

- an identity check;
- a barred list check;
- an enhanced DBS check and certificate obtained;
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK. This includes checks for European Economic Area (EEA) teacher sanctions and restrictions and relevant overseas criminal records checks.
- a check of professional qualifications, where required; and
- a check to establish the person's right to work in the United Kingdom.
- a section 128 check (for any management position).

The HR team in each school will be responsible for ensuring that all of the above checks are confirmed in writing and that the checks are followed up, with reference to the HR Director if appropriate, if they are unsatisfactory or where there are discrepancies.

The HR team in each school records all the required checks on the school's Single Central Record and retains the remaining checks in the individual's personnel file¹. A checklist in each file confirms the completion of all checks.

¹ Subject to certain restrictions in relation to DBS checks

Part Two

Working Practices

Key Topics

- Types of Leave
- Flexible working
- Staff Benefits
- Family friendly policies

Types of Leave

Annual Leave and Statutory Entitlements

Teachers

The Trust follows the national School Teachers Pay and Conditions for teachers holiday periods and the school holidays periods are set at Trust level and published a year in advance. Directed time is allocated to staff by each school principal at the beginning of each year.

Support Staff

The Trust has adopted the local authority's long service leave award for support staff, after 5 years of continuous service an employee gets an additional 5 days annual leave.

For staff who work 'Term Time Only', the annual leave is calculated for the year and paid in equal instalments over 12 months, they do not have annual leave available to book. Some support staff have Term Time Only (TTO) plus contracts, and they will be required to work a number of weeks agreed centrally with them during school holiday periods to support the needs of the school.

For all year round staff annual leave is booked and managed locally at each school and must be booked in advance to ensure appropriate cover.

Leadership

Leave arrangements for leadership posts are detailed in individual contracts of employment.

Other Leave

There is a Trust policy for all other types of discretionary leave which can be accessed here (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally).

The process for employees to request any type of leave is managed locally at each school and must be booked in advance to ensure appropriate cover. The principal is responsible for approving all discretionary leave, even if delegated to a senior leader.

Flexible working

The Trust recognises the importance of helping its employees balance their work and home lives by offering flexible working arrangements that enable them to balance their work commitments with other priorities. In addition, the Trust recognises that staffing levels must remain in line with the demands of the Trust and individual schools at all times. The Trust wide policy can be accessed here (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally).

Employees must have 26 weeks' continuous service with the Trust to make a statutory request for flexible working. Employees must not have made a request for flexible working within 12 months previous to the date of their request. There is an exception to this if the application is being made on the grounds of disability.

If an employee wants to make a request they are required to complete the flexible working request form (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally). The application form must be sent to the HR department for consideration by the Head teacher/ senior manager.

Staff Benefits

Mulberry Schools Trust wants all staff to be able to thrive in a happy and healthy work environment. The Trust acknowledges the pressures that staff working in the education sector can face, both teaching and support staff colleagues.

A full range of benefits across three key areas is available to all staff to support their personal and professional development and provide them with a secure and interesting working environment.

The Trust benefits are available to all Mulberry Schools Trust staff across the family of schools. New staff are advised of all the benefits as part of their induction period. All staff can find out further details about the benefits from HR department at each school site.

For further information about how staff can access Trust benefits, managers should contact the HR team.

Please click **here** to access the staff benefits area – (this will include a link on the school shared drive for staff to access details about all the benefits available at Mulberry Schools Trust.)

Family friendly policies

Family friendly policies are working arrangements that are intended to assist working parents, including maternity, paternity, shared parental and adoption leave. Please note that for carers' leave this is under government consultation. In the Trust, it is currently managed under the discretionary leave and flexible working policies.

The Trust has an enhanced scheme for maternity, paternity, shared parental and adoption leave for all Trust staff. The full details can be accessed here (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally) in the policy. There are set criteria and qualifying periods for the different schemes. For any advice on the schemes or processes contact HR for further support.

The HR team are responsible for sending out formal communication relating to maternity, paternity, shared parental and adoption leave.

When an employee notifies the school that she is pregnant this will trigger the need for a risk assessment to be carried out with the line manager and HR. The template for the risk assessment can be found here (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally).

Part Three

Performance Management and Pay

Key Topics

- Pay Determination
- Appraisal for Teaching Staff
- Appraisal for Support Staff
- Pay Progression
- Capability

Pay Determination

Any alterations to staff pay, including the annual appraisal and performance related pay process, must follow the pay policy and the procedures set out in the HR Handbook. There is a legal requirement for the Trust to safeguard robust controls to ensure equal pay for equal work.

There is a potential risk to the Trust if schools are making decisions to pay people more for the same role in different schools as it will lead to equal pay claims and/or it may disrupt the consistency of the Job Evaluation Scheme for Support Staff.

Desire to alter the remuneration attached to a post should therefore be discussed with the CEO so a consistent line across all schools is maintained.

If principals wish to alter pay or give additional pay (this includes allowances, honoraria payments and recruitment and retention payments) outside the annual cycle for pay review, a business case must be approved for each one and this must be submitted to the local governing body for approval. There is no need for the Trust to ratify these decisions outside the annual pay process as they will be within the delegated budget.

Any new proposed TLR payments for teaching staff must be discussed with the CEO in the first instance and approved by the school's governors as they constitute changes to the staffing structure. as there are common roles across the Trust within the staff structure.

For support staff, all pay changes for roles must go through the job evaluation scheme via the Director of HR to ensure equality and fair pay. If there are additional remits for support staff they must be made part of job descriptions and the remuneration for the post evaluated accordingly. Proposals to change pay scales for support staff should be discussed in the first instance with the CEO as there are common roles across the Trust within the staff structure.

Appraisal for Teaching Staff

The Trust has a dedicated policy for teaching staff appraisals, which can be accessed here (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally).

The policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, the principals and CEO and for supporting their development needs within the context

of the school's improvement plan and their own professional needs.

The appraisal period for teachers runs for 12 months between 31st October – 30th October each year.

Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

Appraisals for Support Staff

The Trust has a dedicated policy for support staff appraisals, which can be accessed here (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally).

The appraisal scheme for support staff is the process by which performance of individuals will be evaluated and assessed. The scheme is complemented by a dialogue about staff development where the learning and training needs of staff will be determined.

The appraisal period for support staff runs for 12 months between 31st October – 30th October each year.

Each member of support staff will have an annual review meeting (normally in October) with his/her line manager where the previous year's performance will be jointly reviewed and new targets set for the following year. In addition a personal development plan will be considered and determined for the next year.

As part of the scheme support staff will have a one to one meeting in May of each year to support the process and assess how things are going. The scheme is based on assessing performance against pre-set targets. These targets allow for team, service and organisational assessment in addition to the assessment of the individual.

Pay and Progression

There is a memorandum of understanding between the Trust and trade unions. Staff benefits are uniform across the Trust, as are pay structures. The teaching staff pay structure is governed by the STPCD (School Teachers' Pay and Conditions Document) and the support staff pay structure is governed by the Greater London Provincial Council Job Evaluation Scheme.

The Trust has adopted the national teaching pay scales in line with the School Teachers Pay and Conditions (STPCD).

The Trust has adopted the NJC pay scales for support staff for inner London and continues to follow the pay scales nationally.

The Trust has set levels for TLRs which were negotiated when the Trust was formed and reflect the rates in Tower Hamlets schools at the time which were agreed between schools and the unions. These rates are detailed in the pay policy and are updated in line with national percentage pay increases.

Details of any other allowances that can be awarded to staff can be found in the Trust pay policy, which can be accessed **here** (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally).

A business case must be completed for any additional allowances and recruitment and retention payments. This template is managed by the HR team who can advise you further. The business case process is owned by the Director of HR for the Trust who will train the team and quality assure the documentation before it goes to the school's principal for approval and submission to the chair of the LGB for chair's action. As these payments are case by case and can be awarded throughout the year as necessary, they are not approved by the Pay Committee but by the chair of governors. Recruitment and retention payments are awarded for a maximum of 3 years but can be resubmitted to the chair for re-approval.

Details of the pay scales can be found in the Trust Pay Policy which sets out the levels of pay and the process for pay progression.

There is a Pay Committee meeting annually in the autumn term, where all pay annual recommendations and appraisal outcomes are considered and agreed.

Capability

The Trust has a set procedure for managing issues of capability which is detailed in the Capability Policy (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally).

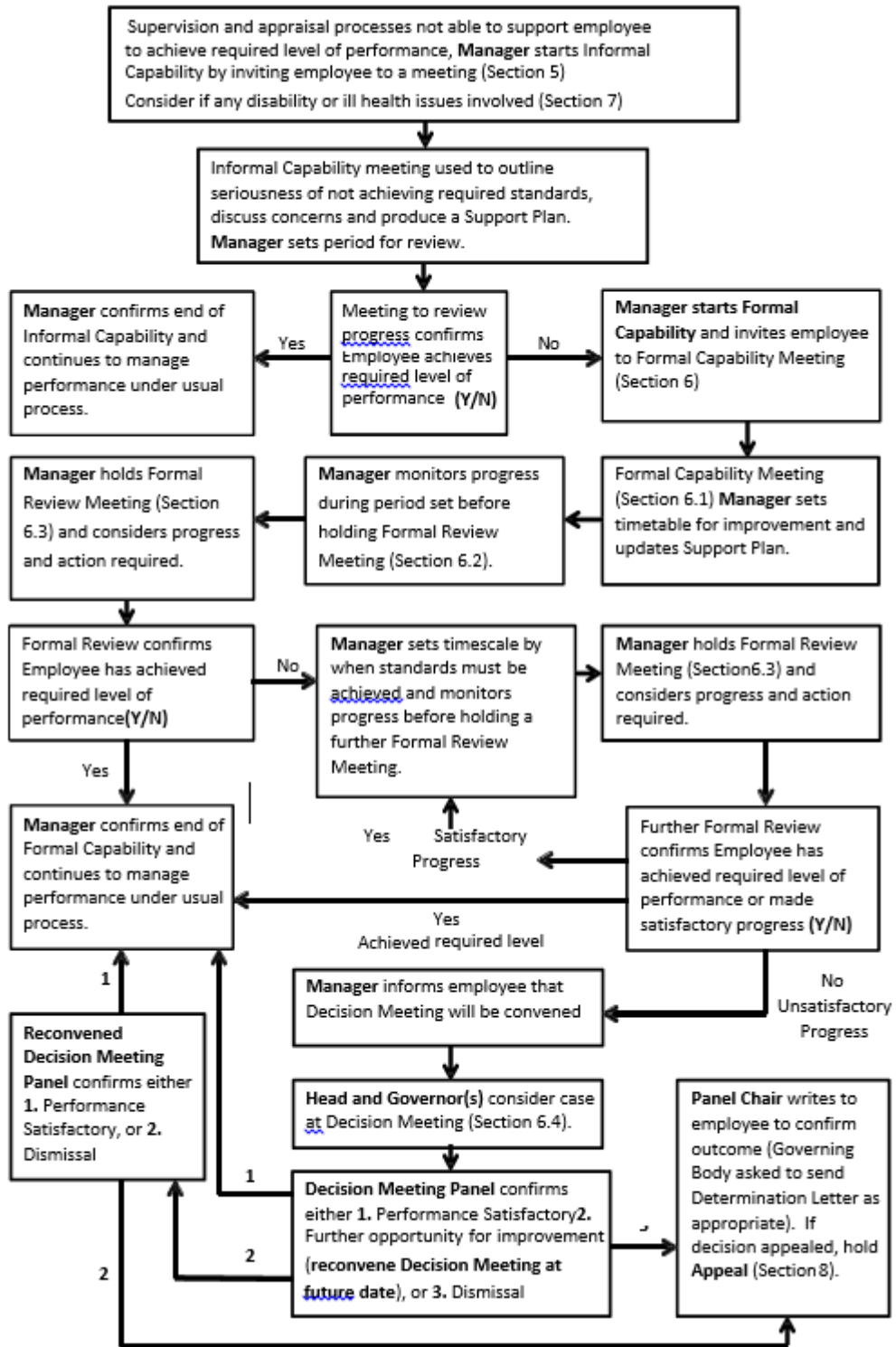
As a manager if you have any concerns about an employee's performance then you need to speak with the HR team for advice and support.

When dealing with an employee experiencing difficulties, the objective is to provide support and guidance through the appraisal process and the Trust's usual structures for professional development in such a way that the employee's performance improves and the problem is resolved.

The process starts with an informal stage to identify issues and provide a structured support plan with timescales for improvement. There is a template for creating a support plan (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally) . The HR team will assist the line manager when creating a support plan.

If the performance of an employee does not manage to meet the required improvements with support then it may become necessary to move to the formal stage of the process. At this stage, the principal of the school will be aware and HR must be involved as appropriate to ensure compliance with the Trust's legal duties.

The capability process is summarised in the flowchart below and makes reference to key sections in the capability policy.



Part Four

Absence Management and Wellbeing

Key Topics

- Sickness Absence; Reporting and Monitoring
- Occupational Health
- Employee Assistance Programme

Sickness Absence; Reporting and Monitoring

The Trust has an enhanced sick pay scheme in line with national terms and conditions for teachers and support staff, as set out in the Green and Burgundy books respectively. Sick pay is contractual at Mulberry Schools Trust.

Sickness absence monitoring is done by the HR team. Each school has an approach for dealing with sickness absence in line with the Trust policy (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally).

The Trust wide sickness absence trigger points are as follows:

- Where a combination of odd days, longer periods and patterns of absence cause concern; or,
- There is a total of 11 days' absence in a rolling 12 month period

The HR team will monitor and identify any cases where the trigger points have been reached to ensure that staff are effectively supported. Support will be given through referrals to Occupational Health and other specialist provision, such as supporting employees to apply to the Access to Work scheme. An 'Attendance Review Meeting' will be scheduled to aid this support once trigger points have been reached.

Aims of the Attendance Review Meeting

The purpose of this meeting is to:

- Signal that the employee's time off is a cause for concern
- Allow the employee to inform the manager if there is an underlying medical problem or disability restricting their attendance at work.
- Give the employee an opportunity to explain other reasons for sickness, e.g. domestic difficulties, work, stress, alcohol or drug related problems etc.
- Where appropriate refer the employee to Occupational Health. Any OH referral must be discussed with the employee. Where appropriate, support should be offered such as assistance with making arrangements for treatment, special leave, and temporary adjustments to working hours, or access to counselling.

Following the Attendance Review Meeting the employee will have reasonable time to sustain regular attendance. As a general guide, this period would normally be for a period of 3-6 months, although there may be occasions when a shorter/longer periods would be reasonable.

If there is no improvement, it may become necessary to move to the formal stage of the sickness absence policy.

The school HR team will support any meetings under the sickness absence policy and will advise and support throughout.

Occupational Health

The Trust uses an external Occupational Health service called Business and Health Consultancy Ltd.

If a member of staff has a health condition that is having an impact on their work, we can seek external specialist advice. An occupational health assessment will consider health and work requirements and will make recommendations for schools to consider in best supporting an individual with any health/ medical issues.

Occupational Health will carry out an assessment directly with a member of staff. To make a referral, this must be done via the HR team. As part of this process it may be appropriate to have a meeting with the person who requires the referral with HR present.

Employee Assistance Programme

The Trust work with an organisation called Confidential Care, which is an independent, confidential 24/7 telephone advice line for all staff. They can provide help with mental health support, debt advice, legal advice, family care and everyday matters.

Managers can make a referral for a member of staff to access counselling by contacting HR. Staff also have access to make a self-referral for face to face counselling sessions through this service. Waiting times for access to NHS support with mental health issues are more than 9-12 months in London currently, so this service offers an alternative for our staff to access support when they need it most.

The HR team can give additional advice and support to line managers with regards to providing mental health and wellbeing support for staff.

Part Five

Employee Relations

Key Topics

- Trade Unions
- Discipline and Code of Conduct
- Grievances

Trade Unions

The Mulberry Schools Trust recognises trade unions. There is one local elected rep to represent each trade union at each school site. The Trust supports facilities time for trade union reps for one local rep from each trade union.

There is a memorandum of understanding between the Trust and trade unions. Staff benefits are uniform across the Trust, as are pay structures. The recognition of Trade unions is referenced in all staff contacts.

Discipline and Code of Conduct

There is a Trust wide policy for Discipline and Code of Conduct which can be accessed **here** (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally).

If the need arises to evoke the disciplinary policy it will be important for the Headteacher/ Principal to discuss these with the CEO first, notifying the Director of HR and the chair of the local governing body when appropriate to do so.

Through each stage of any process, the HR team, directed by the HR Director, can provide advice and support to managers, leading where appropriate. Final stage hearings will involve the CEO and the Board as well as the Director of HR in an advisory capacity.

Grievances

There is a Trust wide policy for Grievance which can be accessed **here** (This will include a hyperlink on the school shared drive to the latest version of the document for Trust staff to access centrally).

If a formal Grievance arises at school this must be referred to the HR team for further advice.

HR must be involved in all formal grievance and disciplinary cases. Managers are to seek advice as soon as they are aware of any issues.

Part Six

Staff Development and Culture

Key Topics

- Career development and CPD Opportunities
- Equality, Diversity and Inclusion

Career development and CPD Opportunities

Mulberry Schools Trust inspires staff and students through diverse leadership teams that are representative of the community they serve. At the heart of this is a varied and inclusive professional learning offer that opens up exciting opportunities for staff. This underpins our fundamental commitment to growing our own talent, encouraging universal participation and empowering all voices.

The Trust values its staff and seeks to build career progression for all those committed employees. The 'Mulberry College of Education' was established to make this a reality for everyone working for the Trust by providing a rich culture of professional learning, reflective practice and self-evaluation.

Full details of the courses and training on offer can be found **here** (This will include a hyperlink on the school shared drive to the relevant documents for Trust staff to access centrally).

Mulberry Schools Trust is committed to providing high quality leadership development opportunities for staff. The Leadership Academy offers a range of leadership courses and bespoke coaching designed to ensure that all colleagues in the Trust have access to, and aim for, further development in their roles.

The application window for 'The Leadership Academy' opens every September and programmes will begin after the October half term break (unless stated otherwise).

The HR team can provide further advice and information about the professional development opportunities for staff.

Equality, Diversity and Inclusion

The Trust is committed to monitoring and reporting key performance indicators for all matters of equality, diversity and inclusion. The monitoring data is reported at Local Governing Bodies for each school and at a Trust level to the Standards Committee termly.

The Trust HR team monitor equality data with regards to access to internal development opportunities and progression.

You can find a published version of the Trust 'Gender Pay Gap' report on the website, which can be located **here** (this will be a direct link to the website).