



**Symphony Learning**  
TRUST



# Symphony Learning Trust



Old Mill



Fairfield



Meadow



Ashby Willesley



Newcroft



Ashby Hastings



Thornton



Glen Hills

**Aspiration, Innovation, Excellence**

# About us

The Symphony Learning Trust is a Multi-Academy Trust that places all pupils and their success at the heart of all its activities. All Partner Schools are committed to continuing to raise standards and to inspire young minds.

In an ever-changing world, SLT are committed to provide balanced, inspirational and exciting learning experiences for our pupils, with our values of aspiration, effort, tolerance and integrity underpinning this drive.

The Symphony Learning Trust schools have a proven track record of devising and leading national initiatives and highly effective school-to-school support. We are proud of the impact we have upon outcomes for children across schools and proud that we are a very high performing Multi-Academy Trust.

## The day-to-day school structure



# The Trust overview structure



## Overview of key elements of the leadership and governance of Symphony Learning Trust

### Members

Symphony Learning Trust has "Members" who are best viewed as guardians of the constitution, changing the Articles if necessary and ensuring the charitable object is fulfilled. The Members appoint some of the Trustees and can exercise reserve powers to appoint and remove Trustees but it is anticipated that this power will be rarely exercised. The Academy Trust will ordinarily have at least five Members.

### Trust Board - Trustees

The corporate management and trustee responsibility for the actions of the company is vested in the "Trustees" of the Academy Trust (together, referred to as "the Trust Board"), who are company directors registered with Companies House. The Trustees are personally responsible for the actions of the Academy Trust and the Academies and are accountable to the Members, to the Secretary of State for Education and to the wider community for the quality of the education received by all pupils of the Academies and for the expenditure of public money.

The Trustees are required, as trustees and pursuant to the Funding Agreements, to have systems in place through which they can assure themselves of the quality, safety and good practice of the affairs of the Academy Trust.

The role of the Trust Board

The role of the Trustees is reflected in the '21 questions that every Multi-academy Trust should ask itself' identified by the All Party Parliamentary Group on Education Governance and Leadership (January 2015) and set out in Appendix 1 of this Charter:

- Setting the vision, ethos and strategy for the Academy Trust and its academies over the next three to five years;
- Establishing the governance structures for the Academy Trust, from Members to Academy level, in keeping with the Articles of Association;

- Providing clarity, through the published Terms of Reference and the Roles and Functions Matrix, of the level at which the following governance functions are exercised:
- Determining each individual Academy's vision, ethos and strategic direction
- Recruiting each Academy's Head teacher or Executive Head teacher
- Performance management of each Academy's Head teacher
- Determining Human Resources policy and practice
- Oversight of each Academy's budget
- Assessment of the risks for each Academy.
- Setting the level at which the Regional Boards and LGBs will have authority and accountability through the scheme of delegation;
- Engaging with the Academies' communities, parents, pupils and staff;
- Contributing to developing collaborative relationships beyond the Academy Trust;
- Ensuring that there is a strong and effective executive leadership structure and personnel in place across the Trust;
- Overview and scrutiny of Academies' education performance data;
- Overview and scrutiny of the Academy Trust's financial capability and management systems to ensure compliance with the Academies Financial Handbook, and deliver best value for money;
- Ensuring senior leaders within Academies are challenged to improve the education of pupils;
- Developing the Trust Board to ensure that it has the capacity, skills and succession plans to have a positive impact on outcomes for pupils.
- The Trust Board sets Trust-wide policies.
- The Chief Executive Officer is a Trustee

### **Trust Board Sub-Committees**

Trust Board Sub-Committees provide the overview and high-level scrutiny of the prioritised risks.

The Trust Board Sub-Committees are: Finance (including Risk, Audit and HR), Pay and Appeals.

### **Educational Development Group (EDG) - all Trust Headteachers**

The Symphony Learning Trust "Educational Development Group" is the management arm of the Academy Trust, focusing on operations and the educational performance of the Academies. They operate under the leadership and direction of the CEO, accountable to the board of Trustees. The EDG work directly with the staff in each Academy and the Local Governing Bodies to ensure that the required outcomes are achieved in accordance with the direction and vision of the Trust Board. The EDG focuses on 'Educational Standards and Performance'. The EDG devise the strategy for intervention and school to school support as well as monitoring standards in all schools.

### **Business Development Group (BDG) – all Headteachers and Business Managers**

The Symphony Learning Trust 'Business Development Group' is the team which manages the strategic aspects of finance and personnel across the Trust. They report to the Executive Team and to the Trust Finance Committee. The CFO is a member of this group.

### **Research Development Group (RDG) – specific staff from each SLT school**

The Symphony Learning Trust "Research Development Group" is the team which meets to plan for improvements and innovation to Teaching and Learning across the Trust. It comprises of a fluid group of professionals with expertise in whichever particular area is a focus for the Trust

### **Subject Development Groups (SDGs) – subject leaders from all SLT schools**

The Subject Development Groups are designed to share expertise and distribute knowledge of the most up to date local and national priorities. This group reports to the School Improvement Team. Each group comprises subject/area leaders from each school in all curriculum areas.

### **Support Focus Team (SFT) - Specialist Leaders:**

The strongest leaders in each school able to provide support to other schools designated through the Symphony Teaching Schools Alliance.

## Local Governing Bodies (LGBs)

The role of a Local Governor within a Multi-Academy Trust is an important one. In developing our governance arrangements, the Trust Board has sought to ensure that the responsibility to govern is vested in those closest to the impact of decision making and that such responsibility matches the capacity of those assuming responsibility. The Trust Board establishes Local Governing Bodies for each of the Academies, for the most part made up of individuals drawn from the Academy's community, both as elected and appointed members. The Local Governors are accountable to the Trust Board (who, in turn, are accountable to the Department for Education) as well as to the communities they serve.

The broad duties of the Local Governing Body are summarised as:

- To contribute to and fulfil the vision and ethos of Symphony Learning Trust in so far as it relates to the Academy, ensuring at the Academy achieves the aims and ambitions it has for its pupils, having regard in particular to the benefits of being part of a family of schools which stresses the importance of collaboration and mutual support;
- To implement and review from time to time the strategic plan for the Academy, focussing on the Academy's performance and achieving sustained school improvement and having regard to any locally agreed priorities identified by the Trust Board and to the MAT Strategic Business Plan;
- To act as a critical friend to the Academy's senior leadership team, being ready to challenge and hold senior leaders to account for all aspects of the Academy's performance;
- To oversee the management of the finances of the Academy, assessing the annual budget prepared by the Academy's Head teacher or Executive Head teacher (with the support of the
- Academy's senior leadership team) and submitting such for approval by the Regional Board and the Trust Board, ensuring that the Academy works within its budget and the Academy's senior leadership team adopts and implements appropriate risk and financial management policies and practices;
- To support the Trust Board in ensuring that insurance or equivalent risk protection is put in place and maintained for all risk areas including damage to property, employer liability, public and third party liability and director liability in accordance with any policy issued by the Trust Board from time to time;
- To support the Academy's Head teacher or Executive Head teacher in the development and review (from time to time) of an appropriate staffing structure for the Academy, ensuring there is robust and accountable monitoring of the performance of staff and implementing all and any policies relating to staff adopted by the Trust Board;
- To support the Trust Board in its monitoring and evaluation of the delivery of any central services and functions provided or procured by the Academy Trust for the Academies, reporting any issues or concerns to the Executive Team (which includes the CEO) or the Chair of the Trust Board;
- To promote within the organisation and externally the benefits of collaboration with the other
- Academies and to actively seek opportunities to work together either with the aim of improving economic efficiencies within the Academies or identifying and implementing best practice;
- To develop effective links within the Academy's community, communicating openly and frequently as appropriate and ensuring that the Academy meets its responsibilities to the
- community and serves the community's needs in relation to the safeguarding and education of its pupils; and
- To engage fully and openly with any inspection of the Academy, whether by the Trust Board, the Education or Business Team, Ofsted or any other appropriate public body to whom the Academy is accountable

## **Pupil, parent and staff voice**

Accessing and responding to pupils' collective concerns is an important part of the operations and governance of Symphony Learning Trust academies. All schools have active Student Councils with representatives from each year group.

Each LGB is expected to give due regard to issues that are raised through the Student Council and the management actions taken in response to the issues.

Parental voice is formally built into the governance structure with the election by parents of at least two parent Governors to each LGB.

Staff voice is similarly built into the governance structure with the election to each LGB of at least one employee of the Academy by employees of the Academy as well as the Head teacher / Executive Head teacher. As a Trust we will consider what further mechanisms for pupil, parent and staff representation at other governance levels may be appropriate.

# **Who's who in the Trust**

## **Tim Sutcliffe - Chief Executive Officer**



Tim was a primary head teacher for thirteen years. From 2006 onwards, he has been the head teacher of Glen Hills Primary School, a large primary school south of the City boundary. In January 2015, Tim became an Executive head teacher when he also took charge of Fairfield Community Primary School in Wigston. In his time at Glen Hills, Tim led the school to an 'Outstanding' Ofsted grading in 2008 and the school has continued to develop. The alteration of leadership at Fairfield saw the school emerge from a period of change and standards are now at an increasingly high level. Fairfield was graded as 'Good' in July 2016.

In September 2017, Tim also undertook an Advisory Head role at Old Mill Primary School in Leicestershire and helped to establish the school as a key partner of the Symphony Learning Trust.

At Glen Hills, Tim led the school through the first primary school academy conversion in Leicestershire in 2012 and subsequently led a phase change which involved the year 6 cohort being retained by Glen Hills. Through his work for Leicestershire Local Authority, Tim has also supported and led a number of initiatives of school development at a range of other primary schools. He has also worked for the National College through mentoring colleagues who are undertaking the National Professional Qualification of Headship.

For the past five years, Tim has been part of a core leadership of Symphony who have offered mutual support and challenge. The projects undertaken by Symphony has led to their work being used on a national scale. Tim holds the National Professional Qualification of Headship and has particular experience with assessment, curriculum development and establishing high-quality leadership teams.

Tim's proudest quote from Ofsted is, 'One has only to set foot inside this outstanding school to see, and almost feel, the exciting and stimulating education that it is providing. The key to this is the dynamic and passionate leadership of the head teacher, extremely ably supported by the strategic leadership team and all the staff'.

In September 2019, Tim successfully started his current role as CEO of Symphony Learning Trust.

# The Education Group



## **Matthew Brookes - Director of Primaries - EH at Meadow and Ashby Hastings**

Matthew is currently an Executive Headteacher over three large primary schools within the Symphony Learning Trust. He has successfully led four primary schools as Headteacher since 2007 and thrived on creating individual and memorable learning experiences for the pupils in his care. He has achieved many things which have included moving a school to be Outstanding in all areas and also being recognised in the Parliamentary Review for being a vision of 'Best Practice' in 2017. He currently enjoys being part of the leadership team within the trust, being able to help shape the future for over 2400 pupils.

## **Alison Smith-Stewart - Head Teacher - Old Mill Primary School**

Alison has been head teacher at Old Mill for the last six years, having previously been a non-teaching Deputy in a larger than average Primary school. Old Mill moved from 'Satisfactory' to 'Good' very quickly under Alison's lead and the school has retained that grading through a further Ofsted, by unrelentingly focusing on outcomes for pupils. Alison has ensured that the school have strong teachers and happy children and is proud of its provision, particularly relating to sport. Alison has developed a strong team of senior and middle leaders, including SLE's who provide internal and external CPD.



## **Rebecca Wesley - Head Teacher - Glen Hills Primary School**

Rebecca Wesley gained an LLB (HNS) Law Degree and then completed a PGCE (Post Graduate Course in Education) specialising in English and P.E. She has worked at Glen Hills Primary since 2006 where she joined as the Assistant Headteacher, after successfully achieving FastTrack Leadership Status (Accelerated Leadership Programme). She has previously worked in two primary schools, working as an acting Assistant Headteacher and Maths coordinator. She successfully achieved NPQH (National Professional Qualification of Headship) in 2006. Rebecca assisted Glen Hills Primary school through its Outstanding OFSTED in 2008 and was promoted to Deputy Headteacher in 2011 and then subsequently became Head of School in 2015. She has taught across all key stages in the school. Glen Hills have recently undergone a further successful OFSTED. In September 2019, Rebecca became the Head Teacher of Glen Hills Primary School.



### **Sarah Acton - Head Teacher - Thornton Primary School**



Sarah qualified as a teacher in 1992 and has worked in a number of large schools in various subject and senior leadership roles including SENCo. After successfully gaining her NPQH, Sarah joined Symphony Learning Trust in 2016 as the Head of School at Thornton and successfully led the school from Requires Improvement to Good after just over 12 months. In 2018 she was appointed as the Headteacher at Thornton. With Thornton currently being the only small school in the Trust, Sarah has an understanding of the benefits a small school can bring but has also gained the experience of overcoming some of the challenges. She has assembled a very strong team who are all very proud of their achievements.

### **Mark Tuckwell - Head Teacher - Fairfield Primary School**

Mark joined Fairfield Primary School as a class teacher in 1996 and throughout his career and length of time at Fairfield, has taught in both KS1 & 2 as well as taking on a breadth and range of leadership roles. In 2009 he was appointed Deputy Head teacher and following the retirement of the then head teacher, co-led the school through a successful OFSTED Inspection in 2010. He has since successfully achieved NPQH (National Professional Qualification of Headship) and in Jan 2015, began working alongside Tim Sutcliffe (Executive Head) as Head of School. The school, under the new leadership structure and work across the Trust, has enabled the school to move from strength to strength. In June 2016, OFSTED recognised the school had gone through a period of underachievement and that since January 2015, "the school (had) undergone significant improvements". Mark became Head Teacher at Fairfield in September 2019.



### **Sara Aukland - Head Teacher - Newcroft Primary Academy**



Sara has been working in Education for more than 10 years. She started as a class teacher in a Nottingham City school and during her time there, led various core subjects. She also led the KS1 team and became a specialist in this area of school life. This enabled her to become a KS1 moderator for Nottingham City, supporting schools across the region. In 2017, she joined Newcroft Primary Academy as Assistant Head teacher, English leader and Year 2 Teacher. Sara has been the school's ITT coordinator for the past 3 years. She has worked closely with the University of Leicester in organising and leading teacher training across many schools in Symphony Learning Trust. She has also led newly qualified teacher training and support at Newcroft. In the Autumn term of 2019, Sara undertook on the role of Head of School at Newcroft and has been the Headteacher since the Autumn Term of 2020.

### **Chloe Dilks - Head Teacher - Ashby Willesley**



Chloe has worked in education for over 20 years and has experience of teaching every primary age range; this gives her an excellent understanding of how pupils progress and grow throughout their primary years, as well as their specific needs. She was awarded a Masters Degree in Education (Leadership and Management) in 2004 and is studying for her NPQH (National Professional Qualification for Headship). Chloe is always striving to make a difference to pupils' lives by ensuring that they receive inspirational, exciting and a well-rounded education that will prepare them for life. Chloe was a primary Deputy Headteacher for two years before progressing on to become Head of School at Ashby Willesley Primary School, and has been the seconded Head Teacher at Ashby Willesley from the Autumn term 2021 onwards.

### **Charlie Smith - Co-Head of School - Meadow Community Primary**

Charlie has been working in education for over 20 years starting as a class teacher and soon becoming a TOPS P.E. trainer for the county. In 2002 she became an Advanced Skills Teacher, supporting schools throughout the county with a focus on the 'more able' pupils. In 2007 she joined The Meadow Community Primary School as a teaching Deputy Head. Charlie has worked closely with colleagues from schools in Leicestershire and Northamptonshire to develop their teaching strategies and AFL. Since October 2017 her week is split 50/50 as a class teacher and as Head of School, which she thoroughly enjoys. As part of the SLT she developed an exemplification book to support staff with their understanding and teaching of mathematics. The book was highly praised by students at Leicester University who were using it.



### **Louise Allen - Co-Head of School - Meadow Community Primary**

Louise has worked in education for over 20 years and has experience of teaching across the primary age range with a particular passion for key stage 2. This has helped give her an excellent understanding of how pupils progress and grow throughout their primary years, with a particular interest in the wider needs these children can face. Louise is always striving to make a difference to pupils' lives by ensuring that they receive not only the best academic education that they are entitled to but also they have the best pastoral care to help equip them for the wider, and what can often be challenging, aspects of everyday life. Louise was an Assistant Head for 12 years before progressing to splitting the week 50\50 as a class teacher and Head of School at The Meadow Community Primary School, working alongside fantastic children and a team of dedicated staff.



## Rachel Mckeown - Head of School - Ashby Hastings

Having been in education since 2007, Rachel has developed as a forward thinking, passionate educator and is committed to ensuring all children are provided with inspiring new experiences which allow them to develop, progress and achieve. She has been a member of the Senior Leadership Team at Ashby Willesley Primary School since 2011, successfully completing a secondment as Assistant Head teacher as well as leading the school in the subjects of Maths, PSHE and History. Rachel has lead EYFS, introducing new initiatives and ensures that children experience a happy and successful transition to school. She has supported a wide range of professionals, including mentoring teaching students, newly qualified teachers as well as regularly leading subject network meetings throughout the Symphony Learning Trust.

Rachel is a highly motivated, ambitious and passionate leader who values the importance of high standards. She is dedicated to ensure that each and every child has the opportunity to maximise their potential to become confident, resilient learners, leaving primary school with an education that will prepare them for life.

Rachel will be the Head of School at Ashby Hastings from September 2021 onwards.



# The Business Group

## Talvinder Tundall - Chief Financial Officer

Talvinder has been the Chief Financial Officer at Symphony Learning Trust since 2016, having previously worked as a School Business Manager at a number of schools across Leicester City and Leicestershire County Council. Prior to which, Talvinder worked within the Financial Services and has over 20 years' experience within that Industry. Talvinder works closely with the CEO, Executive Heads and Senior Leadership Team. She leads the Business Development Group, which includes School Business Managers and provides school to school support. She is accountable and leads the DFE's financial governance programme across all schools within the Trust and other non-teaching aspects such as HR, Recruitment, Estates, Procurement, IT, Catering, implementing projects and services.



### **Lisa Watson - Senior School Business Manager**

Lisa has been the School Business Manager at Ashby Willesley Primary School since 2010, and became the Senior School Business Manager for the Trust in September 2018. The Senior SBM role involves close liaison with the CFO and Executive Headteachers. She provides support and advice to the team of Business Managers and Finance staff throughout the Trust. Lisa has obtained the Certificate of School Business Management and Leading from the Middle qualifications. Her work experience includes 10 years as a Business Manager in a secondary school and several financial roles in local government.



### **Diane Lane - Business Director**

Diane has been the Business Director at Newcroft Primary Academy since 2012, having been the School Business Manager since 1994. After completing the suite of Business Management qualifications, she became a facilitator of National College programmes in School Business Management and Leadership. She has provided School to School support for Heads and SBMs, coaching and mentoring for Apprentices and worked alongside Head Teachers in Collaborative Partnerships. Since 2016, Diane has worked closely with Executive Head Teachers as the Business Director within Symphony Learning Trust. In 2018, she became a Specialist Leader in Education for Symphony Teaching School Alliance.



### **Donna Hughes - Business Manager**

Donna has been the School Business Manager at Old Mill Primary School since 2017. Donna works to assist the Head Teacher in her duty to ensure that the school meets its educational aims. Donna has obtained the Certificate of School Business Management. Donna has been a SBM in primary education since 2007 previously working for a large national MAT. Previously to this Donna worked as a Legal Executive specialising in commercial conveyancing and company acquisition.



### **Daniel Wagg - Business Manager**



Daniel has been the School Business Manager at The Meadow Community Primary School since 2017, joining from a college where he had worked for a number of years. Daniel has successfully completed the Level 4 Diploma in School Business Management (CSBM) Programme. He leads on a number of areas at the school (Finance, HR, Procurement, Facilities) as well as supporting other Trust schools through the Business Development Group.

### **Natalie Smith - Business Manager**

Natalie started in August 2020 as a shared School Business Manager for Glen Hills Primary School and Fairfield Community Primary School and also joins our Business Development Group. Natalie has a number of years' experience working in other Primary Schools, gaining substantial knowledge and experience across a range of support management functions. Prior to this, Natalie worked in the Financial Services where she has over 9 years' experience working as a Branch Manager and Customer Relationship Coach for a high street bank. Natalie also worked for a number of years in a social care setting.



## **Chair of Trustees**

### **Nigel Harrison**



Since leaving university in 1998, Nigel has been working within the Hospitality sector with a strong focus on Learning and Development & Technology. At the start, this was purely for new employees but Nigel's enthusiasm for personal development led to him becoming the Training Manager with learning responsibility for over 1600 employees at a local Leicestershire Brewery. Nigel moved company 13 years ago and has been working since for the UK's leading Epos supplier. Throughout his career, Nigel has been passionate with regards to continuous personal improvement being key to achieving an individual's full potential; this has been for both himself and those he has been privileged to provide leadership for. Nigel's experience has led to strengths within recruitment and personnel management, technical and data analysis, leadership and strategic development and project management. Nigel is enthusiastic to bring his passion and experience to the Symphony Learning Trust and to ensure the ethos and aspirations ascertained at the foundation continue into the future.

# The Members

## **Bill Gilmour - Chair of Members**

Bill trained as an airline pilot. Extensive background of management positions at all levels up to full board member within the UK airline industry; mainly responsible for aircraft flight operation and flight safety. Considerable experience of working with the Civil Aviation Authority to ensure compliance of safety regulations and with Trade Unions to achieve staff harmony. Bill is a Fellow of the Royal Aeronautical Society and a Freeman of the City of London. He is also a Liveryman of the Worshipful Company of Air Pilots, a City of London Livery Company. Bill has been a Governor or Trustee since 2010, mainly as a Chair. Whilst Chair of Newcroft Primary School (now Academy), the Ofsted rating moved to Outstanding. Community involvement extends to an elected member of the local Town Council and Chair of a local Probus Club. Bill has excellent people skills, management experience and leadership qualifications to ensure high standards are achieved by the Trust.



## **Sue Davis - Member**

Following successful roles in banking and in the accounts department at Ford Motor Company, Sue took a career break to raise her children until they were of school age. Sue then completed a full-time four-year BA (QTS) degree in Primary Education and Mathematics, following which she worked as a primary school teacher where she became SENCO and Gifted and Talented co-ordinator. Between 2001 and 2008 Sue was a Teaching Fellow/Senior Teaching Fellow at the University of Warwick. From 2006 to 2008 she was Head of the Primary PGCE course. In 2008 Sue took up an appointment as a Senior Lecturer at the University of Leicester, where she became Head of the Primary PGCE Course from 2010 to 2017, leading the team to the University's first OFSTED outstanding grading in November 2015. In 2017 Sue was promoted to Co-Director of Learning and Teaching, taking on responsibility for ITE across primary and secondary: University-led, School Direct and SCITT routes.



## **Sally Cox - Member**

Sally has been teaching since 1977. Initially, she taught in two comprehensive schools in Nottinghamshire and Derbyshire where she taught Geography and was a Second in Faculty. Since 1983, Sally has held senior roles and responsibilities in Leicestershire. She was Director of Sixth Form at King Edward VII in Melton Mowbray for three years and more recently, Sally has been the Deputy Principal and Principal at Wigston College (formerly Guthlaxton College). Sally has always been committed to making a difference for young people. She has been involved in the development of the Wigston Academies Trust to secure this commitment and ensure that secondary education provision meets the needs of all young people. Sally has enjoyed a range of responsibilities including teaching and learning; post 16; attendance; behaviour and safety; early years' provision; student outcomes and leadership and governance. This has brought great challenge and a broad understanding of educational issues. Sally effectively led the development of the Arts in the community and Extended Schools which has secured a wealth of experience of working with a broad range of stakeholders. As a Principal, Sally has embraced the role of lead professional, securing the support of students, parents/carers, colleagues, governors and other external partners.



## **Nigel Grimshaw - Member**

Nigel commenced his primary teaching career in 1972. He worked in three Derbyshire schools between then and 1979 when he became headteacher of Riddings Junior School for six years. During those years he completed a higher degree and was awarded an advanced diploma in educational management. He was then appointed to the headship of Etwall Primary School, again in Derbyshire, before moving to his final headship at Riverside Primary School in Birstall, Leicestershire, in 1991.

Nigel was appointed as a Primary Link Adviser in Leicestershire in 1997 where he spent four very happy years working with various individual and groups of schools. During that period, he successfully completed his training as a School Improvement Partner; as an External Adviser for the performance management of headteachers, a role he continues to do to the present day; and as an Ofsted inspector. Nigel continued as an associate Ofsted inspector until he retired from that role two years ago, having been a team inspector and then a lead inspector for ten years.

Upon leaving his advisory role in Leicestershire, Nigel became the School Improvement Officer for Derby; before setting up as an independent consultant with his own company, NG Education Ltd, in 2007. This is Nigel's current role, although it is more on a part-time basis than previously.

Nigel is also a trained Investors in People adviser and a Basic Skills Quality Mark assessor.

Nigel has enjoyed being a school governor for more than forty years and his favourite role has always been to deliver governors' training for various local authorities.



## Professor David Park - Member

Professor David Park is Associate Dean (External Engagement) and Director of Executive Education at the University of Nottingham's Business School and, in his role as a Professor in Entrepreneurship & Innovation, he lectures and mentors students at all levels in entrepreneurship, IP commercialisation and innovation. He is also an Entrepreneur in Residence (under the UK's Small Business Charter) actively supporting a number of early-stage companies across the UK at both strategic and operational levels.

Although his degrees are in engineering and artificial intelligence, he has previously set-up / run start-ups in the UK and New Zealand in a variety of sectors ranging from satellite navigation and geospatial engineering to professional CPD (enhancing employability skills for UK civil servants) and commercialising new food ingredients. He has first-hand experience raising start-up funds (\$multiM), growing effective, multi-disciplinary teams, and completing \$multiM licensing deals with a FTSE100 plc.



David has 4 teenage children and enjoys walking the dogs, archery and sailing

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**Chair of Trust – Mr Nigel Harrison**  
**Chief Executive Officer – Mr Tim Sutcliffe**  
**Chief Financial Officer - Mrs Talvinder Tundall**

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