

Chief Executive Officer (CEO)

Areté Learning Trust

Application Pack

Dear applicant,

Having been involved with Catherine Brooker, our CEO, from the trust's inception, she and I share the same commitment to ensuring the values and aspirations of Areté Learning Trust are realised in practice as we plan for further growth and development.

Catherine's decision to retire provides an opportunity for a strong and experienced leader, with demonstrable experience of organisational development and school improvement to take responsibility for the next stage in our journey.

The new CEO will benefit from the support of a strong board of directors with a wide range of skills. If you share our vision of education, and can bring to the trust inspirational and dynamic leadership, we'd like to hear from you. This is an opportunity for a truly exceptional candidate to make a difference as a trust and system leader, working with our schools' and trust-wide executive leaders in a beautiful part of the country.

Please complete the application form in this pack, ensuring you make clear qualifications achieved and if there are any gaps in your employment history, the reasons for these. Please include with the form a statement in which you make clear the impact you have made in a senior leadership role(s) and the ways in which your skills and experience make you a suitable candidate for the role we have advertised. Please note that we are seeking evidence of effective leadership; we want to know what you have learned, the impact you have had and how that experience equips you to take on the position of CEO of Areté Learning Trust. Salary to be negotiated - six figure salary dependent on experience and expertise.

If you require any further information or would welcome a preliminary conversation with the CEO, please contact Miss J Hargreave, HR Admin Officer, using the following email address recruitment@aretelearningtrust.org or telephone [07939 297945](tel:07939297945).

The closing date for receipt of applications is **Monday 23rd November 2020**

Interviews are likely to take place week commencing **Monday 30th November 2020**

A handwritten signature in dark ink, appearing to read 'Stewart Brennan', with a long horizontal flourish extending to the right.

Stewart Brennan
Chair of the Board, Areté Learning Trust

Dear colleague

It is with very mixed feelings that I would encourage you to apply for the role of CEO of our trust, but the time is right for me to retire! Currently comprising three formerly North Yorkshire maintained schools, one of which we chose to sponsor in line with our moral purpose to support schools facing difficulty, we value the distinctive communities each one serves, whilst fostering close partnership working. A tenet set down when we established the trust was that our schools would be close enough to facilitate effective collaboration.

Our sense of purpose is encapsulated in our name which was chosen specifically because of its significance to our vision of education. The Greek word **ἀρετή** - Areté as we transcribe it - embraces not just academic achievement but wider ideals, including moral values, the idea of excellence being intrinsically linked to the concept of perfecting oneself. In the ancient world, this notion of excellence encompassed the aspiration to fulfil purpose – becoming the best one can be – it is associated in mythology with bravery, with generosity of spirit and with achievement. The concept implies that as individuals and as a community, our actions matter: in a complex world, human value and meaning can be judged by our contribution, our efforts, behaviours and self-improvement. The word **ἀρετή** is analogous to deep learning – the pursuit of knowledge, in terms of self-awareness as well as academic study: the belief that studying is the highest form of happiness is particularly appropriate for schools.

Formerly a headteacher in the South East before moving to North Yorkshire to take on the headship of Stokesley School in 2007 and subsequently establishing the trust, I would recommend living in and working in what is a glorious area, with the Yorkshire Dales, The North Yorkshire Moors National Park, the Cleveland Hills and a beautiful coastline all within easy striking distance. We have a very supportive Board and our headteachers are ambitious for their schools and for the trust as a whole. If you would like to visit before submitting an application, you are welcome to do so. However, I would emphasise, this forms no part of the selection process and no judgement will be made about candidates who do not do so! We are all busy people and some prospective candidates might face a long journey, under the mistaken impression that failure to visit would be regarded as a lack of interest. There will be opportunities to visit our schools and to meet the headteachers as part of the selection schedule. You are also welcome to contact me if that would be helpful.

I am very keen to ensure the trust appoints a strong CEO whose values are in keeping with ours, to whom I can hand over responsibility so that our strategic priorities are realised to benefit all young people whose future we help to shape. I look forward to meeting you.

Kind regards

A handwritten signature in dark ink, appearing to read 'C Brooker', with a stylized, cursive script.

Catherine Brooker
CEO, Areté Learning Trust

JOB DESCRIPTION

POST TITLE:

CHIEF EXECUTIVE OFFICER

REPORTING RELATIONSHIP

The Board of Trustees

JOB PURPOSE:

The CEO will be responsible for the development of Trust wide strategies and action plans which will result in the improvement of educational standards and governance across the Trust;

Through inspirational leadership and rigorous policy development the CEO will create a culture of constant improvement, implementing effective systems of organisation and control and high levels of professional standards to secure the highest possible achievement for all in every aspect of the Trust's provision.

PRINCIPAL ACCOUNTABILITIES

The Chief Executive Officer will, in executing all of the functions and responsibilities of the Chief Executive and Accounting Officer of the Trust:

- secure the realisation of the education vision of the MAT and act as an ambassador inspiring and empowering others, whilst maintaining a high standard of personal integrity and professional conduct
- work with the Board of Trustees, local governing bodies, executive and school leaders to define and deliver the Trust's vision, aims and objectives through inspirational and motivational leadership, clear strategic direction, with demanding and measurable targets
- ensure the MAT is run efficiently, effectively and in compliance with statutory and regulatory frameworks; ensuring effective systems are in place for the management and monitoring of the Trust and budgets of member schools, maximising financial resources, exploring opportunities for increasing levels of external funding, and securing value for money in all operations
- ensure the strategic development plan is underpinned by sound financial advice and business planning in accordance with development priorities and targets to deliver well-resourced provision within the Trust and its member schools in order to facilitate constant improvement with the aim of all students having the opportunity to Be The Best They Can Be
- enable all schools within the MAT to deliver and sustain educational excellence by managing and supporting the implementation of school improvement strategies and demanding outstanding academic progress, achievement and success through the development of confident learners within a culture of inclusiveness
- lead on developing and coordinating partnership work; developing opportunities through partnerships, maintaining open, transparent and constructive relationships with key stakeholders.
- develop strong relationships with educational partners to enhance educational provision to create the optimum educational opportunities for all students across the Trust
- work with Members, Trustees and Local Governing Bodies to ensure robust governance structures are in place and actively adding value to the work of the MAT and member schools; working with all stakeholders, to develop a vision and growth strategy for the MAT, building capacity for opportunities to widen the Trust's provision for the benefit of local communities, and developing appropriate transitional arrangements for schools new to the MAT
- work with local governing bodies and senior colleagues to build effective teams to support collaborative approaches to provision and foster respect and encourage openness and sharing of

ideas; create a supportive learning culture across the MAT promoting a culture of common accountability in all staff for pupil performance and attainment

TEACHING & LEARNING

The Chief Executive Officer will work with the MAT executive leadership team to:

- determine and implement demanding curriculum provision and related assessment that meets statutory requirements and the Trust's education vision for the pupils within the Trust
- promote excellence in teaching and learning and ensure a continuous and consistent MAT-wide focus on students' achievement using data and benchmarks to monitor progress, within a culture of challenge and support
- maximise the performance of all students through high quality teaching and learning which motivates, challenges and empowers
- have a clear understanding of the strengths and weaknesses of all schools within the MAT in order to support them in raising standards
- ensure that learning is at the centre of strategic planning and resource management across the MAT
- provide regular reports on each member school's educational performance to the Board of Trustees.

LEADERSHIP & STRATEGY

The Chief Executive Officer will:

- be the focal point for the provision of dynamic, consistent and motivational leadership promoting a culture of organisational success
- implement the clear vision of, and lead, with the co-operation of the Board of Trustees, the ethos, development and success of the MAT
- line manage executive trust leaders
- work with school leaders to create and implement a strategic plan, which identifies collective priorities and targets, to enable each school to achieve its agreed targets
- provide dynamic, consistent and motivational leadership, recognising the structure of each individual school
- evaluate critically overall performance of the MAT
- oversee performance management practices to ensure staff are motivated and enabled to carry out their respective roles to the highest standard
- maintain an overview of staffing structures as agreed by Trustees to ensure the Trust's management and organisational structures are fit for purpose and facilitate continuous improvement
- ensure that communication across the MAT is effective so that all members of staff receive the relevant information to carry out their professional duties
- ensure structures deliver student progression and raise attainment
- ensure that the assessment and progress measures within each school are accurate and consistent
- ensure that all schools are fully compliant with current safeguarding procedures and legislation

PERFORMANCE & HUMAN RESOURCES

The Chief Executive Officer will:

- work within the MAT policy framework supporting school leaders, to motivate staff and in setting clear and aspirational goals in order to ensure the effective operation of the Trust and to achieve its objectives
- establish mechanisms for reporting to all stakeholders within an agreed timescale
- strengthen the MAT's position in the wider community and with all stakeholders and support school leaders in developing a strong working relationship with their local community and across the MAT

- maintain a flexible approach to work and location
- act as main contact for all schools within the MAT and ensure that any circumstances which might compromise the good reputation of the MAT are reported to the CEO to determine the appropriate response
- ensure that schools promote effective partnerships with all parents and carers, to support and improve students' achievement and personal development
- develop an ethos which enables everyone to work collaboratively, share knowledge and understanding and celebrate success and accept responsibility for outcomes
- reflect on and recognise the personal contribution by individuals to the MAT's achievements,
- develop and implement MAT strategies and policies in line with statutory requirements and models of best practice

ACCOUNTABILITY

The Chief Executive Officer will:

- continue to develop the organisation and ethos of the Trust so that all staff individually and collectively recognise that they are accountable for its success
- provide information, objective advice and support to the Trust Board to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money
- present a coherent and accurate account of the Trust's performance to a range of audiences, including Trustees, LGBs, OFSTED and others
- serve as a key member of the Trust Board, representing the Trust to a variety of audiences and supporting all necessary functions for school management and success.
- carry out any such duties as may be reasonably required by the Trust Board
- ensure all legislative and statutory requirements for academies are met and are compliant with the Academies Handbook and other Department for Education and EFSA guidance

SAFEGUARDING

The Chief Executive Officer will:

- promote the MAT's commitment to safeguarding and the welfare of children and young people
- ensure that the policies and procedures relating to safeguarding and safer recruitment are adopted by the Trust Board and are fully implemented

EQUALITY & DIVERSITY

The Chief Executive Officer will:

- ensure compliance to the provisions of the Equality Act 2010
- ensure systems and policies are in place to enable everyone employed across the MAT to be treated fairly and equitably
- build an excellent collaborative learning culture
- support school leaders in developing staff by ensuring access to high quality continuing professional development for all
- ensure and enhance effective working relationships across all schools in the MAT and other partners, sharing best practice
- develop and maintain relationships with all stakeholders, optimising the contribution of others
- demonstrate a personal commitment to keeping abreast of educational developments and best practice management practice in order to maintain a culture of high expectations for self and others.

STRENGTHENING COMMUNITY

The Chief Executive Officer will:

- strengthen partnership and community working
- Promote positive relationships and work with colleagues in other organisations and external agencies
- represent the MAT to a variety of audiences and support all necessary functions for Trust management and success.

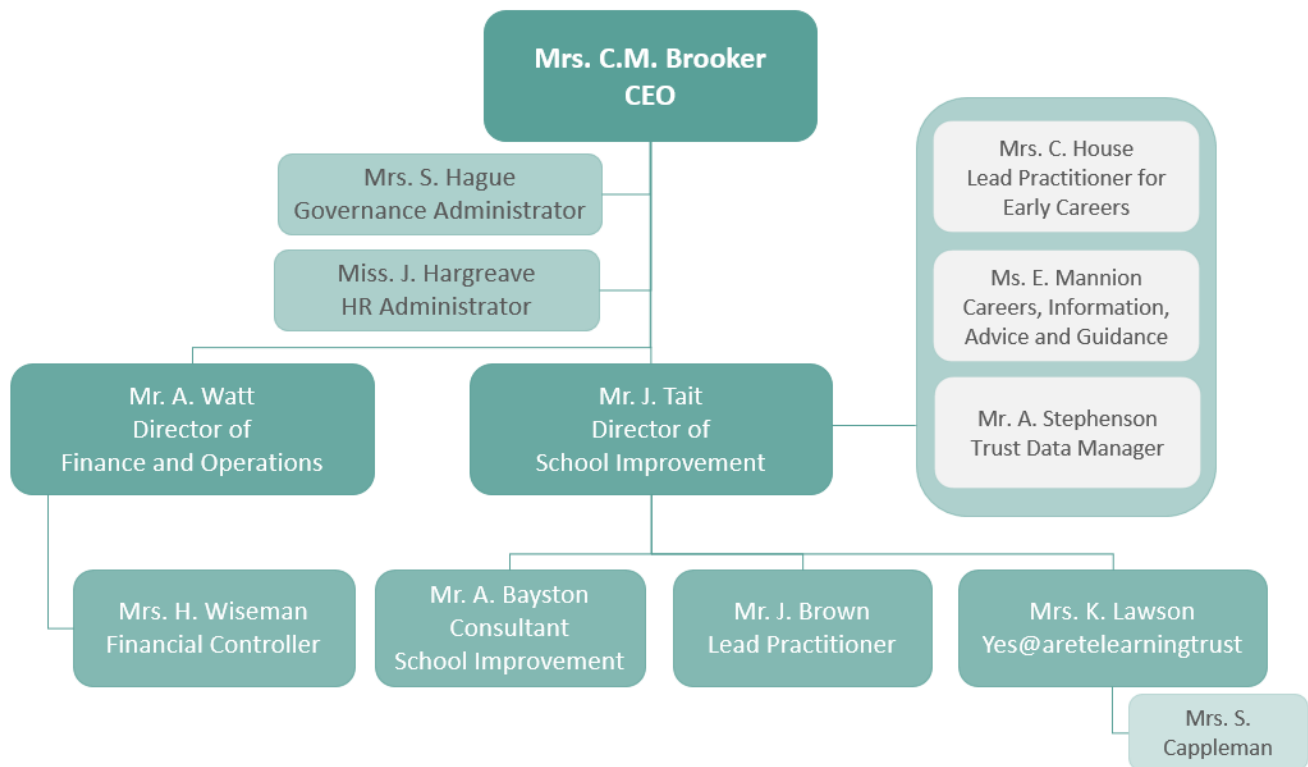
PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL TRUST POLICIES.

The successful applicant will be subject to relevant vetting, health and reference checks, including a satisfactory enhanced disclosure before an offer of appointment is confirmed. Following appointment, the employee will be subject to re-checking as required from time to time by the trust.

Person Specification

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| Well-honed leadership skills, which foster the development and implementation of the agreed strategic vision and value, set which is widely adopted and enacted by others. |
| A leader who generates positive and readily applicable ideas which he/ she then implements with enthusiasm and flair. |
| Excellent verbal and non-verbal communication skills, which result in the effective management of others by being respectful, open-minded, empathetic, fair and firm. |
| Effective negotiator whose judgement is analytic and evaluative in complex scenarios. |
| Capable of evaluating and interpreting data and utilising the results to ascertain and evaluate the Trust's deliverables and results. |
| Delivers continuous improvement throughout the Trust's operations by the creation and adoption of effective and clearly thought out strategies. |
| Highly competent educator who will provide the lead in defining professional competence and will set exacting standards for the achievement of results. |
| Familiar with and an advocate of, change and its effective implementation to enhance service provision. |
| Totally familiar with risk management and the ability to take decisions which reflect the level of risk being presented. Capable of responding to unforeseen challenges in a coherent, calm and expeditious manner displaying confidence in the process. |
| Excellent communication and presentation skills, both oral and written including confidence in public speaking. |
| Ability to, and experience of, the development of networks, which enhance and develop the Trust's outputs and influence whilst increasing community awareness of the Trust's impact. |
| Displays high standards of integrity and probity. |

Areté Learning Trust – Organisation Chart



Working Collaboratively

Areté Learning Trust's governance is underpinned by shared vision, values and aims that give purpose to all our actions. All Members, Trustees, Governors, and schools will promote the vision and subscribe to the values and aims set out below. We recognise that the partnership, communication and relationship between each part of the organisation is key to delivering our vision. We expect all Members, Trustees, Governors, Senior Leaders and staff in our schools to work collaboratively and, drawing on the best practices of working with others, ensure that the whole is greater than the sum of our parts. The Terms of Reference for our committees, including the LGBs, are intended to secure a common understanding about who is responsible for decision-making, and the mechanisms by which others can provide valuable input to decision making.

LGB Chairs meet regularly with each other and with the MAT's Chief Executive Officer (CEO) and Chief Finance Officer – the statutory function of our Director of Finance and Operations, Andrew Watt. Our Governance Manager ensures that all LGB minutes and reports are made available to the Board, including the details and data on standards in the schools, and reporting on activity and ways in which each LGB has supported and challenged its school leadership.

We believe that strong local governance is the most effective way to build successful schools and, in most circumstances, we delegate crucial responsibilities of governance for each school to the relevant Local Governing Body (LGB). There should be no duplication of governance, and decisions should be made as close as possible to the impact of that decision. As well as the Terms of Reference, the Scheme of Delegation and its appendix (DDL) provides details of the levels of delegation.

ALT's Governance Manager ensures that the biannual LGB Chairs' reports are completed for review by the Board.

LGBs have access to the minutes of MAT Board meetings and the Board consults with the LGBs on any new proposals - this is a primary purpose of the scheduled CEO/ LGB Chairs' regular meetings.

Every school is assigned a MAT Board Representative who will attend LGB meetings at least once per year, though any Board Member can attend and vote at any LGB meeting.

Annual Budget Plans are submitted to, and discussed with the CFO and CEO, prior to approval by the Board.

Training events and meetings open to everyone involved in governance across the trust are planned and take place throughout the year.

Increasingly, governors from different schools are sharing expertise and supporting each other by volunteering to sit on panels and committees – a further benefit of this being to improve consistency and providing a disinterested perspective.

We have a clear Code of Conduct for all those involved in governance of the trust, which includes adherence to the Nolan Principles. In addition, in order to carry out their responsibilities effectively we believe that as governors, we need to demonstrate the following characteristics:

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| Commitment | Devoting the required time and energy to the role and being ambitious to achieve the best possible outcomes for young people; being prepared to give time, skills and knowledge to developing ourselves and others in order to contribute to highly effective governance. |
| Confidence | Having an independent mind, able to lead and contribute to courageous conversations, to express opinion and to play an active role at Board level or as a member of an LGB. |
| Challenge | Providing respectful but robust challenge to school leaders, not taking information or data at face value and always driving for improvement |
| Concern | Balancing the responsibility to challenge with awareness of the pressures faced by Headteachers and their senior teams; being aware of workload issues and the pressures on them; particularly focusing concern on those in most need of support, especially disadvantaged and vulnerable students. |
| Curiosity | Possessing an enquiring mind and an analytical approach to, and understanding of, the value of meaningful questioning |
| Collaboration | Being prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within trust governance and with executive leaders, staff, parents and carers, students, the local community and employers |
| Critical Thinking | Understanding the value of constructive critical dialogue which facilitates self-reflection, challenge and support; pursuing learning and development opportunities to improve effectiveness |
| Creativity | Challenging conventional wisdom and being open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success |

We continue to develop our governance arrangements to shape and take account of best practice in the sector and ensure we regularly assess the effectiveness of our governance.

Areté Learning Trust Governance Behaviours

Whilst there is lengthy guidance about **governance structure**, concerned primarily with the process and tasks of committees/ boards, which is a necessary foundation to effectiveness, **governance culture** is also important. It is in the cultural context that determines the power structures and without attention to this, it is easy to fall into a pattern of “group-think”. Equally important is **governance behaviour** including competence, the skills and experience represented collectively and individually, the character and personal behavioural style of members, and the character and competence match of them with the strategic direction of the organisation.

Behaviours we demand of ourselves as contributors to ALT governance

We aspire to ensure that we:

- take personal responsibility for our actions and decisions
- have a strong sense of self-esteem and confidence while remaining humble
- interact with others and make decisions with integrity and honesty
- are in control of our emotions and personal habits
- have attitudes that are helpful, productive and constructive
- champion board/committee decisions, whether originally in favour or not
- consistently demonstrate discretion, confidentiality, unity and responsibility
- will not fail to challenge executive leaders, but will do so in a way that is constructive and respectful
- are trustworthy *and* trust – *but verify*

We will endeavour, as individuals and as a group, *not to*:

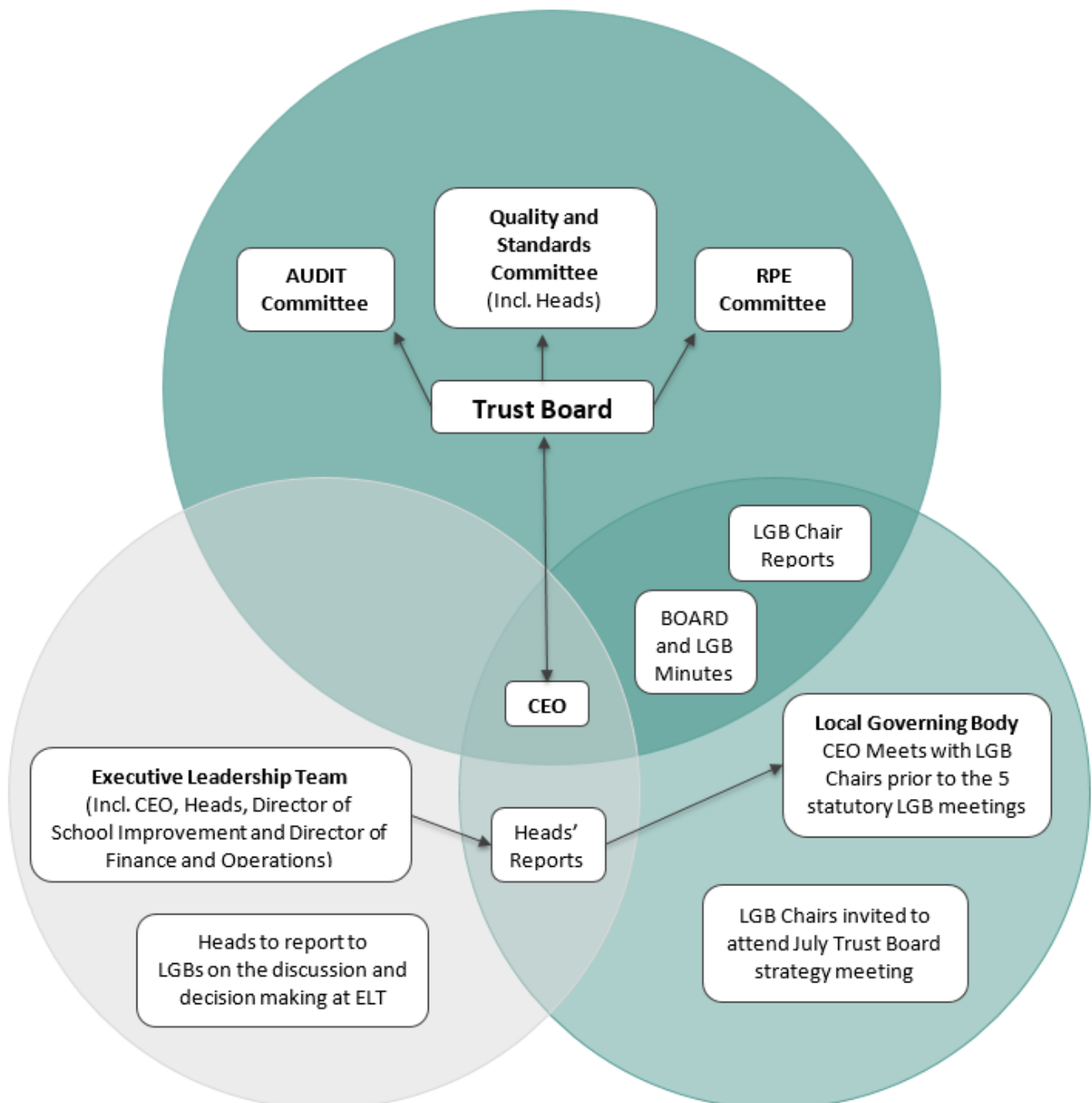
- make excuses
- be preoccupied with personal perspective and interests
- easily take offence
- become defensive if challenged in any way
- attempt to manipulate others in order to achieve an end
- blame others for our own failures
- deal poorly with conflict by acting emotionally
- criticise simply because a decision is not what we/I want
- speak against board or management decisions and strategies in the community
- become easily stressed by the small things and be unable to see the bigger picture
- not listen to alternative views, preferring to hear own voice above all others

To continue to improve our effectiveness, we will:

- **keep to the remit of the board/ committee**
- **state views and ask genuine questions**, avoiding monologues and arguments so that different points of view can be explored
- **share relevant information** to enable us to develop a comprehensive, common set of information with which to solve problems and make decisions
- **explain reasoning and intent** to enable members to understand how others reached their conclusions and understand where members’ reasoning differs
- **focus on interests, not positions** – thereby minimising unproductive conflict and increasing our capacity to develop solutions
- **test assumptions and inferences** to ensure that decisions are informed by valid information
- **jointly design next steps** to ensure that everyone is committed to moving forward together

In seeking new members, we look for people with specific skills, experience and knowledge but will also actively prioritise those with the less easily defined qualities and skills, including –

- Sense of personal responsibility and self- management
- Self-esteem
- Integrity and honesty
- Sociability and interpersonal skills
- Emotional maturity
- Team player
- Servant leadership
- “Can do” attitude
- Humility
- Respect for diversity and difference



Medium Term Strategic Priorities 2020 -2023

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| Improve the educational experience and outcomes for all students whatever their starting points |
| Ensure that the principles and practice of collaboration drive improvement across all our schools, reflected in external validation, including Ofsted judgements |
| Develop a sustainable model for Post 16 provision |
| Develop a trust model of alternative/ enhanced provision for students who will benefit from this |
| Plan and implement a trust-wide wellbeing, mental and physical health programme for all students |
| Implement a trust wide stage-appropriate professional development curriculum for leaders, teachers & support staff |
| Further develop and embed the Staff Wellbeing Strategy so that staff workload, wellbeing and mental health are intrinsic to the schools' and trust ethos and culture |
| Further develop a Quality Assurance Programme across the Trust with external validation/ peer review |
| Ensure the trust continues in a secure financial position to operate effectively in the face of increasing costs and inadequate funding to improve working conditions and provision for staff and students |
| Enhance the trust's contribution to system leadership as an exemplar of excellent practice |
| Ensure that further measured expansion enables the trust to have the resource, access to guaranteed funding and capacity to deliver economies and efficiencies by building the infrastructure of the trust and considering all growth options |
| Work towards the core aim of seamless cross phase learning by including primary schools and potentially an FE college within the trust |
| Ensure that strategic succession planning secures seamless transition in terms of Exec. and non-Exec. roles |

Specific key foci for 2020-2021

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| Recovery, Refresh and Relaunch of schools' provision |
| Secure best value of additional Catch up funding by its strategic use and impact |
| Development and securing impact of enhanced Central Services Team |
| Rationalisation of support services – ICT, MIS, Finance |
| Successful, timely completion of Northallerton building project within budget |
| Further improve governance |

ALT Committees 2020-21_Meeting Dates

| | Aug-20 | Sep-20 | Oct-20 | Nov-20 | Dec-20 | Jan-21 | Feb-21 | Mar-21 | Apr-21 | May-21 | Jun-21 | Jul-21 | Aug-21 | |
|-----|--------|--------|------------|------------|--------|-----------|--------|------------|--------|--------|--------|--------|--------|-----|
| Mon | | | | | | | 1 | 1 | | | | | | Mon |
| Tue | | 1 | | | 1 | | 2 | 2 | | | 1 | | | Tue |
| Wed | | 2 | | | 2 | | 3 | 3 | | | 2 | | | Wed |
| Thu | | 3 | 1 | AUDIT/ RPE | 3 | | 4 | AUDIT/ RPE | 1 | | 3 | 1 | | Thu |
| Fri | | 4 | 2 | | 4 | 1 | 5 | 5 | 2 | | 4 | 2 | | Fri |
| Sat | 1 | 5 | 3 | | 5 | 2 | 6 | 6 | 3 | 1 | 5 | 3 | | Sat |
| Sun | 2 | 6 | 4 | 1 | 6 | 3 | 7 | 7 | 4 | 2 | 6 | 4 | 1 | Sun |
| Mon | 3 | 7 | 5 | 2 | 7 | 4 | 8 | 8 | 5 | 3 | 7 | 5 | 2 | Mon |
| Tue | 4 | 8 | 6 | Q&S | 8 | 5 | 9 | 9 | Q&S | 6 | 8 | 6 | 3 | Tue |
| Wed | 5 | 9 | RPE | 7 | 9 | 6 | 10 | 10 | | 7 | 9 | 7 | 4 | Wed |
| Thu | 6 | 10 | | 8 | 10 | BOARD - B | 11 | SS LGB | 11 | 8 | 10 | 8 | 5 | Thu |
| Fri | 7 | 11 | | 9 | 11 | | 12 | | 12 | 9 | 11 | 9 | 6 | Fri |
| Sat | 8 | 12 | 10 | 7 | 12 | 9 | 13 | 13 | 10 | 8 | 12 | 10 | 7 | Sat |
| Sun | 9 | 13 | 11 | 8 | 13 | 10 | 14 | 14 | 11 | 9 | 13 | 11 | 8 | Sun |
| Mon | 10 | 14 | 12 | 9 | 14 | 11 | 15 | 15 | 12 | 10 | 14 | 12 | 9 | Mon |
| Tue | 11 | 15 | Governance | 10 | 15 | 12 | 16 | 16 | 13 | 11 | 15 | 13 | 10 | Tue |
| Wed | 12 | 16 | | 11 | 16 | 13 | 17 | 17 | 14 | 12 | 16 | 14 | 11 | Wed |
| Thu | 13 | 17 | NS LGB | BOARD - B | 12 | NS LGB | 17 | BOARD - B | 15 | 13 | 17 | NS LGB | 15 | Thu |
| Fri | 14 | 18 | | 13 | 18 | 15 | 19 | 19 | 16 | 14 | 18 | 16 | 13 | Fri |
| Sat | 15 | 19 | | 14 | 19 | 16 | 20 | 20 | 17 | 15 | 19 | 17 | 14 | Sat |
| Sun | 16 | 20 | | 15 | 20 | 17 | 21 | 21 | 18 | 16 | 20 | 18 | 15 | Sun |
| Mon | 17 | 21 | | 16 | 21 | 18 | 22 | 22 | 19 | 17 | 21 | 19 | 16 | Mon |
| Tue | 18 | 22 | RS LGB | 17 | RS LGB | 19 | 23 | RS LGB | 20 | 18 | 22 | RS LGB | 20 | Tue |
| Wed | 19 | 23 | | 18 | 23 | 20 | 24 | 24 | 21 | 19 | 23 | 21 | 18 | Wed |
| Thu | 20 | 24 | SS LGB | 19 | SS LGB | 21 | 25 | NS LGB | 22 | NS LGB | 20 | SS LGB | 22 | Thu |
| Fri | 21 | 25 | | 20 | 25 | 22 | 26 | | 23 | 21 | 25 | 23 | 20 | Fri |
| Sat | 22 | 26 | | 21 | 26 | 23 | 27 | 27 | 24 | 22 | 26 | 24 | 21 | Sat |
| Sun | 23 | 27 | 25 | 22 | 27 | 24 | 28 | 28 | 25 | 23 | 27 | 25 | 22 | Sun |
| Mon | 24 | 28 | 26 | 23 | 28 | 25 | 29 | 29 | 26 | 24 | 28 | 26 | 23 | Mon |
| Tue | 25 | 29 | 27 | 24 | 29 | 26 | 30 | 30 | 27 | RS LGB | 25 | 27 | 24 | Tue |
| Wed | 26 | 30 | 28 | Q&S | 30 | 27 | 31 | 31 | 28 | | 30 | 28 | 25 | Wed |
| Thu | 27 | | 29 | AUDIT/ RPE | 31 | 28 | | | 29 | SS LGB | 27 | 29 | 26 | Thu |
| Fri | 28 | | 30 | | | 29 | | | 30 | | 28 | 30 | 27 | Fri |
| Sat | 29 | | 31 | | | 30 | | | | | 29 | 31 | 28 | Sat |
| Sun | 30 | | | 29 | | 31 | | | | | 30 | | 29 | Sun |
| Mon | 31 | | | 30 | | | | | | 31 | | | 30 | Mon |
| Tue | | | | | | | | | | | | | 31 | Tue |
| | Aug-20 | Sep-20 | Oct-20 | Nov-20 | Dec-20 | Jan-21 | Feb-21 | Mar-21 | Apr-21 | May-21 | Jun-21 | Jul-21 | Aug-21 | |