

FAQs: Joining the Greenshaw Learning Trust

(Aylestone School, Broadlands Primary School, and Withington Primary School)

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Introduction: The GLT Family

The Greenshaw Learning Trust (GLT) is building a ‘family’ of like-minded schools that collaborate to provide mutual support, share good practice, and learn from each other, while retaining and developing their own distinctive character. Established in 2014, we are a successful multi-academy trust with a broad network of schools.

We do not believe there is one definitive road to success; we cherish the differences between each of our schools and are committed to helping every school flourish and be remarkable. And within our community and our culture of always learning together, we go beyond what is achievable alone. The definition of our ‘Trust’ is everyone in the organisation: our pupils, teachers, support staff, volunteers, trustees, committee members, and our shared service.

Our Partnership, School Identity and Context

How will the schools retain their existing characters and successful practices? Will we be treated as individuals or is it a ‘one-size-fits-all’ situation?

GLT considers itself a local trust, even with our geographical spread. We value the unique identity and specialist mission of each of our schools. We do not operate a one-size-fits-all approach. While we provide a robust framework of shared standards and central expertise to ensure excellence, we delegate responsibilities for key local decisions to school leaders who know their schools and communities best. Local School Leaders and Community Governance Committees lead local engagement within GLT’s overarching supportive framework.

Given the Trust is largely Southerly based, what are the synergies with a rural Hereford community?

GLT has significant experience supporting schools in diverse settings. We are responsible for coastal schools in Plymouth, inner-city schools in the South East, and rural schools like Five Acres High School in the Forest of Dean. We recognise that educational needs vary, which is why local school leaders remain empowered to run their schools while drawing on our Trust-wide expertise in teaching, learning, and operational support.

What happens if the Trust faces financial difficulties or if the relationship does not work out?

GLT maintains strong financial reserves (9%) and undergoes rigorous annual audits to ensure long-term

stability. While academy conversion is a permanent legal transfer, the Department for Education retains statutory powers to intervene if necessary.

What happens if we find we are incompatible? Can we back out? Currently, this is a proposal subject to stakeholder consultation and detailed due diligence. Final decisions are required from the Aylestone Federation Governing Body, the GLT Board of Trustees, and the Department for Education. Until these final agreements are signed, it remains a proposal. However, once a school legally converts to academy status and joins the Trust, it is a permanent legal transfer.

What would GLT's presence and involvement look like on a day-to-day basis following academisation? Day-to-day management remains with school leaders. GLT provides support, guidance, and central framework oversight through visits from Directors of Education, School Improvement Leads and shared service teams, ensuring the school operates smoothly while maintaining local leadership.

What level of oversight and direct involvement would GLT have in monitoring school performance, leadership and outcomes for children?

GLT monitors educational standards, pupil outcomes, and leadership effectiveness through regular school improvement reviews, data analysis, and support from experienced Directors of Education, providing targeted intervention and support where needed.

Commitment to Inclusion and SEND

What impact does joining the Trust have on SEND provision, particularly for autistic pupils?

Inclusion is a core value of GLT. We are dedicated to providing an environment where every student, including those who are neurodiverse or have SEND, feels supported and valued. Our schools are calm, purposeful, and nurturing environments—which we find benefits our SEND and autistic children the most. We tailor support to meet individual needs, utilising both universal and specialist interventions.

Will existing SEND provision, staffing, and reasonable adjustments remain in place?

Yes. Existing SEND provision, SENCO arrangements, specialist provision, and reasonable adjustments for pupils will remain in place following conversion. Our approach to behaviour and inclusion accommodates autistic pupils whose needs may present through anxiety or emotional dysregulation by ensuring policies are implemented thoughtfully by local leaders.

How can parents raise concerns about changes to school provision post-conversion?

Parents will continue to communicate directly with their school's SENCO, teaching staff, and leaders, as they do now. We also have parental representation on our schools' local Community Governance Committees.

Will funding for pupils with EHCPs continue to reach schools in the same way? If anything changes, what would the impact be on support staff?

Statutory local authority funding for pupils with EHCPs remains unchanged and continues directly to the school.

What are your experiences supporting small schools (like Withington) with high proportions of PP/SEND?

Being part of a larger Trust is highly beneficial for smaller schools. We can support smaller budgets or understaffed teams through access to centralised teaching resources, shared specialist staff, and procurement efficiencies. We also take on the administrative burden (such as HR, IT, Estates, and Finance), allowing school staff to focus entirely on teaching and supporting vulnerable, PP, and SEND pupils.

Does GLT currently have Early Years specialists within its senior leadership or school-improvement structure, and what role would they have?

GLT maintains primary school improvement expertise and subject networks, including an Early Years School Improvement Lead, to assist school leaders and practitioners in delivering high-quality early years provision, consistency, and curriculum stability.

Curriculum, School Life and Operations

What specific changes should pupils and parents expect immediately and over the first two years?

Our priority upon a school joining us is stability for pupils and staff. You will not see sudden, disruptive curriculum overhauls. Over time, students and staff will benefit from shared Trust resources, capital funding for site improvements, and enhanced professional development. Pupils at Aylestone have already benefited through the RISE programme support and the launch of the 'Aylestone Way'; calmer classrooms, extra reading, Period 0 and Period 6 interventions, GLT teaching principles, consistent classroom routines, and this has had a positive impact on their outcomes this summer.

Will shared items (e.g., minibuses) and trips still be run locally?

Yes. Day-to-day operations, including the planning of school trips and the use of school resources like minibuses, will continue to be managed locally by the schools, supported by GLT's central safety and financial frameworks.

Are changes planned to the school day, INSET days, or term dates?

We do not currently envisage any changes to the school day or term dates. These are decisions for school leaders. Whilst we have had shared INSETs by cluster in our primary schools this year, to support

CPD, the decision is made locally.

Is there a comparable GLT primary school (or model) that staff could visit to see how it works in practice?

We value collaboration and learning from one another across GLT, and colleagues would be very welcome to visit other GLT schools, both primary and secondary, to see different approaches in practice and share ideas with colleagues. We have also supported schools and trusts through previous joining arrangements, and would be very happy to discuss how this experience could inform the transition for Aylestone, Broadlands and Withington.

Does being part of GLT impact the schools financially?

By procuring services and resources centrally across over 40 schools we can achieve savings on large contracts such as energy, software licensing (e.g., SIMS), and educational supplies. This ensures more funding directly supports local classrooms. As a large Trust we also have access to capital funding, which we allocate to our schools on the basis of need. Schools do not receive more money because they are part of a Trust, the per pupil funding is the same, but being part of a large Trust can help schools to be more financially resilient.

Broadlands currently has one day a week from the Aylestone site team. Will GLT provide site support, or will the school need to employ its own site manager?

GLT provides central Estates, Health & Safety, and premises oversight through a Director of Estates and regional teams. Specific local operational allocations are reviewed during due diligence to ensure appropriate coverage without imposing unnecessary recruitment burdens on individual schools.

How will shared facilities between Broadlands and Aylestone be managed if the schools are separated?

Broadlands and Aylestone regularly share facilities, including Aylestone's gyms, courts, and food rooms, as well as Broadlands' hall and field. This arrangement will continue, with decisions made collaboratively by school leaders in the best interests of all pupils.

Does GLT use one Trust-wide safeguarding policy (and other policies) across all schools, or can they be tailored to each school? Our previous Ofsted raised the question of shared versus separate safeguarding policies.

GLT has a combination of **Trust** Policies, which apply to all schools, **Common** Policies which are written and approved centrally and then tailored for individual schools, and **Model** Policies where a template is provided to support the school to write a policy appropriate for their own context. Our approach to Safeguarding Policies specifically is that we have a Common Policy. One policy is written centrally by our Safeguarding team, approved annually by our Board of Trustees in line with KCSIE, and then a version of

this, with school specific context added, is created for each school, so each has their own version.

Who will manage parent payment and other administrative systems currently run through Aylestone?

Management responsibilities for parent payments and administrative systems will be reviewed during the transition and due diligence process, with specific tasks handled locally or supported centrally as arrangements are finalised.

Following academisation, how will services currently shared across the three sites (such as IT support, site management, and PPA cover) be commissioned and funded?

Services currently handled across the federation will be reviewed during due diligence. It is likely there will be little change to current arrangements. As part of a MAT, some central services will be provided by GLT (such as Line Management and expert support for IT, HR, Finance, and Estates colleagues) and these are funded through the top slice, while school-specific operational budgets remain under local leadership control.

Leadership, Governance and Management

Who is in charge day-to-day and overall? How will leadership be structured?

Day-to-day management remains with the leaders of the respective schools. Overall accountability sits with the GLT Board of Trustees. School leaders will be line-managed by GLT's experienced Directors of Education (primary professionals will support the primary schools, and secondary professionals the secondary school).

What happens to the federated governing body?

To align with the GLT model, the current single federated governing body will be replaced by three separate **Community Governance Committees (CGCs)**—one for Aylestone, one for Broadlands, and one for Withington. Current governors will be invited to join these committees. This ensures that each school has dedicated, independent local assurance rooted in its specific community. GLT provides dedicated clerking, training, and governance support.

Will any additional funding or resources be available to the school as part of the proposed arrangements?

There is no automatic additional funding associated with joining GLT. However, schools benefit from being part of a larger network of schools and from access to shared resources and specialist support across the Trust. This includes curriculum resources and expertise, shared services, and support from teams such as School Improvement, SEND, behaviour and inclusion, HR, finance and IT. Sharing resources, expertise and services across the Trust can reduce duplication and enable schools to access

support and resources that might otherwise be difficult or more costly to provide independently. The school would also benefit from opportunities to learn from and collaborate with colleagues across GLT schools, sharing effective practice and developing approaches together.

Once the federation dissolves, what happens to the Executive Head, Head of Primaries and Head of Learning roles? Will the primary schools each have a Headteacher, and how will those posts be filled?

Leadership structures and management roles following the dissolution of the federation will be reviewed and discussed as part of the ongoing transition and due diligence process, with specific details confirmed as arrangements are finalised.

What is the background of the RISE programme collaboration with Aylestone, and how has it performed?

RISE stands for Regional Improvement for Standards and Excellence. It is a Department for Education (DfE) programme that supports schools to improve. Schools are matched with a supporting organisation, which in Aylestone's case was GLT. Together with the school, the supporting organisation builds an improvement plan that runs for up to two years. RISE is about improvement, not inspection. GLT has worked with Aylestone on teaching, English, reading and Year 11 outcomes. Colleagues from GLT have visited fortnightly and worked with senior leaders to build the "Aylestone Way", a shared set of lesson routines based on GLT's teaching principles. These include mini whiteboards in every lesson and short developmental drop-ins that give each teacher three strengths and one clear target. Aylestone staff have also visited GLT schools to see this practice first hand. The English department has had weekly support, and three senior leaders have had executive coaching. Year 11 pupils now get extra "Period 0" sessions, and the school has moved to a longer day from September. Reading has been strengthened with form-time reading, reading-age testing and training for support staff. We have seen the impact in the last set of GCSE results, and the way the Aylestone staff have engaged with the programme has been really impressive. The Aylestone / GLT partnership is viewed by the DfE as an extremely positive example of the success of the RISE programme.

To what extent, if any, has the proposed partnership with GLT been influenced by a need to strengthen leadership, school improvement or pupil outcomes?

As with all our schools, GLT's aim for the three schools of the Aylestone Federation is to secure long-term stability, educational quality, and for the schools to realise the benefits of the shared resources and expertise available within a larger organisation.

What training and development pathways does GLT offer for aspiring Headteachers and middle leaders?

GLT offers a range of Trust-led development programmes to support colleagues at different stages of their careers. This includes the Developing Headteacher Programme, which supports colleagues stepping

into Headship, and the Good to Great programme, designed to develop the skills and confidence of middle leaders. We also offer subject networks and conferences, alongside a Trust-wide coaching scheme, providing colleagues with opportunities to learn from and collaborate with others across GLT.

Staffing, HR and Pensions (TUPE Process)

Who will become my legal employer and what is the proposed transfer date?

Subject to final approvals, Greenshaw Learning Trust will become the new legal employer on the proposed date of 1 January 2027. All staff transfers are handled under TUPE regulations, which protect your continuous service and existing terms and conditions.

Will the Trust continue to follow National Pay frameworks?

GLT fully applies the principles of the **School Teachers' Pay and Conditions Document (STPCD)**, the **Burgundy Book** for teachers, and the **School Support Staff Negotiating Body (SSSNB) / local agreements** for support staff. Future nationally agreed pay awards will be applied to transferred staff.

Will my contract, pay, working hours, directed time, PPA time, teaching responsibilities, and appraisal policies remain protected?

The schools would adopt GLT HR procedures from the date of transfer of employment. GLT has established relationships with trade unions and all HR procedures are subject to consultation with unions in line with our Trade Union Recognition Agreement. Your statutory 10% PPA time is honoured. Directed time calendars will continue to be set in line with STPCD provisions. Appraisal policies and capability procedures will align with Trust standards but are designed to support staff development, not to increase workload.

Will existing flexible working arrangements, reasonable adjustments and occupational health recommendations continue?

Flexible working arrangements are normally a permanent change to contractual terms and conditions of employment. GLT would undertake a due diligence exercise as part of the TUPE consultation, and prior to school joining the Trust. If we envisage a need to consult on making any changes to existing terms and conditions, we would declare this as a measure as part of the TUPE consultation process. It is very rare that we would propose changes to individual contractual terms and conditions unless there is an operational reason to do so. Measures are normally limited to matters such as the date for payment of staff salaries, adoption of HR procedures etc.

How will outstanding grievances, appeals, pay claims or other employment matters be handled?

As part of the TUPE consultation process, the schools will be obliged to notify GLT of any outstanding

employment disputes including existing disciplinary, grievance or employment tribunal matters. This is known as Employment Liability Information or ELI. Any unresolved employment liabilities will transfer to GLT at the point of transfer.

Which existing policies are contractual, and which policies does the Trust propose to replace?

HR policies and procedures do not normally form part of the contract of employment. GLT will declare as a measure as part of the TUPE consultation that the schools will adopt GLT HR Procedures from the date of transfer of employment. GLT is committed to honouring nationally negotiated conditions of service such as School Teachers Pay and Conditions Document (STPCD) and Burgundy Book Conditions of Service for teaching staff, and Green Book Conditions of Service and NJC pay terms for support staff.

What about pensions (TPS and LGPS) and sick/maternity pay?

GLT fully maintains contributions to the Teachers' Pension Scheme (TPS) and the Local Government Pension Scheme (LGPS), ensuring continuity without interruption. Sick pay, maternity, and other family leave entitlements remain unchanged.

Will my contractual place of work change? Could I be asked to work at another school?

Your contractual place of work will remain your existing school. While being part of a larger Trust offers voluntary opportunities for career progression and working across different schools, you will not be forced to relocate or work at another school without your agreement.

Will staff receive additional employee support benefits upon joining GLT?

Yes. GLT offers comprehensive staff health and wellbeing benefits, including employee assistance programmes, healthcare benefits, flu vaccine vouchers, discounted gym memberships, and structured professional development and career progression pathways.

Are there any planned redundancies, restructures, or outsourcing?

There are no redundancies, restructures, or reductions in hours planned as a direct result of this transfer. Furthermore, GLT does not have plans to outsource catering, cleaning, premises, or administration services.

How will GLT assess and address recruitment and retention challenges, staffing reviews, and workforce stability?

GLT conducts thorough reviews of staffing structures, vacancies, and recruitment needs during transition. The Trust provides centralised HR support, recruitment platforms, career progression pathways, and professional development networks to help attract and retain high-quality staff.

Will unions continue to be recognised?

Yes. GLT formally recognises teaching and support staff trade unions for collective bargaining and consultation. We will continue to support facilities, time and access to local branch advice.

Will the consultation period be extended and do stakeholder consultation responses involve a formal vote or poll?

No, stakeholder engagement provides qualitative, evidence-informed feedback that is reviewed by the Aylestone Governing Body and GLT Board of Trustees to inform final decision-making during due diligence. The four week consultation period is standard, and this time-frame is deliberate to ensure there is sufficient time for meaningful engagement without leaving a vacuum of uncertainty, which can be more uncomfortable.

Communication and Next Steps

What is the consultation timetable and how can staff raise concerns?

We are currently in a period of stakeholder engagement running until late October 2026. Following this, if both Boards agree to proceed, formal TUPE consultation will begin. Staff and unions will be given formal notice and opportunities to review any proposed "measures" (minor administrative changes, such as a change in payroll provider). Staff do not need to take any personal action regarding their contracts prior to conversion.

Consultation meetings were held at the following times on Tuesday 6 October at Broadlands Primary School Hall:

- **15.15-16.00** – Parents and carers
- **16.15-17.00** – Staff members
- **17.15-18.00** – Parents and carers

You can also give your views or ask questions:

- by completing the online response form [here](#).
- by email to consultation@greenshawlearningtrust.co.uk