



PROUD TO MAKE SUCCESS HAPPEN



UXBRIDGE
HIGH SCHOOL

PEOPLE STRATEGY

2024-2029

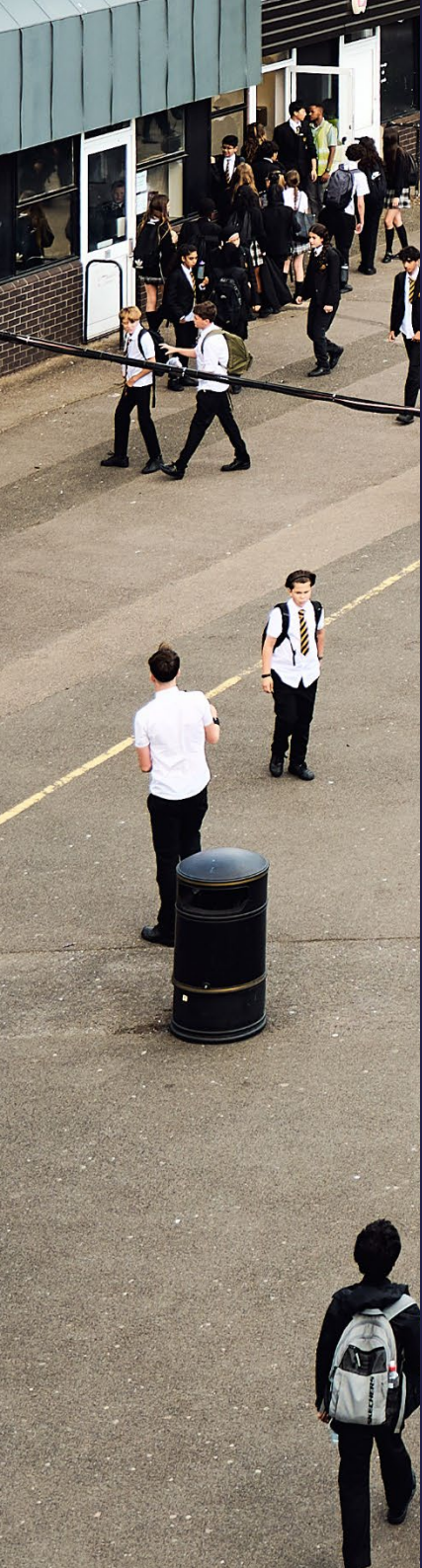


UNXBRIDGE HIGH SCHOOL

POSITIVE
RESPECTFUL
OPEN MINDED
UNIQUE
DETERMINED

www.unxbridgehighschool.org
1000 W. 10th St. #100
Unxbridge, MA 01561





Statement of Intent

Uxbridge High School Academy Trust believes in creating an environment that allows employees to be at their best. This is known by the community as our **gold** standard.

To achieve this, the academy trust believes in investing in people.

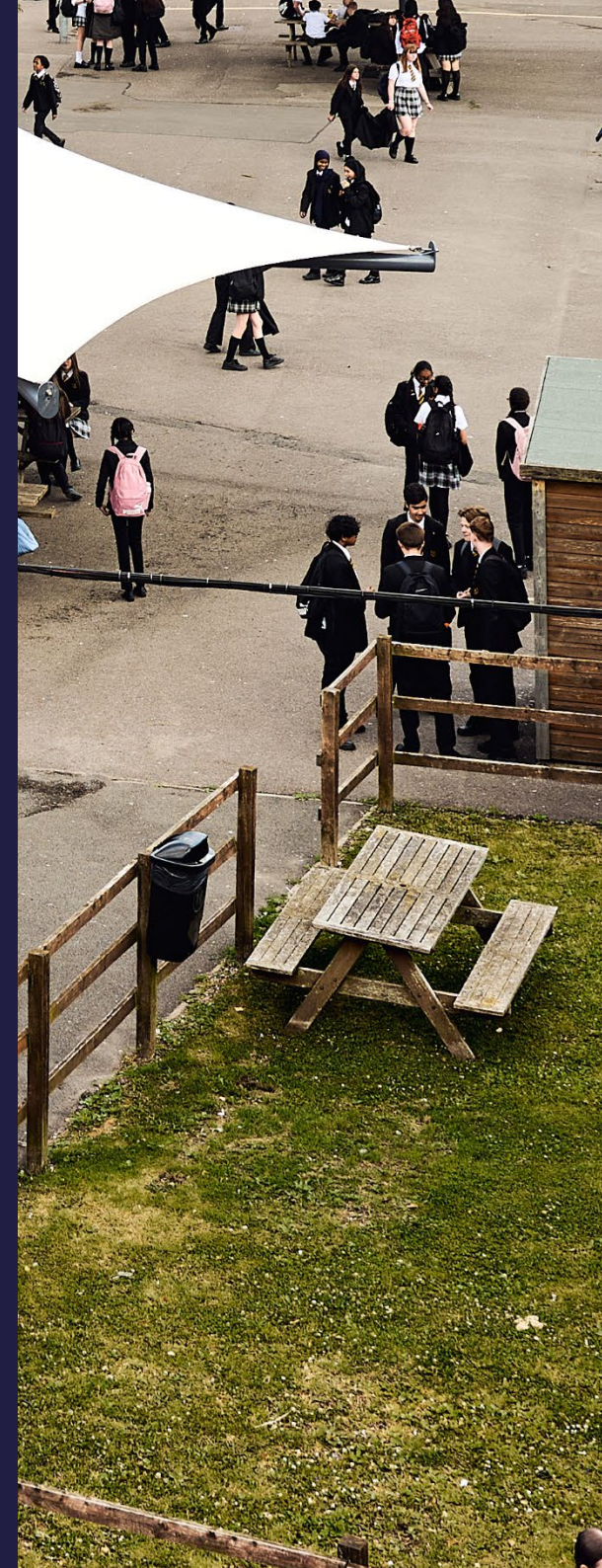
The *People Strategy* is central to our strategic planning and is fundamental to developing an organisation in which we can deliver our vision, whilst staying true to our values.

This People Strategy:

- makes a clear statement about our commitment to our people – how we value and treat staff, in-line with our core values.
- seeks to highlight the academy trust as unique and one where staff aspire to work and be at their best (*the gold standard*).
- sets out our intention to develop staff and strengthen teams within a nurturing culture where gold standards are expected, encouraged, and developed throughout employment.
- has been developed in conjunction with staff, senior leaders, and trustees.

Throughout this strategy, Uxbridge High School Academy Trust is also referred to as Uxbridge High School, or more simply as the academy trust.

This strategy will be reviewed on an annual basis by the Principal, Leadership Team and HR Manager.



Vision and Values

Uxbridge High School's vision and values are built around the **gold** laurel leaves and the **PROUD** values. There is a well-defined and embedded UHS Way.

The academy trust will draw upon the expertise of our specialist staff and wider partners to create a happy and ambitious school which enriches individuals academically, socially, and emotionally. The academy trust therefore believes in creating a **golden** environment where all are **PROUD** to *make success happen*.

At Uxbridge High School students are **PROUD**:

- **Positive** to learn new knowledge and thrive on developing their skills.
- **Respectful** and kind to all members of our school community and its environment.
- **Open minded** and happy about all new opportunities.
- **Unique** in their demonstration of skills and talents.
- **Determined** to achieve their best in all areas of the curriculum.

The UHS Culture is how adults support, model and teach successful behaviours that enable students to reach the **gold** standards.

Uxbridge High School nurtures the whole student in a safe, inclusive, and supportive environment by:

- modelling **gold PROUD** values for all.
- creating **gold** standard expectations and opportunities.
- creating **gold** standard relationships.
- rewarding students for **gold** standard effort and achievement.
- teaching routines that create a **golden** environment for students to thrive.
- teaching **gold** STAR behaviours that enable students to learn successfully.

Strategic Priorities

Uxbridge High School has identified three key strategic priorities to focus and develop over the next five years.

PEOPLE & CULTURE

To ensure that the **PROUD** values are evident in every aspect of the school culture and that it positively impacts the success of the school.

The school's culture sets the tone for how we make our vision a reality through our people.

STUDENT EXPERIENCE

To ensure that students embody the **PROUD** values both in and outside of school, and ensure that the students' classroom experience is consistent across all curriculum areas.

The student experience is central to ensuring that students feel safe and supported to succeed.

CAPITAL ASSETS

To ensure that we have the physical means and infrastructure to provide the best possible learning environment for our students and a great working environment for our staff.

A safe and welcoming school space encourages students to be more attentive and engaged in their learning and promotes positive wellbeing.

Summary

Our Priority Areas

The focus of the people strategy at Uxbridge High School is to recruit, retain and develop the very best people ('gold' people) to work at our school and with our young people. We realise that in order to achieve this we must have a strong and strategic leadership team, build a great culture and values system that is displayed by both staff and students, and we must develop the best and most efficient staffing structures through strategic workforce planning.



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A Message from our Principal](#)

Recruitment

Uxbridge High School aims to attract, recruit and welcome **gold** people who embody the values and culture of our institution. To achieve this, the school has a comprehensive recruitment strategy that focuses on attracting high-calibre professionals who align with our values and culture.

The academy trust's recruitment strategy aims to build a diverse and talented workforce dedicated to providing the highest quality education. The school recognises the importance of recruiting the best talent to foster an environment where every student can thrive.

Uxbridge High School's recruitment and selection processes are conducted by the people with the skills and training needed to identify ideal candidates who would make an excellent contribution to the school and students' learning.

To attract the best possible staff, the academy trust offers:

- competitive pay and benefits;
- a supportive and rewarding environment;
- opportunities for growth, development and promotions;
- work life balance by providing flexible working opportunities, reduction of workload and tailored wellbeing and mental health support.

The academy trust is committed to EDI (Equity, Diversity and Inclusion) meaning that we use equitable processes and strategies to ensure we encourage people, particularly those with protected characteristics or an intersectionality of protected characteristics to;

- apply and be selected for employment;
- have a positive recruitment experience;
- be trained and promoted whilst employed by the academy trust.

In addition, no candidate or staff member will be discriminated against or treated unfavourably in the selection process because of any protected characteristic. We will have equitable processes that encourage people with protected characteristics to apply for roles at the school and we will provide information that demonstrate our commitment to EDI.

To achieve this, the academy trust will:

- **Develop a proactive and inclusive recruitment process, by:**
 - ◆ conducting in-house recruitment to provide a personalised experience, ensuring each candidate feels valued.
 - ◆ advertising and promoting vacancies openly and fairly, internally and externally in appropriate publications and on the academy trust website to ensure equal opportunities.
 - ◆ expanding advertising channels by promoting vacancies on social media and other platforms to reach a wider audience.
 - ◆ implementing inclusive recruitment practices to ensure a fair and unbiased selection process.
 - ◆ actively recruiting people from a diverse array of backgrounds and widening candidate pools to capture underrepresented groups.
 - ◆ utilising internal workforce planning to anticipate future needs and address external factors and influences.
 - ◆ encouraging individuals to express interest in working at Uxbridge High School even if there are no current vacancies.
- **Improve the candidate experience, by:**
 - ◆ using state-of-the-art recruitment software to streamline the hiring process and improve communication.
 - ◆ regularly seeking feedback from candidates to refine and enhance recruitment processes.
 - ◆ ensuring all new staff receive a robust, high-quality and timely induction, to include information on the school, expectations and vision and values.
 - ◆ implementing regular workplace accessibility audits to ensure the environment is fully inclusive.
- **Enhance the Uxbridge High School brand, by:**
 - ◆ by communicating the academy trust's unique position and values to external audiences.
 - ◆ developing and sharing a compelling outward-facing message through various platforms.
 - ◆ showcasing success stories and positive staff experiences to attract potential candidates. Our staff are our greatest ambassadors and what they say about working at Uxbridge High School is powerful.
- **Develop talent pathways, by:**
 - ◆ establishing partnerships with universities, teaching programs, and other professional organisations.
 - ◆ developing an apprenticeship strategy to develop young talent and ensuring full use of the levy.
 - ◆ promoting the academy trust's employee referral scheme and LinkedIn usage amongst staff to leverage current staff networks for potential candidates.
 - ◆ ensuring robust and safe recruitment processes.

- ◆ regularly reviewing recruitment procedures to safeguard the academy trust, pupils, and staff.
- ◆ maintaining compliance with all legal and ethical standards in recruitment practices.
- ◆ providing thorough training for all staff involved in the recruitment process.
- Deliver focused talent acquisition, by:
 - ◆ growing our own talent through programs like Teach First and other internal development opportunities.
 - ◆ recruiting and supporting early career teachers (ECTs) through their two-year induction period in line with ECT induction policy. *The academy trust recognises the importance of recruiting ECTs and making the academy trust an attractive place to begin their career through support and development from the beginning of their induction to the end of their employment at the academy trust.*

Key Measures of Success:

- Candidate quality. *Measure the skills, qualifications and experience levels of new hires to ensure they meet the high standards required.*
- Time to hire. *Track the time taken to fill vacancies to ensure the recruitment process is efficient and responsive.*
- Candidate experience. *Collect and analyse feedback from candidates about their recruitment experience to identify areas for improvement.*
- Retention rates. *Monitor the retention rates of new hires to assess the long-term effectiveness of the recruitment strategy.*
- Diversity of hires. *Evaluate the diversity of new hires to ensure recruitment practices are inclusive and reflect the community we serve.*
- Internal promotions. *Track the number of internal promotions to ensure talent pathways and development programs are effective.*
- Job boards, employee referrals, and LinkedIn usage. *Assess the success of advertising campaigns on job boards, social media, and through the Employee Referral Scheme in attracting qualified and highly experienced candidates.*
- First attempt vacancy success. *Measure how many vacancies are filled on the first attempt by appropriately fully qualified staff.*

Retention

Uxbridge High School aims to retain **gold** talent who consistently deliver the **gold** standard for our young people.

The academy trust recognises the importance of retaining staff through:

- valuing their contributions;
- supporting their health and wellbeing;
- ensuring their pay, rewards and benefits are fair and proportionate to their role;
- listening to their points of view and any concerns raised;
- investing in their career development through training and CPD;
- providing the appropriate resources to fulfil their role to their best ability;
- respecting each individual and their personal values;
- treating all staff fairly.

It is important to the academy trust that it creates an environment in which all staff can enjoy their role and thrive in a supportive environment where everyone is committed to providing pupils with the best education possible for them to be successful.

To achieve this, the academy trust will:

- Review processes for retaining staff and the effectiveness of these processes whilst taking in to account the views of current and former staff members.
- Focus on building resilience within staff, equipping teams to deal effectively with internal and external drivers and change.
- Incentivise, recognise, and reward staff on an ongoing basis for their achievements and contributions in a way that is meaningful to them and aids motivation and offers a sense of value.
- Regularly review pay and benefits and listen to any concerns staff have about this whilst focussing retention funds in this area.

- Actively support staff through their professional development and help them to identify key areas for development in their career.
- Encourage all staff, but particularly those with protected characteristics to seek opportunities for promotion in line with our commitment to EDI.
- Embed meaningful and development focussed appraisal systems and processes.
- Enhance the wellbeing offer to all staff, including ensuring and encouraging staff awareness.
- Upskill all members of staff regarding their obligations and commitments relating to equality, diversity and inclusion.
- Be sensitive to staff members' individual circumstances and life outside of work by:
 - offering flexible working opportunities.
 - limiting workload.
 - ensuring staff have a positive work-life balance.
 - allowing paid time-off in certain circumstances.
- Provide a safe and healthy working environment that promotes staff wellbeing and reduced levels of sickness absence.

Key Measures of Success:

- Staff retention rate. *Compare the number of employees that have left employment at the academy trust as a percentage of the total workforce. Compare this over time.*
- Average staff tenure. *Compare the average length of service for employees, comparing this over time.*
- Staff satisfaction rate. *Measure the number of staff raising concerns about workload, pay and benefits, support and opportunities for development. Measure through regular staff polls.*
- Staff engagement. *Measure levels of engagement in staff surveys.*
- New staff satisfaction rate. *Measure the satisfaction rate after the initial induction and again once they have been at the school for a term.*
- Voluntary staff turnover. *Measure the number of staff leaving the academy trust within the academic year, and the reasons for this. Compare staff turnover to national and London data.*
- Teachers leaving the profession. *Compare national and local data, to school-level data regarding teachers leaving the profession.*

- Involuntary staff turnover. *Measure the number of staff leaving the academy trust within the academic year, for reasons outside of their control.*
- Staff absence rates. *Measure the levels of staff absence due to sickness. Compare absence rates to the national and London averages.*
- Review pay equity and progression opportunities for all staff, ensuring that underrepresented groups are not facing barriers. *Compare pay and progression amongst different groups of staff within the academy trust.*



Development

Uxbridge High School aims to develop **gold** people, by empowering all members of staff to have the confidence and skills to realise the academy trust's strategic priorities and by investing in a strong, healthy, engaged and motivated workforce.

The academy trust aims to be a place where all staff are provided with equal opportunities to develop in their careers and achieve their personal aims and goals.

To achieve this, the academy trust will:

- Work with each member of staff to help them access the training relevant to their role and/or that which they believe will help them further their career and deliver better outcomes for pupils.
- Make available the time, funding and resources required for staff to access CPD opportunities.
- Develop career pathways and opportunities for all staff.
- Provide relevant support for staff to ensure they are accountable for, and recognise their development and training needs through a continuous appraisal process.
- Ensure quality and purposeful feedback is offered to all staff on a regular basis, with staff being praised and recognised for great work.
- Ensure all roles grow to have clear accountability and remit and where there is a responsibility for people management, this is clear in accountabilities and output.
- Develop current and future middle leaders to ensure that they are equipped with the correct skills and abilities to embed the culture of the academy trust and encourage further development.
- Support staff in leadership positions to help them effectively manage the staff they are responsible for and develop their careers.
- Prioritise leadership development opportunities for underrepresented groups and ensure mentorship programs are available for staff from minority backgrounds.
- Ensure that the performance management processes are robust and effective in ensuring that all members of staff are performing to the best of their ability and are motivated to do so.

- Focus on building relationships with external providers who are aligned to our values and vision (for example, apprenticeship providers, Teaching School Hubs, local education providers).
- Continue to invest in quality and relevant CPD for all staff.
- Embed mechanisms to support staff to grow and to become leaders in inclusive practice and experts in SEMH and wider SEND.
- Ensure systems are in place to spot and nurture talent and to enable rapid talent deployment.
- Regularly review training content to ensure it reflects best practices in diversity and inclusion.

Key Measures of Success:

- Job performance impact. *Measure various outcome related measures, including student outcomes.*
- Job satisfaction rates. *Measure using regular staff polls.*
- Internal promotions. *Compare the number external appointments to the number of internal promotions.*
- Better efficiency. *This measure can be subjective but can be measured by financial savings, time needed for jobs/projects, departmental productivity, operational efficiency.*
- Training ROI. *Measured by the impact of training on departmental output or student outcomes.*

Higher participation rates in leadership programs by underrepresented groups and retention rates post-program. *Compare participation in leadership programs between all staff and underrepresented groups. Compare retention rate of staff after completing a leadership program to all staff.*



Uxbridge High School is a very good school in terms of leadership and management. The school cares for its staff wellbeing very much. Friendly environment and supportive teams.
(Teaching Staff)

I have made some great friends in the staff here and have had good opportunities to improve my teaching
(Teaching Staff)

I have valued the opportunities this job has given me for personal and professional growth.
(Teaching Staff)

MEET THE STAFF: Aqueel Morgan (Head of Learning)

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My work is very varied and I have job satisfaction which is very important to me.
(Non-Teaching Staff)

Everyone is very supportive and the team work together well.
(Non-Teaching Staff)

MEET THE STAFF: Emma Bowers (Assistant Curriculum Leader)

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I enjoy my work at UHS and that I have a good amount of responsibility that I am trusted with. I appreciate how much my manager supported me at times when I needed help adjusting to the workload and the environment.
(Non-Teaching Staff)

UHS have excellent facilities on offer to our students. As a PE teacher we are spoilt with our teaching spaces and we are able to offer an exciting and ever-changing curriculum.
(Teaching Staff)

The flexibility introduced for PPA is excellent and makes the work life balance much easier to manage. I have an excellent line manager and a great support in my role
(Teaching Staff)

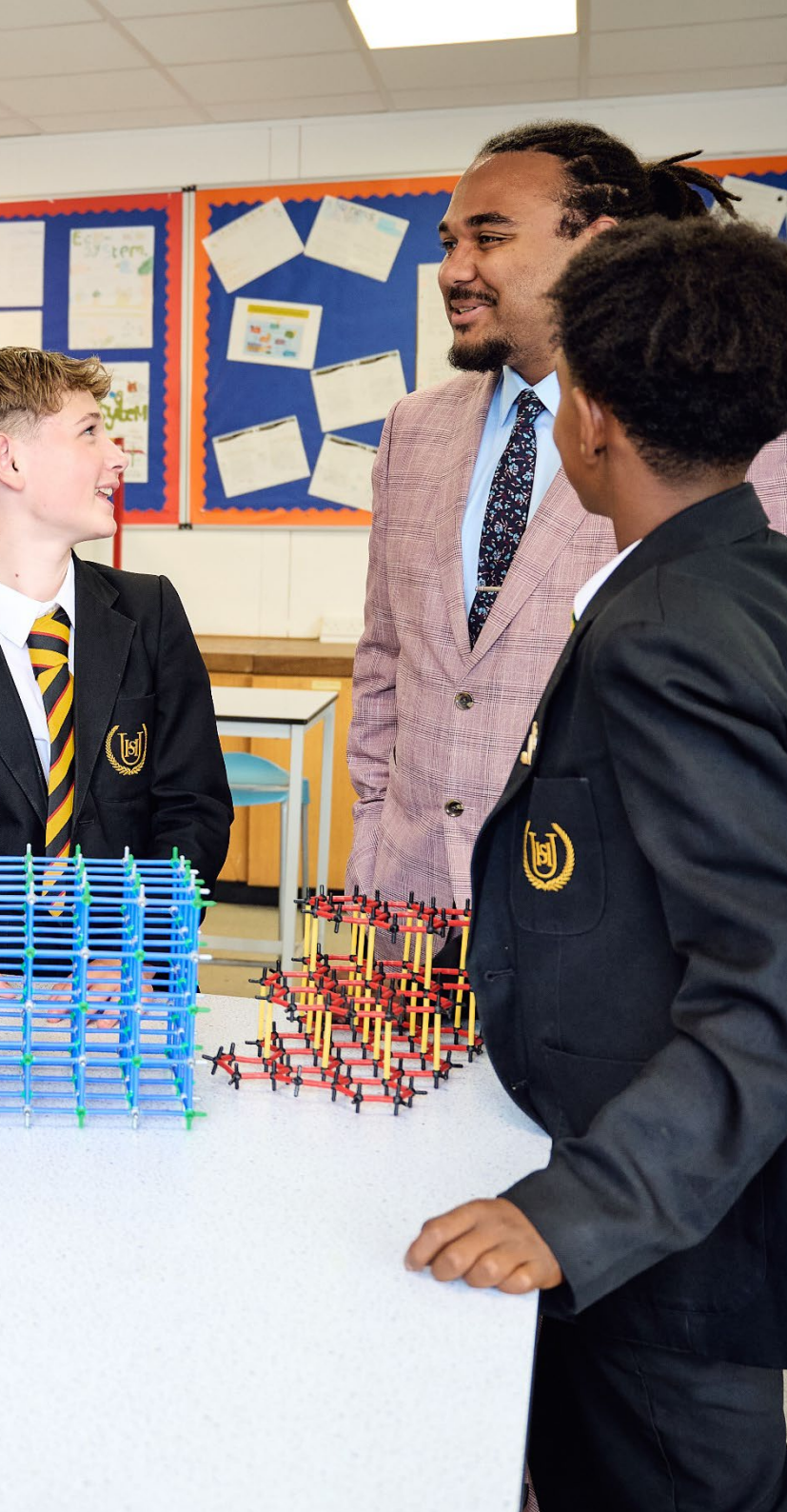


Strategic Leadership

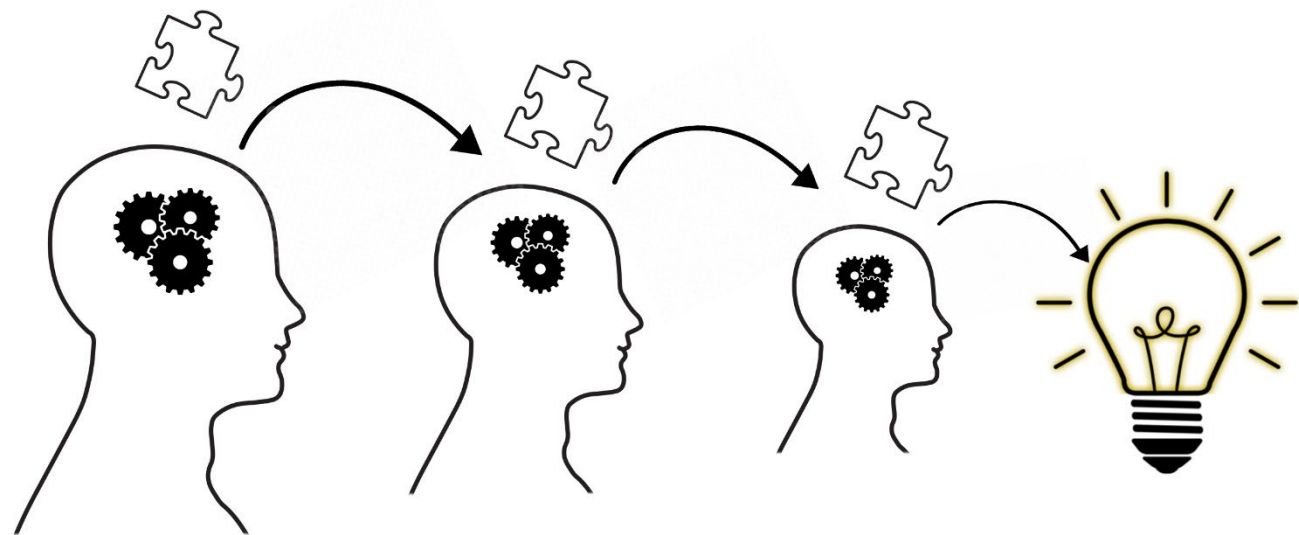
Uxbridge High School realises that strategic leadership and oversight is required to ensure that all elements of this policy is implemented and developed. Strategic leadership ensures that our vision is solidified and that the academy trust is responsive and adaptable to change. In order to deliver this strategy, the leadership team must embrace change, deliver consistency and incorporate our values into everything that we do.

The academy trust will:

- Support and challenge everyone to role model leadership by living the **PROUD** values every day.
- Develop all leaders to influence and motivate effectively, giving them the behavioural processes and skills necessary to drive performance.
- Support senior leaders to lead well with compassion, curiosity, collaboration and a commitment to equality and diversity, ensuring an inclusive environment that values all perspectives.
- Build leadership capacity and support the development of aspiring leaders of the future.
- Develop staff to be leaders that consistently support individuals in their teams to fulfil their potential.
- Develop our HR services with a mandate, mission and model to support the delivery of this strategy.
- Focus on building resilience within staff, equipping teams to deal effectively with internal and external drivers and change.
- Communicate our values and expectations effectively and clearly, both internally and externally.



- Review parent channels, policies and processes to support senior leaders, managers and all our staff to deliver the **gold** standard.
- Provide a safe and healthy working environment that promotes staff wellbeing and reduced levels of sickness absence.
- Enhance and review the academy trust's approach to flexible working and ensure that our policies are family friendly.
- Continuously improve our approach to improve the quality of conversations and effectiveness of staff.
- Seek continuous improvement of work in our journey to the **gold** standard.
- Work in partnerships with relevant organisations and people, where doing so brings benefit to our students.
- Embrace change and streamline processes where required, making things simple and easy to access.



Culture & Values

Uxbridge High School aims to build a collaborative culture that builds confidence, where staff are listened to, well informed and are challenged to be the best that they can be. The culture is underpinned by the academy trust's core **PROUD** values.

The trustees and leadership team at Uxbridge High School recognise the importance of creating a positive and supportive environment to work, and the academy trust puts staff wellbeing and satisfaction at the forefront of all of its recruitment and retention strategies. A culture that encapsulates the key features of value, support and inclusion is vital to ensuring that staff members feel fulfilled and rewarded in their role and for the unique contributions they make.

The academy trust employs individuals from a variety of backgrounds and individual circumstances and recognises the importance of engaging and collaborating with each individual and improving practices from their unique knowledge, experiences and skills. Staff are at the core of the academy trust's success, and it is therefore vital that their views are valued and that action is taken based on this.



The academy trust will:

- Further develop the equality, diversity and inclusion (EDI) strategy and build on the work undertaken with 'Being Luminary'.
- Diligently review workloads, eliminating unnecessary tasks to create a positive and balanced work environment.
- Provide support to ensure that staff thrive in their careers and reach new heights of personal and professional growth.
- Create a high-performance culture, ensuring that we have capable employees who are appropriately incentivised, rewarded and motivated.
- Develop systems for sharing staff success and for recognising outstanding performance that motivate staff to perform at the highest level.
- Ensure staff receive thanks and recognition for their contribution to the academy trust.
- Be responsive to the views of staff and act upon feedback.
- Implement actions that will prevent exposure to risks to mental health at work and provide support for staff when they need it.
- Take positive action (where needed) through our recruitment and selection activities to ensure that our employee profiles reflect an inclusive and diverse community.
- Address any behaviours which do not support our culture and values.



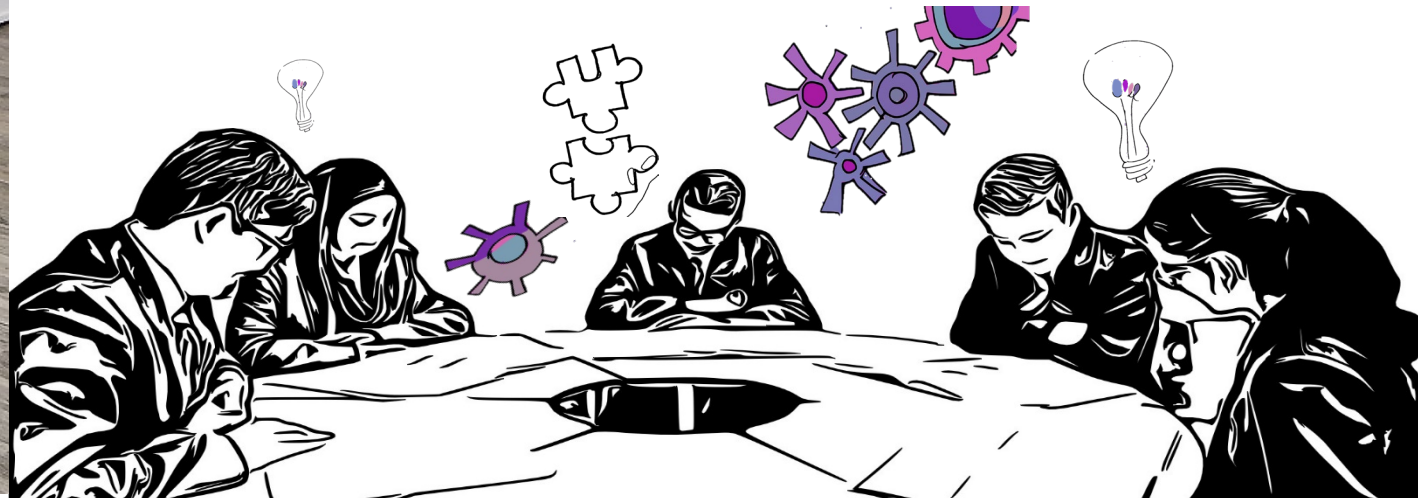


Strategic Workforce Planning

Uxbridge High School recognises the need to respond to internal and external requirements that impact on its people and the provision. We will continually monitor, review and plan the workforce to secure the academy trust on a long-term basis and to ensure readiness for growth.

The academy trust will:

- Progress workforce planning to match labour supply and demand, aligning this with the academy trust's development plans.
- Monitor local and national trends to enable effective workforce planning (e.g. ITT statistics).
- Ensure close monitoring on local demands on the academy trust (i.e. turnover, maternity, retirements).
- Put into place succession planning and development.
- Develop medium and long-term workforce strategy plans aligned with academy trust's priorities.
- Develop the ability to mobilise talent through the academy trust (including between departments), based on need and support.







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