The Rise Partnership Trust

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Our offer to Prospective Schools

https://www.therisepartnershiptrust.co.uk
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Welcome from our Chief Executive Officer and Chair of Trustees





Thank you for taking the time to learn more about The Rise Partnership Trust.

We are a Brent-based family of schools, united by a commitment to championing the unique potential of every child and young person. As we look to the future, our aim is to bring together a group of carefully selected specialist and mainstream schools that share our values and our commitment to serving their local communities.

Our approach to growth is measured and purposeful. We aim to develop a locality MAT, working closely together to ensure our pupils access the best possible education. We are not seeking to make every school the same, we recognise that successful schools are shaped by their staff, learners, families, history and community. Schools joining The Rise Partnership Trust retain their distinctive identity, ethos and traditions, supported by a clear Scheme of Delegation that sets out what is led by the school, what is led by The Rise Partnership Trust and what we develop together.

Partnership also means mutual learning. Our existing schools bring deep expertise in SEND, inclusion, adaptive teaching and multidisciplinary practice. Mainstream primary and secondary schools would bring further experience, knowledge and perspectives that would enrich our Trust and broaden inclusive practice across all our schools. The Rise Partnership Trust provides access to high-quality central services, Trust-wide collaboration, professional learning and clear routes to develop leadership skills. Most importantly, it creates opportunities for staff and learners while strengthening our collective contribution to education across Brent.

We understand that considering joining a Multi-Academy Trust is a significant decision. We hope this document provides clear and honest information about who we are, what we offer and what partnership with The Rise Partnership Trust could mean for your school.

Jayne Jardine MBE
Chief Executive Officer
The Rise Partnership Trust

Christine Jackson
Chair of Trustees
The Rise Partnership Trust

The Rise Partnership Trust
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Why Join The Rise Partnership Trust?

The Rise Partnership Trust (RPT) is developing as a genuinely inclusive local family of specialist and mainstream schools, working together to improve opportunities for learners, staff and communities across Brent.

We are interested in working with maintained primary and secondary schools, standalone academies, single-academy Trusts and schools with Additional Resource Provisions. Our growth will be measured involving schools where there is a strong alignment of values, ambition and educational purpose.

Your school remains your school

We recognise that every school has its own identity, history, ethos, traditions and relationship with its community. Joining RPT does not mean losing what makes your school distinctive.

Schools retain their name, identity, uniform, curriculum character, community relationships, leadership arrangements, curriculum, staffing model and established partnerships, subject to statutory requirements and the responsibilities set out in RPT's Scheme of Delegation.
The Scheme of Delegation provides clarity about:

- the responsibilities led locally by each school;
- the responsibilities held by RPT;
- the areas developed through partnership between the school and RPT.

This enables strong local leadership while ensuring that every school benefits from the security, accountability and collective capacity and expertise developed by RPT.

Support shaped around your school

Our central services are not based on a one-size-fits-all model. We begin by understanding each school's strengths, systems, priorities and areas where additional capacity would be valuable.
Schools benefit from specialist support across:

- Human Resources;
- Finance and operations;
- IT and digital infrastructure;
- Data and information;
- Communications and stakeholder engagement.
- Governance support and leadership

The precise support and transition arrangements are developed with school leaders. Effective existing practice is recognised and understood before changes are considered.
*See **appendix 5** for more details*

Investing in staff and leadership

Staff development is a priority across RPT. We believe that investing in people improves outcomes for learners, strengthens schools and supports long-term staff retention.
Schools joining RPT benefit from:

- Trust-wide professional development;
- leadership and coaching opportunities;
- clear career pathways;
- routes into teaching and leadership;
- opportunities to collaborate with staff across different schools and settings;
- access to Trust-wide vacancies and development opportunities.

Our Routes into Leadership programmes support staff from early leadership aspirations through to middle, senior and system leadership.
*See **appendix 4** for more details*

Collaboration that adds capacity

Schools within RPT work together while remaining responsive to their own context. Headteachers, curriculum leaders, SEND leaders, safeguarding leads and business support teams can share expertise, solve common challenges and develop strong professional networks.

Collaboration includes:

- headteacher and senior leader networks;
- curriculum and subject leadership groups;
- safeguarding and inclusion networks;
- shared professional development;
- joint projects and working groups;
- access to specialist advice and peer support;
- sharing effective practice across schools.

The purpose of collaboration is not to create unnecessary uniformity. It is to ensure that no school or leader has to address every challenge alone.

Inclusion as a collective strength

Our specialist-school heritage gives RPT deep expertise in inclusion, adaptive teaching, SEND and multidisciplinary practice. This expertise can strengthen mainstream provision, but we do not expect mainstream schools to adopt a specialist-school curriculum or operating model.

Mainstream primary and secondary schools bring significant experience to RPT and support the development of our offer for all. Their expertise would contribute to a deeper collective understanding of education across different phases and settings and would help broaden inclusive practice throughout the RPT family of schools.
Partnership is therefore based on mutual contribution: every school receives support, and every school brings strengths from which others can learn.
*See **appendix 3** for more details*

A stronger local education community

Our ambition extends beyond the success of individual schools. By bringing specialist and mainstream schools together, we aim to:

- develop a local Multi-Academy Trust (MAT)
- create greater opportunities for learners and staff;
- strengthen inclusive education across Brent;
- improve collaboration between schools and services;
- support transitions and pathways between settings;
- share expertise more widely;
- make a meaningful contribution to the local education system.
- enhance standards and outcomes for all through collaboration between each schools Local Academy Board (LAB) and the Board of Trustees.

Our offer to your school

Joining RPT means becoming part of a supportive local family of schools while retaining the identity and character that make your school distinctive.

Your school retains

- its name, identity and visual character;
- its curriculum, ethos, traditions and relationship with its community;
- phase-appropriate curriculum leadership and design;
- day-to-day leadership through its headteacher and senior team;
- its staffing structure and local operating model;
- existing partnerships and areas of effective practice;
- local decision-making delegated through the Schools Scheme of Delegation.

Your school gains

- tailored central support across all non-curriculum related roles including: HR, Finance, IT, Data, Communications and potentially Operations;
- access to experienced Trust leaders and specialist teams;
- professional development and leadership programmes;
- Trust-wide career and progression opportunities;
- stronger organisational capacity and resilience;
- collaborative leadership and professional networks;
- specialist SEND and inclusion expertise;
- Trust-wide procurement and opportunities to improve value for money;
- robust governance, safeguarding and regulatory assurance.

We develop together

- school improvement priorities;
- curriculum and professional networks;
- inclusive practice;
- leadership development;
- opportunities for learners and staff;
- effective use of resources;
- local partnerships and community engagement;
- the future strategic direction of our local MAT.

Our approach is based on partnership, not standardisation. We protect what is distinctive about each school while creating the capacity, professional opportunity and collective strength that comes from belonging to a local MAT.

Frequently Asked Questions

Will our school retain its autonomy?

The Headteacher has overall responsibility for their school making decision about the education and outcomes for their pupils. RPT ensures compliance and statutory requirements are adhered to and maintains oversight of each school. There is a clear delegated decision-making matrix (see page 7) detailing what is led by: the school, the RPT and developed together. The Trust Board retains ultimate accountability for every school, but day-to-day educational and operational decisions are taken by Headteachers with the best interests of their learners, staff and communities.

Will our pupils/students benefit from being part of the RPT?

Through shared educational expertise, collaborative approaches, professional services and resources support each school's continued development; further strengthening provision and opportunities for all.

What will happen to our governing body?

Each school has its own Local Academy Board (LAB), with representation from the Headteacher, staff, parents, the community and co-opted members. The LAB provides local authority, challenge and community voice, while the Board of Trustees retains ultimate legal and financial accountability.

Will our school retain control of its budget?

Each school has a clearly identified delegated budget based on the school's core funding agreement and own income generation. The Headteacher works with RPT's Finance Team to develop their school's budget and manages expenditure within their approved budget and delegated financial authority. The Board of Trustees approve the consolidated MAT annual budget and retains overall accountability for public funds.

How are central services funded?

Central services (HR, Finance Team, IT Team, Communications and Directors support) are funded by the MAT schools. The level of support needed by each school is agreed between the Headteacher and the Chief Financial and Operations Officer. This is then incorporated into the school and RPT annual budget. Central costs are monitored separately to support transparency and value for money. There is visibility in what central team support is required (especially on entry into RPT).

What happens to our school's reserves?

If school reserves are allocated to specific, planned and future projects, these will be honoured and ring-fenced. Any unallocated reserves will be incorporated to the MAT reserves.

What happens to MAT reserves?

Reserves are considered through financial due diligence. The Board of Trustees approves the use of MAT reserves to support educational and capital priorities and the long-term financial sustainability of RPT. Reserves are also invested in DfE-approved investments and returns are used to support all schools in further improving their buildings, infrastructure etc.

Please see appendicies for additional information.

How responsibilites are shared

Led by your school	Developed together	Led by RPT
Day-to-day leadership and operations	School improvement priorities and review/self-evaluation	Trust vision, values and strategic direction
Curriculum planning, implementation and development	Annual budget planning	Approval of the consolidated Trust budget
Teaching, learning and assessment practice	Staffing structures and significant organisational change	Trust-wide financial controls and procedures
School Improvement Plan actions and local priorities	Professional development and leadership pathways	Core HR and employment policies; ensuring consistency of apporoach & fully supporting Head teachers.
Deployment and management of school staff	Inclusion and SEND development training & support	Statutory safeguarding, health and safety and compliance policies
Local enrichment and extracurricular opportunities	Major investment and estates priorities	Governance framework and Scheme of Delegation
Relationships with learners, families and the community	Trust-wide networks and collaborative projects	Data protection, cyber security and statutory compliance
School communications and local promotion	Procurement planning and value-for-money opportunities	Trust-wide procurement requirements and major contracts
Expenditure within the approved budget and delegated authority	Review of systems and existing contracts	Audit, assurance, risk management and regulatory reporting

Our Current Schools



Manor School

- Ages 4 - 11
- Academised in 2017
- Ofsted: **Outstanding**
- Capacity: 280



The Avenue

- Ages 4 - 18
- Opened in 2019
- Ofsted: **Outstanding**
- Capacity: 150



Wembley Manor
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- Ages 11 - 18
- Opened in 2024
- Ofsted: Awaiting first inspection
- Capacity: 180

Thinking about joining RPT?

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Championing unique potential.

Appendix 1

Meet our Executive Leadership Team

Combining over 100 years of experience in education



Jayne Jardine MBE
RPT Chief Executive Officer (CEO)



Louise Kimber
Executive Director of Schools (EDoS)



Shastha Bibi
Chief Finance and Operations Officer (CFOO)



Dean Newby
Director of Communications, IT and Data (DoCID)



Emily Williams
Director of Inclusion (DoI)

Jayne Jardine MBE
RPT Chief Executive Officer (CEO)

- The CEO provides overall strategic leadership and direction for RPT.
- They are responsible for driving RPT's vision, developing RPT's strategic plan, ensuring high standards of education and maintaining financial sustainability.
- Working closely with the Board of Trustees, the CEO oversees all operations, fosters a culture of inclusion and excellence, and represents RPT externally to key stakeholders including regulators i.e. DfE, Brent LA, local/wider networks and the wider community.
- The CEO also leads on Trust growth & expansion.
- They are RPT's accounting officer.
- They oversee the development & quality of LABs.

Louise Kimber
Executive Director of Schools (EDoS)

- The Executive Director of Schools leads the educational performance and development of all schools within RPT.
- They are responsible for driving school improvement, curriculum development, and consistent delivery of high-quality teaching and learning across settings.
- They work closely with our head teachers to ensure that pupils needs are met effectively, pupil outcomes are monitored and that staff are supported and challenged to achieve excellence in our inclusive schools.
- Oversight of Safeguarding.

Shastha Bibi
Chief Finance and Operations Officer (CFOO)

- The CFOO is responsible for RPT's financial strategy, operational efficiency, and compliance.
- They oversee finance, estates, HR, health and safety, and other support services to ensure RPT runs effectively and sustainably.
- The CFOO enables sound decision-making by providing robust financial oversight, risk management, and operational leadership in a complex multi-academy environment.
- They lead on income generation & investment.
- Oversees policy development (working alongside Head Teachers and Central Team).

Dean Newby
Director of Communications, IT and Data (DoCID)

- The Director of Communications, IT, and Data leads RPT's internal and external communications, ensuring clear, accessible messaging that reflects its values and promotes its work.
- They oversee media relations, digital presence, and engagement with families, staff, and the community.
- They also lead RPT's digital infrastructure, data systems, and IT strategy, ensuring all schools have secure, effective technology that supports learning, administration, and safeguarding.
- Additionally, they oversee data governance, Cyber Security, and Data Protection compliance, using data and performance analysis to inform strategic decision-making, monitor outcomes, and drive continuous improvement across RPT.

Emily Williams
Director of Inclusion (DoI)

- The Director of Inclusion leads on and champions holistic, inclusive and neurodiversity affirming practice across RPT.
- They closely oversee therapeutic provision and behaviour and attitudes, ensuring compliance with legislation and that best practice recommendations are embedded in our policies, procedures and systems.
- Working closely with Head Teachers, school staff and therapy teams, they aim to ensure our schools promote the well-being, development, and achievement of every child, particularly those with complex needs.
- The Director of Inclusion also takes a lead role in our RPT outreach offer, working with individuals, schools and organisations to offer high quality learning and development opportunities for those working with neurodiverse children, young people and those with SEND.

Business Support Services

Our Business Support Services bring together specialist teams covering Finance, Human Resources, IT, Data, Communications, Safeguarding and Operations. Working in partnership with school leaders, our BSS provides both strategic guidance and day-to-day operational support, ensuring schools are compliant, efficient, well-resourced and equipped for future growth.

Schools joining RPT benefit from experienced professionals who understand the unique challenges and opportunities within the educational sector. Whether supporting recruitment, managing budgets, strengthening safeguarding systems or delivering technology projects, our teams work as an extension of each school's leadership team. Having a central business support offer is also cost saving for our schools, avoids duplication and enables high quality, effective school support at all times.

RPT's Business Support Services are provided on a flexible basis to enhance the support available to our schools. They are not intended to replace existing school teams or services. Where a school already has effective provision in place, it can continue to operate as it does currently, accessing RPT support only where it adds value or meets a specific need.

What you receive (personalised to meet each school's needs):

Human Resources

From recruitment and onboarding to employee relations, payroll administration and workforce compliance, our HR team supports schools throughout the entire employee lifecycle. This ensures consistency, reduces administrative burden and helps schools attract and retain talented staff.

Finance and Operations

Our finance team provides comprehensive financial management, budget planning, procurement support, contract management, audit preparation and compliance oversight. Schools benefit from robust financial systems, economies of scale and expert guidance that supports long-term sustainability.

IT and Data

Our specialist IT and Data team manages digital infrastructure, cyber security, cloud services, management information systems, data analysis, reporting and Data Protection and AI. Schools benefit from reliable technology, secure systems and high-quality data that supports informed decision-making and school improvement.

Communications

We help schools tell their story. Through professional marketing, website management, social media, photography, publications, branding and stakeholder engagement, our communications team promotes the achievements of pupils, staff and schools while strengthening community engagement and supporting recruitment.

Safeguarding

Our Trust-wide safeguarding support strengthens statutory compliance, staff training, attendance processes, external agency liaison and quality assurance. Schools benefit from specialist expertise that helps maintain the highest standards of safeguarding practice across all settings.

Therapy and Inclusion

At RPT we have our own Multi-Agency Support Team

Our SEND heritage gives RPT exceptional expertise in inclusion, adaptive teaching and multidisciplinary practice. This expertise is available to strengthen mainstream provision, but mainstream schools are not expected to adopt a specialist-school curriculum or operating model. Every school brings valuable knowledge to the partnership. By combining specialist and mainstream expertise, we can develop stronger inclusive practice and improve opportunities for learners across Brent.

The Therapy Team

We employ our own therapists. Therapy input is fully embedded across the curriculum. Our Speech and Language Therapy (SaLT) and Occupational Therapy (OT) teams work closely with teaching staff to ensure pupils can access learning, leisure and self-care activities while developing communication, independence and personal interests.



Therapeutic strategies are fully integrated into daily classroom practice, including:

- Visual supports and personalised Augmentative and Alternative Communication (AAC), such as symbols and Makaton.
- Specialist equipment to support participation and engagement, including sensory and physical resources.
- Adapted programmes, resources and activities to enable all pupils to access learning and generalise skills.

Accodring to EHCP requirements Speech and Language Therapists and Occupational Therapists can provide support tailored to the needs of pupils, families and staff, including input into Personalised Intervention Plans.

The Inclusion Team

The Inclusion Team includes Inclusion Practitioners/Behaviour Analysts, a Family Support Practitioner, a licensed Thrive Practitioner, a Medical and Welfare Co-ordinator, and an Interventions Teaching Assistant. Working alongside teaching and therapy staff, the school-based team helps ensure all pupils can access a safe, positive and effective learning environment, with opportunities to share expertise and work in partnership with other schools across RPT. Where working with mainstream schools, the approach would provide universal support for all pupils, alongside provision tailored to meet the needs and EHCP requirements of individual pupils where applicable.

Support may include:

- Behaviour assessments and Behaviour Support Plans.
- Recommendations and training to promote positive and safe behaviour.
- Emotional wellbeing support.
- Advice, training and support for parents and carers.
- Monitoring and support for pupils with medical needs.
- Collaboration with external agencies, including health and social care services.

The Inclusion Team takes a holistic, pupil-centred approach, reducing barriers to learning and helping pupils become resilient, independent and confident learners.

Staff Progression

We believe that investing in our staff is essential to achieving the best outcomes for our pupils.

We are committed to supporting colleagues at every stage of their career through a comprehensive programme of professional development, leadership training and progression opportunities.

Whether you are beginning your career in education, developing specialist expertise, aspiring to leadership or preparing for senior roles, our structured pathways provide the support, training and experience needed to take the next step; staff feedback is highly positive.

Continued Professional Development

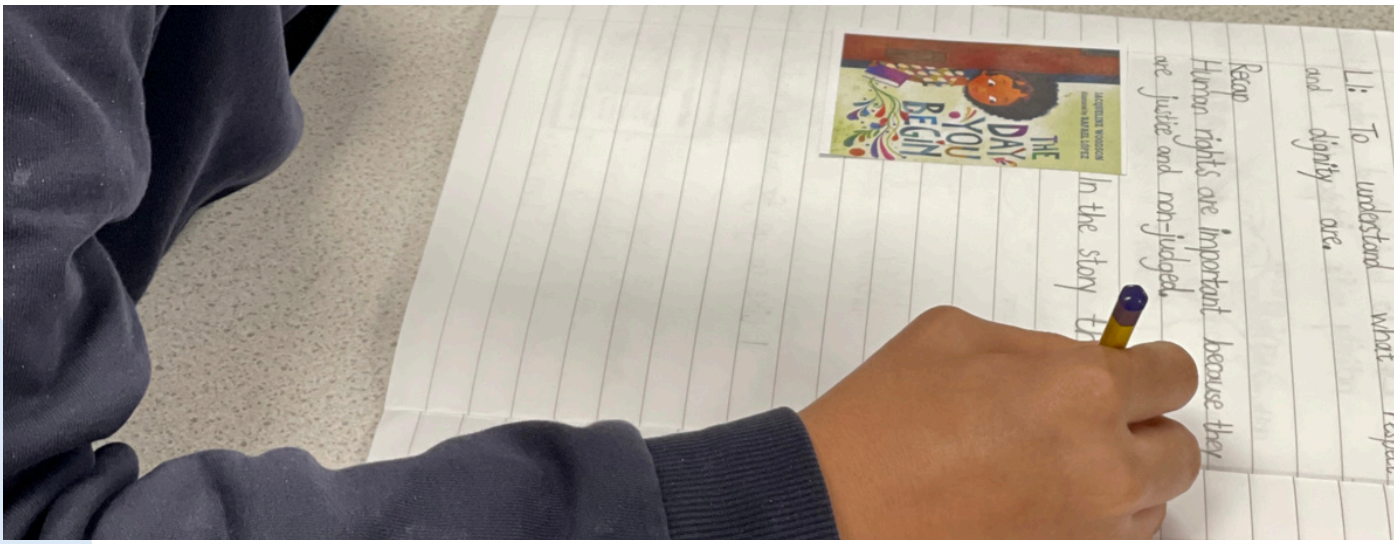
Professional learning is embedded throughout the year across all RPT schools. Staff benefit from a wide-ranging CPD programme covering safeguarding, curriculum development, SEND practice, therapy-informed approaches, wellbeing, leadership, assessment and statutory training. Dedicated training weeks, specialist workshops, working parties and "Lunch and Learn" sessions ensure that development remains relevant, practical and responsive to the needs of our schools.

Clear Career Pathways

- LSAs and VBAs; thinking about further developing their skills/knowledge and supporting staff who are aspiring to become TAs/VBTs.
- Aspiring teachers (for VBTs/TAs who have a degree and GCSE maths, science and English – Grade C/4 or above).
- Developing Leadership Programme (for those aspiring to middle leadership and those new to middle leadership).
- Middle Leaders Development Programme (for current middle leaders to support skills and knowledge development).
- Routes into senior leadership (for experienced middle leaders to further expand skills and knowledge and prepare for senior leadership).
- Senior Leaders Programme (to provide presentation and discussion sessions that will enhance leadership skills).

Growing Talent from Within

Many of our leaders began their careers within our schools. We are proud of our commitment to identifying talent, providing opportunities for growth and creating clear routes for professional development/progression across RPT.



Governance

Effective governance is central to the success of RPT. Our governance structure provides strategic direction, accountability and oversight across all RPT schools, ensuring that decisions remain focused on securing the best possible outcomes for children and young people.

Working closely with the Executive Leadership Team, our well qualified, experienced Trustees provide challenge, support and guidance, helping to shape RPT's vision, monitor performance, monitor finance and ensure that our schools continue to deliver high-quality education, safeguarding and care.

Local decision making is an explicit Trust principle

The governance framework makes clear that operational and managerial responsibilities are delegated to headteachers and Local Academy Boards, with the intention of keeping decisions as close as possible to their operational impact.

The Schools Scheme of Delegation distinguishes between three categories:

- RPT responsibilities: led centrally and applied across all schools;
- Aligned responsibilities: developed centrally or jointly, but capable of being personalised to a school's context;
- School responsibilities: undertaken locally in the way that best meets the school's needs.
- This provides a strong basis for reassurance, although the offer should avoid describing all aligned responsibilities as fully autonomous local decisions.

The Board remains ultimately accountable

The Board of Trustees is accountable for the performance and decisions of RPT and all its schools. It approves the Scheme of Delegation and may vary delegated authority where a school's performance or risk profile requires additional support or oversight.

The offer should therefore be transparent that:

- delegated authority is meaningful;
- delegation operates within an approved RPT framework;
- delegated responsibilities are reviewed;
- additional oversight may be introduced where educational, financial, safeguarding or operational risk requires it.

Every school has local governance

Each school has its own Local Academy Board, with the headteacher, staff, parent, community and co-opted representation built into the governance structure.
The LAB provides local oversight, challenge, assurance and community voice. Its role includes monitoring educational standards, curriculum, safeguarding, attendance, school improvement, targeted funding, staff development, health and safety, and stakeholder engagement.

The LAB's role is principally to monitor, challenge, support and provide assurance. The offer should not suggest that a LAB has the same legal powers as the governing body of a maintained school.

Chairs and Experience

The Trust benefits from experienced Chairs and Trustees who bring extensive leadership experience from a wide range of professional sectors. This breadth of knowledge provides valuable challenge, insight and expertise, helping to ensure that RPT remains well-governed, financially secure and focused on delivering excellent outcomes for pupils. Schools joining RPT gain access to this collective expertise, alongside established governance systems, professional support and opportunities for collaboration across the Trust.

Each school has its own Local Academy Board (LAB) to provide local governance, support and challenge to school leaders, and ensure accountability for educational outcomes, pupil wellbeing and community engagement.

https://www.therisepartnershiptrust.co.uk/page/?title=Governance&pid=7

Appendix 6

Quality Assurance Framework

This summary demonstrates RPT's alignment with the National Strong Trust Assurance Framework, outlining RPT's current position, supporting evidence and ongoing areas of development across the seven domains and 14 elements of the framework.

Strategic Governance

1. Strategy and Culture

RPT has a clear, annually reviewed strategy aligned with its charitable objectives, values and long-term vision. Our SEND-focused approach is rooted in the needs of our schools and communities, supported by robust governance, successful SRMA reviews (2024 and 2025), and strong partnerships with Brent and neighbouring local authorities to improve outcomes and share best practice. We will continue to expand our professional development and outreach offer for schools, ARPs and local authorities.

2. Accountability

RPT maintains a strong culture of accountability through effective governance, independent scrutiny (internal & external) and robust financial oversight. Trustees provide appropriate challenge through the Board, Finance & Resources and Audit & Risk Committees, supported by internal and external audits, regular financial reporting and expert governance advice. We will continue to strengthen assurance through annual external reviews and ongoing compliance with statutory and regulatory requirements.

Expert Ethical Leadership

3. Expertise

RPT benefits from an experienced Executive Leadership Team with expertise in SEND, school improvement, safeguarding and financial management. Continuous engagement with CST, Challenge Partners, Ofsted and national networks ensures leadership remains informed by current best practice, while regular reviews of operational capacity support sustainable growth. Leadership capacity will continue to be reviewed as RPT expands.

4. Ethics

Ethical leadership is embedded throughout RPT, with decision-making guided by the Nolan Principles of Public Life and underpinned by transparent governance, clear policies and effective oversight. Conflicts of Interest are regularly reviewed, governance documentation is updated annually, and leaders are committed to openness, integrity and accountability. RPT will continue to promote a culture of ethical leadership across all levels.

High Quality, Inclusive Education

5. Conception of Quality

RPT has a shared vision of high-quality, evidence-informed education supported by clear curriculum principles, rigorous quality assurance and strong leadership. Curriculum intent, implementation and impact are reviewed regularly alongside pupil progress, attendance, safeguarding and preparation for adulthood, ensuring consistently positive outcomes across our schools. We will continue refining curriculum provision and maintaining high standards through ongoing review.

6. Inclusion

Inclusion is central to RPT's ethos, ensuring every pupil receives personalised learning, therapeutic support and evidence-informed interventions that enable them to flourish. Robust assessment, adaptive teaching and personalised pathways support excellent outcomes for all learners, while admissions and inclusion practices remain fair and transparent. RPT will continue strengthening inclusive practice and personalised provision across all schools.

School Improvement at Scale

7. Culture of Improvement

Continuous improvement is embedded across RPT through rigorous self-evaluation, external validation, school improvement planning and strong quality assurance. Leadership development, weekly professional learning and a culture of collaboration ensure expertise is shared effectively across schools, supporting sustainable improvement and future Trust growth. Our school improvement offer will continue to develop alongside Trust expansion.

8. Knowledge Building

RPT is committed to developing expert practitioners through high-quality CPD, instructional coaching and evidence-informed professional development. Staff benefit from clear career pathways, leadership programmes and collaborative working through initiatives such as the Challenge Partners Hub, strengthening both internal expertise and sector-wide improvement. We will continue expanding opportunities for professional learning and system leadership.

Workforce Resilience and Wellbeing

9. Working Culture

RPT has established a positive working culture that values collaboration, professional development and staff wellbeing. Strong recruitment and retention, clear leadership pathways, enhanced induction, effective line management and an embedded Equality, Diversity and Inclusion strategy support staff at every stage of their careers. Future priorities include further developing the People Strategy and leadership framework.

10. Workload and Wellbeing

Staff wellbeing is prioritised through regular workload reviews, wellbeing initiatives and evidence-informed approaches to reducing unnecessary workload. Positive staff feedback, strong retention and effective behaviour systems create supportive environments where both staff and pupils can thrive. RPT will continue strengthening its wellbeing, recruitment and retention strategies.

Finance and Operations

11. Financial Strategy and Probity

RPT maintains strong financial governance through robust budgeting, risk management, reserves planning and compliance with the Academy Trust Handbook. Financial performance is closely monitored through regular Board scrutiny, benchmarking and independent audit, ensuring public funds are managed responsibly and effectively. Future priorities include ongoing investment in estates, technology and digital infrastructure.

12. Effective and Efficient Use of Resources

Resources are allocated strategically to maximise educational impact while ensuring long-term sustainability. Strong financial oversight, regular benchmarking and effective procurement processes ensure funding is directed towards frontline provision and continuous improvement. RPT will continue reviewing efficiency and value for money across all areas of operation.

Public Benefit and Civic Duty

13. Collaboration and Accountability

RPT works closely with parents, local authorities, schools and community organisations to strengthen outcomes for children and young people. Strong stakeholder engagement, highly positive parental feedback and extensive collaboration through Brent, BSP and other regional partnerships demonstrate RPT's commitment to accountability and system leadership. We will continue developing our inclusion strategy to strengthen engagement across all communities.

14. Civic Purpose and Wider Common Good

The Trust plays an active role within the wider education system, working collaboratively with local authorities, Challenge Partners, CST, universities and other schools to improve SEND provision and share expertise. Through outreach, training and leadership across regional and national networks, RPT contributes beyond its own schools while remaining focused on improving educational outcomes. Future priorities include expanding community engagement opportunities and strengthening our civic contribution through initiatives such as community cafés and enhanced SEND support.

Finance

How RPT's financial governance model works

As a relatively small Trust, we adopt a collaborative approach to financial management, ensuring transparency and equity across our schools. We do not apply a fixed 'top slice' from school budgets to fund our shared professional services. Instead, we operate an integrated budgeting model.

The financial model combines Trust-wide accountability with school-led financial planning. The Board determines the approach to the central services contribution and the level of delegated funding available to each school. Each school then develops its budget within this agreed framework, working with the CFOO and CEO, before the consolidated RPT budget is approved by the Board. Budget monitoring takes place at both school and Trust level, with financial reporting provided to the CFOO, CEO, LABs and Board. The Finance and Resources Committee provides detailed scrutiny of the RPT's financial position and budget before recommendations are presented to the Board.

The Board controls the use of reserves

The Board approves the annual budget, including any proposed use of historic accumulated reserves, and retains the final decision on the use of projected in-year underspends. Reserves remain identified with the school that generated them, and are at times temporarily ring-fenced following conversion. Income from investments are used to support schools with site and infrastructure enhancement.

RPT has established central capacity

The Business Support Services and Central Team documents evidence established specialist capacity across Finance, Human Resources, Premises and Catering, Communications, IT and Data, Safeguarding and Inclusion. The offer can therefore describe a substantive central services model rather than a future aspiration.

RPT keeps central costs under separate review and monitors them to ensure that services remain effective, sustainable and provide value for money.
The final offer should state the actual charging method once confirmed, as the current documents establish that a central services contribution exists but do not specify whether it is calculated as a percentage, fixed charge or another formula.

Reserves

Any reserves transferring with a joining school, and arrangements for their future use, are considered openly through the financial due-diligence and budget-planning process.

The Board of Trustees is responsible for approving the use of Trust reserves. Decisions take account of the purpose for which funds were accumulated, the school's identified priorities, the financial position of the wider Trust and the need to maintain long-term financial sustainability. Reserves are invested wisely and income from this supports site and infastructure projects.

Your school's budget

Each school has an identifiable delegated budget, based on the funding allocated to that school after the agreed contribution towards Trust-wide services and responsibilities. The headteacher works with the Trust Finance Team to develop a budget that reflects the school's learners, staffing, educational priorities and operational needs. School leaders are responsible for planning and managing expenditure within the approved budget and their delegated financial authority. The Local Academy Board reviews relevant budget information and considers how resources support curriculum priorities, professional development and school improvement.