Be Pioneering, Be Altruistic, Be Ethical

# Continuous School Improvement

## Schools for Every Child

*Version 2- January 2026*

# Executive Welcome

Schools for Every Child was created to do things differently for the benefit of children, families and the wider system. Our name reflects our purpose.
Within our group, we aim to ensure that there is a school for every child, without any school losing its distinctive identity. Each school has its own character and its own way of meeting our shared goal:

***Preparing Learners for the World that Awaits.***

I am Dr Lee Faris, CEO of the Trust. My academic and professional work has highlighted the weaknesses of the current academy system, especially the loss of headteacher autonomy and the rise of overly prescriptive models. Rather than critique from the side-lines, I chose to build something better. Together with our Executive and Wider Leadership Team, I lead a Trust shaped by strong values, high expectations and genuine professional trust.

Our vision, 'Preparing Learners for the World that Awaits', underpins everything we do. We believe in schools that actively promote individuality, as long as they work towards the same goal. We do not ask schools or leaders to fit a single blueprint. Our decisions are guided by our values of being pioneering, altruistic and ethical. These shape how we support pupils, families and staff across every community we serve.

We aim for our Heads to be strong, enabled and effective leaders for the world that awaits, with the knowledge, skills, judgement and resilience to prepare our children for that future.

Unlike many MATs, we do not centralise leadership in ways that de-skill heads. Autonomy is the cornerstone of our model. I do not believe in removing challenges from school leaders. Real growth occurs when leaders develop the judgement and resilience to face difficulties themselves, with coaching, guidance and support rather than control.

While Trust HQ is ultimately accountable for standards, outcomes and wellbeing, we reject the assumption that accountability must automatically translate into uniform control. We believe sustainable, future-proofed systems are built by creating the conditions in which great schools can flourish, not through authoritarian centralisation. This is why we operate a clear and rigorous system of school categorisation: not to control schools, but to enable freedom. By being precise about levels of need and support, we avoid blanket intervention and respond proportionately. Strong schools retain autonomy, while those facing challenge receive focused support. Our role is to provide a safety net, clarity of purpose and ethical guardrails so leaders feel secure enough to innovate, expand provision and take considered risks. When things go well, success rightly belongs to schools; when challenges arise, responsibility is shared. This model is harder to evidence than centrally mandated programmes, but it is this culture of trust, discipline and collective accountability that allows high-quality education to thrive.

While I have a track record of turning schools around, taking over each school would block others from gaining the same expertise. We resist the expectation that the centre should "fix" every issue. Instead, we build confident, capable leaders who make excellent decisions for their own communities, based on the facts they have on the ground.

Our Central Team strengthens this autonomy. We provide high-quality CPD, mental health support, coaching, specialist insight, and services that individual schools could not afford on their own. We have conformity by consensus, ensuring standardisation only when it safeguards children or strengthens the collective vision.

A defining feature of our Trust is our commitment to inclusion. Every school has a resourced provision to support children with additional needs, reflecting our belief that all pupils deserve to thrive in their local community. This ensures genuine parental choice and a breadth of offer within our group.

This document outlines our approach to school improvement, the expertise we offer and the principles that guide our work. Schools for Every Child is more than a Trust. It is a movement for a fairer, more creative and more ethical education system.

In a world shaped by rapid change, digitalisation and artificial intelligence, we aim for every pupil to leave our schools as altruistic, ethical and pioneering young people. Each of our schools may nurture these qualities in its own distinct way, but we are united in the belief that these values and skills are what will set our pupils apart and enable them to thrive in an uncertain and increasingly complex future.

Pioneering
Ethical
Altruistic

## Shared Moral **Rooting**

The driving force that gives ethical and moral validity to our Trust. A higher purpose that can be relied upon to drive the organisation. A rooting is long-lasting and outlives the wishes of one individual or another:

**UNICEF Rights of The child**

## Shared **Values**

Actions and things we do day to day; we live our values to get to our vision:

### Altruistic

- Doing good things whenever, however and to whoever you can

### Pioneering

- Striving to discover new things and exceed expectations

### Ethical

- Making conscious decisions to be kind and fair

## Shared **Vision**

Our aspiration for the future. This holds the organisation's different parts together. The shared vision is something each part works towards in its own way. It is specific enough that it sets us apart from others in the same field.

**Preparing Learners for the World that Awaits**

# CORE OFFER

**Ongoing**

- Whole Trust INSET days provide a platform for consultation, sharing, conveying messages and providing high-level continuous professional development (CPD).
- Staff are encouraged to develop their skills through regular performance management reviews (PMRs) and are provided with support to complete national professional qualifications (NPQs) as part of our trust **CPD Ladder** (Appendix 1).
- Externally facilitated Headteacher PMR.
- Access to our **Aspiring To Leadership** programme (appendix 6).
- Chair of Trustee visits and follow-up reporting.
- Creation, and Central Team monitoring of statutory policies to uphold schools' compliance.
- Site and health & safety (H&S) compliance is continuously tracked by the Trust Compliance Manager using an electronic system that prevents key deadlines from being missed, and ensures that each school has the necessary site risk assessments.
- School to School support and the sharing of expertise.
- The Trust staff portal serves as an 'ordinarily available provision' that guides staff members to resources, including Trust staff who can offer support as required.
- Deployment of mentors across the Trust to offer short and medium term support.

**Weekly**

- The Executive Leadership Team meets weekly to discuss each school and provide support when issues are raised.
- Bespoke external specialist attendance support commissioned for each school. This provides operational and leadership support to drive up attendance.
- Trust wide training for operational staff, led by the CEO, Chief Operations Officer (COO) or Executive Headteacher (EHT) to share 'best practice' and provide opportunities for upskilling.
- Weekly, or bi-weekly, the CEO visits each school and school lead.
- Coaching and development 1:1 sessions for Heads (based on the DfE LLE model of coaching conversations), focusing on wellbeing, the Headteacher's needs and the practical issues in their school.

**Monthly**

- DSL supervision allows for the sharing and trust-wide scrutiny of safeguarding practices.
- Management Accounts are compiled and reviewed by the Executive Leadership Team.
- Schedule of 'financial musts and going concerns' report is compiled.

# CORE OFFER continued

**Half-termly**

- CEO letter to the Headteacher and LSB Chair of Governors at each school (Appendix 2). If concerns arise, a Rapid Enhancement Plan (Appendix 4) may be implemented to support the school. The education and finance interventions are integrated.
- Senior and HQ staff support and leadership coaching from external resources.
- Combined report for each school from the CEO, EHT, COO, CFO. Compliance Manager and SIP, providing clarity of message and ease of access.

**Termly**

- LSB and Trustee Safeguarding forum to allow for skill development and the sharing of 'best practice'
- Website audits to support schools in their compliance.
- Trust subject TLR holders meet with subject leads from each school to share 'best practice', align working models, and agree on moderation.
- CEO chaired Outcomes and Support Meetings. These enable the CEO, Headteachers, class teachers and the inclusions teams to discuss each child's progress in school, assess their performance against Family Fisher Trust (FFT) target scores (20%), and implement plans for pupils who are not meeting FFT targets.
- Curriculum reviews to support subject leaders and encourage the sharing of 'best practice'.
- HR checks to ensure files are accurate and consistent.
- Smoothwall safeguarding checks to support the sharing of 'best practice'.
- School Improvement Partner visits to each school provide another opportunity for heads to receive advice or discuss matters from a different perspective.

**Annually**

- Peer Reviews, led by the Trust Heads (Appendix 5).
- Centrally funded access to FFT and Perspective Lite Nova reporting for every Trust school, including yearly refresher training.
- Safeguarding reviews, led by leadership, at each school.
- Externally commissioned internal audits for GDPR, internal controls, and H&S. Follow-up support is provided by the central team to swiftly follow-up any recommendations.
- Full site audits by the Trust's Compliance Lead and Essex County Council.
- UPR teachers observed by HQ to ensure best practice is spread.

**Triennielly**

- External teaching and learning reviews.

**All of our schools are expected to engage fully in the CORE OFFER**

# EXAMPLES OF
# CENTRALLY FUNDED SYSTEMS, PLATFORMS AND SERVICES

A defining strength of Schools for Every Child is our commitment to ensuring that every school, regardless of size, has access to high-quality systems, digital tools and expert services that would otherwise be unaffordable. Our centralised infrastructure reduces workload, increases compliance, promotes excellence and ensures that school leaders can focus on educational brilliance rather than administrative burden. (see appendix 3 for centrally commissioned audits).

**Digital and Operational Systems Provided Centrally**

- Shared Management Information Systems (MIS) across all schools, enable coherent data analysis and streamlined operations.
- Shared payroll, budgeting, HR and finance systems provide Trust-wide consistency and financial assurance.
- A Trust-wide safeguarding and filtering system, with Central Team monitoring and checks to ensure 'best practice'.
- Membership to the National Governors Association and The Key for all leaders, governors and Trustees. This offers immediate access to high-quality guidance and governance support.
- Shared health and safety and compliance platforms, including for policies, ensures that statutory obligations are never missed.
- Insurance for all schools through The DfE's Risk Protection Arrangement for Schools (RPA). This ensures robust and consistent protection.
- Cyber security response cover via RPA, including 24/7 rapid response with Cyber Clan.
- A shared Data Protection Officer and H&S provision through Essex County Council, including internal audits and specialist advice.

**Teaching, Learning and Workload Platforms**

- Teachmate AI enables workload reduction and rapid resource generation.
- CLEAPPS ensures high-quality science risk assessments and subject specialist advice.
- FFT Aspire and Perspective Lite Nova provide consistent, accurate data analysis.
- IRIS/Every ™ Online enables flexibility for CPD training.

**Professional, Legal and Compliance Services**

- Shared HR and legal services provide expert support to schools and consistent compliance across the Trust.
- Annual external reviews, internal audits, GDPR checks, fire safety audits, safeguarding audits and internal controls are commissioned centrally and overseen by the Trust Compliance Lead. This ensures that schools meet statutory requirements and deadlines.

By providing these systems centrally, we remove significant financial pressure from individual schools and enable them to operate confidently, efficiently and compliantly. Schools joining the Trust immediately gain access to a suite of tools and expertise that would otherwise require substantial additional staffing or costs.

**Our Central Team, who support our schools, is made up of the following:**

Chief Executive Officer & Accounting Officer
Chief Finance Officer
Chief Operations Officer
Governance Professional & Clerk
Compliance Manager
Payroll & HR Administrator
Trust DSL and Deputy DSL
Executive Headteacher
Finance Officer
Business Administrator
Mental Health First Aider/Counsellor/Leadership Coaches
School & Trust Improvement Partner
Central Assistant Headteacher
Attendance and Admissions Officer

# Be Pioneering
# Be Altruistic
# Be Ethical

**In addition, 5% of all HQ staff time is spent directly supporting learning by hearing readers/running booster groups. They also provide our schools with a range of extra-curricular activities, for example, phonics, British Sign Language & Mandarin.**

Schools for Every Child

# The World That Awaits

# HOW WE SUPPORT MENTAL HEALTH

At Schools for Every Child, we recognise that emotionally regulated, well-supported adults create the conditions for children to thrive. Our mental health offer is intentionally multi-layered, proactive and values-led ensuring that leaders, staff and pupils access the right support at the right time. This aligns directly with our commitment to ethical and altruistic practice, where every person within our community is treated with dignity and humanity. We take mental health seriously and every school has universal access to the Trust's wellbeing infrastructure. This includes:

**School-Level Wellbeing Support**

- A Trust-wide Mental Health First Aider (MHFA) delivers bookable sessions and immediate support where needed.
- "Safe Space" sessions offer protected time for confidential reflections, coaching or emotional regulation (staff and leaders).
- Staff access to counselling, both through internal provision and through the Health Shield Private Health Cash Plan, which includes counselling, wellbeing therapies and 24/7 support lines and GP access.
- Access to immediate advice through a confidential 24/7 support line for emotional wellbeing.
- Structured coaching and developmental supervision for senior leaders and designated safeguarding staff. This supports workload, emotional labour and leadership pressure.
- Trust-wide, formal, monthly DSL supervision ensuring safeguarding leaders receive support and fully engage in reflective practice.

**Trust-Level Wellbeing Support**

- School-based wellbeing leads work in partnership with Trust-wide provision to provide tailored support for staff and pupils.
- In-school MHFA access forms part of our standard offer, ensuring immediate first response to mental health concerns.
- Cross-Trust opportunities, such as shared pupil events, Vision and Values days and Year 6 team-building programmes, actively promote belonging, self-esteem, curiosity and pro-social behaviour.

**Wellbeing and Regulation for Leaders**

- Leadership coaching and therapeutic sessions.
- Weekly coaching for all heads.
- Trust-wide mental health support.
- The private Health Shield plan provides dental, optical, physiotherapy, mental health and wellbeing allowance, GP access, and much more. This supports emotional and physical wellbeing.
- Regular leadership conferences for CPD, team-building, the sharing of 'best practice' and access to a support network.

# APPROACHES WE STANDARDISE

| | |
|---|---|
| **Vision** | Each school shares the Trust's moral rooting, values and vision.<br>Each school has its own motto.<br>Trust 'pupil' CEO for the day and pupil senate.<br>Shared team building events.<br>Shared annual Vision and Values day. |
| **Behaviour** | Each school develops their own behaviour policy based on trauma informed practice (TPP).<br>In addition, each school runs the Trust-wide Pro-Social Reward System. |
| **Assessment and Target Setting** | All pupils have targets set using FFT (20%).<br>Each child has 'A School Life' data and achievement tracker.<br>Pupil progress tracking for every child each term.<br>Termly standardised assessments (NFER and SATs). |
| **SDPs and SEFs** | All SDPs are quality assured by the CEO, SIP and LSBs.<br>SEFs are quality assured by the CEO and external reviewer. |
| **Curriculum Principles** | Shared key principles for the curriculum, known as 'Purpose Statements', outline our agreed-upon expectations for what each pupil can expect from our schools across various subjects and areas, including wellbeing and attendance.<br>CLEAPSS membership for all schools to ensure consistency of curriculum risk assessments.<br>Teachmate AI is promoted to support workload and personalisation. |
| **Risk** | Central Risk Manager and ongoing risk register updates. |
| **Board Information** | An agreed and consistent model for the Headteacher's Report. This ensures clarity, consistency and statutory compliance. |
| **Systems and Services** | Management Information System<br>Budgeting<br>Centralised finance functions, including procurement<br>Compliance systems, including Health and Safety (Every/Policy Tracker)<br>Safeguarding (Smoothwall)<br>Centralised HR functions<br>Legal provider (Essex)<br>Data Protection Officer (SBM)<br>The Key, NGA and ICO<br>RPA Insurance |
| **Human Resources** | Centralised HR, including policies and payroll.<br>Centralised recruitment, including consistent contracts and job descriptions.<br>Universal access to the Trust-wide Mental Health First Aider.<br>Universal access to a private health plan. |

# CONTINUOUS IMPROVEMENT NON-NEGOTIABLES

While it is essential for Heads to lead their school's improvement efforts, the Trust encourages the alignment of specific components with the Wider Executive Leadership Team to foster a collaborative process.

| PROCESS | OUTLINE |
|---|---|
| **SDP** | To empower leaders in setting goals, success benchmarks and process markers for the upcoming year and to communicate the school's present performance, objectives and ambitions to the staff and governors. |
| **SEF** | To create a candid and introspective report summarising the school's self-assessment of its performance. |
| **Pupil Data Tracking System** | To institute a comprehensive pupil progress and outcomes monitoring system, tracking all pupils' development throughout the year and at Key Stage assessments. |
| **Pupil, Parent and Staff Voice** | To establish mechanisms for listening to pupil, parent and staff feedback, including their wellbeing and workload concerns. |
| **Monitoring Plan and Timetable** | To establish a means of aligning monitoring activities with the School Development Paln and the School Self-Evaluation document. |
| **SIP** | Schools will all engage with the School Improvement Partner as a critical friend. |
| **Core Offer** | Schools actively engage in the Core Offer and any additional advice established through formal means (e.g. CEO letters, Rapid Enhance Plans, etc). |
| **Central AHT** | Our Central Assistant Headteacher supports moderation of UPR teaching across the Trust and coaches and develops staff (as requested by Heads/CEO). |

***Anonymous Staff Survey: What do you think about working for this Trust?***

# CONTINUOUS PROFESSIONAL & LEADERSHIP DEVELOPMENT

Professional development is a central pillar of our Trust's strategy for long-term improvement, sustainability and succession planning. Our CPD offer is broad, ambitious and accessible to all staff at every stage in their career. We believe that when staff grow, pupils flourish, and when leaders are developed, systems improve.

**Trust-Wide CPD Infrastructure**

- Whole-Trust INSET days focus on values, pedagogy and curriculum excellence.
- Weekly Trust-wide operations training led by the CEO/COO/EHT to enhance operational skills and consistency across schools.
- Termly curriculum reviews provide subject leaders with high-quality professional dialogue and the opportunity to share best practice across the Trust.
- Termly subject networking meetings, facilitated by Trust TLR holders, support 'best practice' and deepen expertise.

**Leadership Development**

- Weekly 1:1 coaching for new heads and monthly coaching for experienced heads, using the DfE LLE coaching model to support reflection, decision-making and psychological safety.
- Leadership coaching and therapeutic sessions for SLT and HQ staff to sustain resilience and emotional regulation.
- The Central AHT provides developmental support, including moderation of UPR teaching, staff coaching and professional mentoring as directed by Heads and the CEO.
- External leadership supervision, including DSL supervision, safeguarding leadership reviews and reflective practice sessions for key leaders.
- Secondment and sabbatical opportunities that allow staff to broaden their experience and contribute to system-level improvement.

**Career Pathways and Qualifications**

- NPQ support for aspiring, new and experienced leaders across phases and disciplines.
- Access to online CPD through Iris/Every ™, enabling flexibility for personalised learning at any time.
- Career and CPD coaching are available to all staff through our Trust CPD Lead.
- SCITT partnership with Thames, offering training placements, mentoring, coaching and opportunities for staff to develop the next generation of teachers.
- ECT/RQT and mentor training programmes, with central oversight, to ensure high-quality induction and development for early career teachers.

**Culture, Recognition and Retention**

- Annual staff and volunteer awards night celebrating excellence and modelling our Trust values in action.
- Long-service recognition awards (10, 20 years).
- Branded resources.
- INSET and conferences tailored to staff needs.

# DEVELOPMENTAL MENTORING SUPPORT

At Schools for Every Child, we are committed to fostering an environment where staff can continually grow, excel and feel supported in their practice. We believe that developing teachers' skills is essential for delivering outstanding education. Our aim is to build a culture where colleagues seek support early, long before any challenge has the chance to impact pupils adversely.

We have a range of **trained mentors** across the Trust who are skilled in developmental practice. Their role is to work alongside teachers in a supportive, partnership-based way, with a focus on growth rather than judgement. Our Developmental Mentors offer:

- **Shared Planning**:
  Collaborative planning to strengthen the clarity, structure and impact of lessons.

- **In-Class Developmental Work:**
  Live, in-the-moment coaching and support during teaching.

- **Shared Marking and Feedback**:
  Joint work on marking and developing high-quality feedback strategies.

- **Shared Teacher Assessment Work**:
  Support with accurate and consistent assessment practice.

- **Shared Classroom Organisation**:
  Guidance on classroom layout and organisation to maximise learning.

Our developmental mentors are here to help staff thrive, build confidence and refine their practice, ensuring pupils benefit from the very best teaching across the Trust.

To access this support, colleagues can email
**support@schoolsforeverychild.org**

## The level of autonomy, support or intervention that our schools receive is based on a half-termly categorisation of each school by the CEO.

| EDUCATION CATEGORY | CHARACTERISTICS | ACTIONS |
|---|---|---|
| **UNIVERSAL**<br><br>**Core Offer** | **Safeguarding is Secure (met against Ofsted Toolkit)**<br><br>Schools actively engage with the school to school initiatives and Trust-wide development.<br><br>Audit actions are closed/being closed.<br><br>Peer Review results are as expected.<br><br>Pupils are making good progress as determined by the Executive Leadership Team. | Build on developments and follow the school's SDP.<br><br>Share expertise wider.<br><br>Engage in core offers.<br><br>Follow CEO letter directions.<br><br>An informal plan may be put in place.<br><br>Move to 'Concerning' following the CEO's decision. |
| **CONCERNING**<br><br>**Rapid Enhancement Plan (REP)** | Schools that do not meet the "universal" characteristics.<br><br>Schools with concerning reports from the CEO, Educational Review Advisors, ELT, LSB, LA or SIP. | REP to be followed.<br><br>Additional money may be provided.<br><br>A mentor may be appointed.<br><br>Reviewed SDP expected.<br><br>Return to 'Universal, or drop to 'Poor' following the CEO's decision in CEO letter. |
| **POOR**<br><br>**Warning Notice** | Schools that have not met REP targets.<br><br>Schools that have had multiple REPs or REP extensions.<br><br>**Systematic or repeated failings of safeguarding, including health and safety.** | Extra coaching sessions for leadership from an external supervisor.<br><br>Targets and deadlines will be established, as outlined in the Warning Notice.<br><br>The Education and Standards Board Chair will be sent a jointly written action plan from the school's LSB and Head.<br><br>An LA or external improvement advisor, or EHT will be put in place to direct and guide the Head.<br><br>Return to 'Concerning' or drop to 'Unacceptable' following a vote by the CEO, LSB chair, HT/EHT, mentor and E&S chair. |
| **UNACCEPTABLE**<br><br>**CEO Assumes Day-to-Day Leadership**<br><br>**Trustees Assume Governance** | Failure to meet "Warning Notice" targets. | An HR support plan may be put in place for the leadership.<br><br>The LSB is supported by a Trustee-appointed Improvement Board (IEB), comprising a minimum of three members (ideally made up of school development experts and educational experts). This board will consider the LSB's views but retains ultimate decision-making power.<br><br>The CEO will appoint an Interim Executive Principal to oversee the school.<br><br>The school must produce an action plan collaboratively created by the Improvement Board, the school's Head and the mentor/ Executive Head. The plan needs approval from the Trust's Full Education and Standards Committee. Additionally, these schools must provide a monthly progress report to ESB.<br><br>Return to 'Poor' or drop to 'Deficient' following a vote by the full Trust Board. |
| **DEFICIENT** | LA and DFE are spoken to regarding re-brokerage and CEO HR plan. | |

**Financial freedom is the default position for our schools, financial categorisation takes place on a half-termly basis.**

| FINANCE CATEGORY | CHARACTERISTICS | ACTIONS |
|---|---|---|
| **UNIVERSAL**<br><br>**Core Offer** | In-year balanced budget.<br><br>Reserves at 5%, or more, or a very realistic plan to achieve this is in place.<br><br>Clear plans are in place to manage money.<br><br>Advice that HQ gives is followed. | Build on developments and follow the school's budget.<br><br>Share expertise wider.<br><br>Engage in core offers.<br><br>Follow CEO letter directions.<br><br>An informal plan may be put in place.<br><br>Move to 'Concerning' following the CEO's decision. |
| **CONCERNING**<br><br>**Finance REP (FREP)** | Schools do not meet the 'Universal' characteristics.<br><br>The spending of cost centres is causing concern at this time of year.<br><br>A deficit budget (in the year) looks possible with no clear plan to rectify it.<br><br>Advice in CEO letters is not followed. | Directives are laid out in the FREP.<br><br>Return to 'Universal' if actions are met within the times set or drop to 'Poor', following the CEO's/ CFO's decision, if actions are not met by the times set. |
| **POOR**<br><br>**Warning Notice** | Reserves are not in place for at least 3% of GAG and or there is no clear plan to achieve these reserves.<br><br>The spending of cost centres is causing concern at this time of year meaning a deficit in year budget is probable, with no clear plan to rectify it.<br><br>The CEO's letter directives were not met within the specified time frame. | The CFO sends a warning notice letter to the HT/EHT, LSB chair, CEO and Chair of Finance and Risk (F&R) which sets out the directives and targets.<br><br>The letter calls for a meeting for the HT/EHT, CFO, LSB chair and F&R Rep to set clear targets that the school must take and when they are to be completed.<br><br>Return to 'Concerning' or 'Universal' or drop to 'Unacceptable' following a vote (by HT/EHT, CFO, LSB chair, and F&R Rep) at the end of the warning notice period. |
| **UNACCEPTABLE**<br><br>**CEO Assumes Day-to-Day Leadership**<br><br>**Trustees Assume Governance** | Failure to meet "Warning Notice" targets. | An HR support plan may be implemented.<br><br>The LSB is supported by a Trustee-appointed Improvement Board (IEB), comprising a minimum of three members (ideally weighted with finance Trustees/ Members). This board will take account of the LSB's views but has ultimate decision-making power.<br><br>The CEO may appoint an interim Executive Head to support the school. These schools must produce a collaboratively created action plan. |
| **DEFICIENT** | LA and DFE are spoken to regarding re-brokerage and CEO HR plan. | |

# RITES OF PASSAGE AT SCHOOLS FOR EVERY CHILD (Examples)

Rites of passage in our Trust are intentional, structured milestones that help pupils recognise their growth, identity and role within a wider community. Each experience is grounded in our core values of Altruism, Pioneering spirit and Ethical behaviour and supports our vision of shaping thoughtful, confident and socially responsible young people.

**Trust Vision and Values Day -** Our annual Vision and Values Day is a cornerstone rite of passage for every pupil. It is the moment when children actively explore, interpret and *live* the Trust values in age-appropriate ways. Through creative projects, reflective tasks, cross-school collaboration and value-based activities, pupils gain a deep understanding of what it means to belong to Schools for Every Child. This day reinforces identity, belonging and moral purpose, and ensures all pupils internalise the Trust's shared language of Altruism, Pioneering thinking and Ethical actions. For many pupils, it marks the point at which they see themselves as part of something bigger than their individual school.

**Pupil Senate -** Joining the Pupil Senate is a rite of passage into Trust-wide leadership. Senators represent their peers, contribute to shaping Trust initiatives and experience democratic processes first-hand. This develops Ethical thinking and strengthens Altruistic responsibility, teaching children what it means to lead with integrity and fairness.

**CEO for the Day** - CEO for the Day is an aspirational rite of passage for Year 6 pupils. It gives them immersive exposure to leadership roles across the Trust, from finance to estates to curriculum. It fosters confidence, ambition and Pioneering thinking, while helping pupils understand Ethical decision-making and strategic responsibility.

**Careers Day -** Careers Day marks an important moment in pupils' identity development. Meeting professionals and exploring future pathways helps children make the connection between learning, purpose and contribution. This rite of passage reinforces Pioneering curiosity and a sense of Altruistic service to society through chosen careers.

**Year 6 Team - Building and Transition Events -** These events act as a symbolic closing chapter to primary education. By focusing on collaboration, resilience, reflection and shared challenge, pupils practise the values of cooperation, kindness and responsible independence. It is a rite of passage grounded in Ethical behaviour and preparation for life beyond primary school.

**Weekly CEO Assemblies -** Each week, pupils are introduced to a Courageous Advocate whose life represents a key UN Right of the Child. This helps pupils understand global responsibility and ethical choices. Pupils are also encouraged to offer personal reflections, which support their spiritual development, whilst also giving them space to think deeply about values, purpose and community. Songs are chosen and sung to build shared identity, joy and cultural capital, helping pupils experience the richness of collective celebration.

**The Purpose Behind Our Rites of Passage**

- to widen horizons
- to strengthen character
- to embed our Trust vision in lived experience
- to create meaningful memories that reflect personal and social growth

These rites are moments where pupils step up, step out or step forwards , growing in confidence, citizenship and moral purpose. They build a shared culture across all schools and ensure that every child's journey in our Trust is marked by meaningful, values-driven milestones.

# PRO-SOCIAL REWARDS: Embedding Altruism

Complementing rites of passage, our Pro-Social Rewards scheme nurtures empathy, kindness, social responsibility and real engagement with community, both within and beyond school.

- Pupils are encouraged to carry out acts of kindness, support and helpfulness, from simple daily gestures (helping classmates, tidying shared spaces, offering to support others) to more organised charitable or community-based activity (fundraising, environmental projects, support for local charities, outreach to care homes, etc). When a pupil is seen acting in-line with our Trust's values, they are awarded a "token."

- Each token is placed in a pro-social "reward box" representing a chosen cause or focus area (e.g., environmental stewardship, community support, charity, wildlife or animal care, inter-generational outreach). Once a box is filled, the whole key stage earns the corresponding reward or carries out the agreed collective activity. This makes kindness collective, not only about individuals but about building an ethos of shared responsibility and collective reward.

- The impact of the scheme goes beyond immediate recognition. It helps embed pro-social values into everyday behaviour. Pupils learn to see themselves as agents of positive change, capable of shaping their communities through thoughtful acts. Over time, this fosters stronger empathy, citizenship, social awareness and a lasting sense of responsibility for others. In short, the Pro-Social Rewards scheme ensures that living our values is not optional, it's part of daily life. It transforms moral purpose into meaningful action, giving pupils repeated opportunities to practise kindness, compassion and social conscience.

**Why This Matters: Trust-Wide Purpose & Ethos**

Together, the rites of passage and pro-social rewards anchor our Trust's commitment to holistic education. They reflect our purpose statements, particularly around nurturing brilliance, guiding exploration and cultivating respect, by giving structure to values, social responsibility and leadership from an early age.

They also serve a deeper function: helping pupils understand that education is not only about academic success, but about shaping them as ethical, socially aware, engaged citizens, ready to contribute positively to society.

# Appendix 1 - Career Ladder

BePioneering, Be Altruistic, Be Ethical

Schools for Every Child

## CPD / Career Pathways

| Stage | Who | Criteria | CPD Options |
|---|---|---|---|
| 1 | Establishing Support | New Learning Support/ Teaching Assistants | • Bookable CPD induction with Trust CPD Lead<br>• Shadowing an experienced LSA |
| 2 | Established Support | Experienced LSAs/TAs, with consistently strong practice | • Attending staff meetings<br>• Attending twilight sessions<br>• 'Every' CPD courses<br>• HLTA courses<br>• Leading training with the Central Teacher |
| 3 | Advanced Support | Unqualified teachers, Higher Level TAs, TAs with lead responsibility & students | • Mentoring from Central Teacher<br>• Joining planning sessions with teachers<br>• 'Every' CPD courses<br>• 1 x day placement at another Trust school |
| 4 | Developing Teachers | Early Career Teachers | • Observe teaching in another school with the Central Teacher<br>• Ongoing support from in-school mentor<br>• Trust ECT Lead support and networking group |
| 5 | Established Teachers | Securely 'good' teachers (minimum 3 years) | • Developmental work with the Central Teacher<br>• Mentoring students and or trainees<br>• NPQ courses<br>• Core subject leadership shadowing<br>• Safer recruitment training<br>• LOTC Level 1 |
| 6 | Advanced Teachers | Upper Pay Range Teacher,<br>Middle Leadership Team,<br>Consistently 'outstanding' practice | • NPQSL<br>• Leadership coaching qualification<br>• Mentoring of ECTs<br>• New staff induction and mentoring<br>• Providing developmental work<br>• Level 3 DSL training<br>• 1 x week placement at another Trust school |
| 7 | Leadership | SLT<br>Core subject leads<br>Consistently 'outstanding' practice | • SENCo training<br>• Coaching other staff<br>• Regular supervision<br>• Trust conferences<br>• NPQH/ CoF NPQH<br>• Leadership of the whole school |
| 8 | Executive | Headteacher/CFO/ COO/CFO | • Weekly placement at other schools<br>• EHT programme/NPQEL<br>• MA/Doctoral Support<br>• CIMA (accountancy) |

Schools for Every Child

## CPD / Career Pathways

| Stage | Criteria | Admin Staff | Site Staff | Catering/Lunchtime Staff |
|---|---|---|---|---|
| 1 | New to role/skill | • Arbour training | • Estate Lead mentoring | • Behaviour training<br>• Basic first aid and mental health training |
| 2 | 1 to 3 years experience/ skill level | • Basic first aid<br>• Paediatric first aid<br>• Basic coaching training<br>• TFM shadowing | • "Trades" course<br>• Estate Lead shadowing<br>• "Every" CPD courses | • First Aid training<br>• Play Lead training<br>• LSA/TA shadowing |
| 3 | Managing others<br><br>Leading well | • DSL Level 3<br>• AAT<br>• CFO/COO shadowing | • Competent person training<br>• CFO/COO shadowing<br>• Basic coaching training<br>• PAT testing training | • Basic accountancy training<br>• Paediatric first aid training |
| 4 | NPQ in Leadership<br>Coaching qualification<br>Mentoring of new staff<br>Providing developmental work<br>Level 3 DSL training<br>Placement at another Trust school<br>CIPD Level 3<br>CIMA | | | |

Schools for Every Child

# The World That Awaits

# Appendix 2 - EXAMPLE FRONT PAGE OF HALF TERMLY CEO LETTER

**Schools for Every Child**

**11th Dec 2025** Half Termly letter to **XXXX**(Aut 2, 2025) Trust School Improvement offer-

| Education | Concerning | REP written by EHT |
|---|---|---|
| 24-25 Yr 6 RWM combined | All: 75% (Essex: 63% ) | PPG: 50% (Essex: 44% ) |
| 24-25 Reception EYFS GLD | All: 47% (Essex: 70% ) | PPG: 70% (Essex: 50% ) |
| 24-25 Year 1 &2 combined Phonics Screen | All: 77% (Essex: 74% ) | PPG: 42% (Essex: 52% ) |
| 24-25 Yr 4 Multiplications check - Full marks | All: 26% (National 2024: 34% ) | PPG 30% (National 2024: 25% ) |
| 24-25 Yr4 Multiplications check - Average Score | All: 21 (National 2024: 20.6 ) | PPG 17 (National 2024: 19 ) |
| Attendance Year to date | **All: 96% (Essex: 95.3)** | **PPG: 91.8% (Essex: 92.7)** |
| Site & H+S | **Universal** | **Core Offer** |
| Finances | **Universal** | **Core Offer** |
| Working Budget balances for 3 years? | **Yes** | |
| Predicted in-year outturn for 25-26 | **£44,000** | |
| Predicted cumulative out-turn Aug 2026 (CFWD) | **£52,000 (Target +£50k)** | |
| Pupil Numbers | **School**: 189/210 | |

**Directives in this or previous letters**

**Aut 2, 25:** Ensure that the safeguarding elements of the Ofsted toolkit are all securely met.

**Sum 1,25:** Ensure that all sports contracts are notified that they will not be renewed ✅
**Sum 1,25:** Ensure that the phone overpayments are reduced, in line with HQ's work ✅
**Aut 1-24**: ~~Use £19,845 of CSBG 2024 to rebuild reserves & repay centrally owed deficit~~ )

Some audit actions may still be marked as open on our central log. That isn't to say you haven't completed them, just that HQ has not been informed. If you've completed any of these but haven't notified Karen, please email her (compliance@schoolsforeverychild.org) with details of the actions taken, the outcome, and the closure date or the reason for tolerating the risk/ deciding not to action it. This will help us maintain accurate records.

Outstanding Audit Actions (Hyper link)

# Appendix 3 - EXAMPLES OF CENTRALLY COMMISSIONED AUDITS

Health and Safety

Cyber security

LAC & PEP reviews

Termly CEO Letters

Website compliance

Safeguarding Audit

Fire Safety

SCR checks

HR checks

Smoothwall

GDPR audit

RAAC checks

ICE Finances

Tree Surveys

Peer reviews

Termly Curriculum Area Reviews

External Review of Governance

# APPENDIX 4 - RAPID ENHANCEMENT PLAN EXAMPLE

**RPS- Rapid Enhancement Plan (written xx.xx.xx)**

**- Mentor assigned, 0.5 days a week -**

**ASAP (within 1 Week)**:

- Roll out clear behaviour steps to all staff to reduce inconsistency between classes (NCP has a good example).
- Designate the staff room as a staff downtime space to allow for staff wellbeing.
- Arrange fortnightly meetings for TAs with SLT, focusing on attendance and job roles for 10 minutes, followed by CPD. The CEO will hold a whole-school assembly during this time to facilitate.
- Implement a "Moving Up" reading framework in each reading folder.
- Encourage staff to use time slippage and practise basic skills as frequently as possible.

**Within 3 Weeks:**

- Reduce wider school clutter.
- Conduct pupil progress meetings for years 3-5 with HT (CEO will share the template).
- Lay the groundwork for a more formal, systematised timetable for the whole school.
- Explore using Accelerated Reader to match books to reading abilities.
- Share staff absence policy with all staff; HR manager to attend a course on managing absences and implementing phased returns/review meetings and attendance plans.

**By week 6:**

- Create a creative PPA space to encourage curiosity and creativity.
- Roll out the new timetable.
- Work on whole-school buy-in for a highly academic, unapologetically inclusive environment that fosters curiosity and creativity.
- Ensure efficient use of TAs through regular training, observations, and team teaching.
- Discuss the structure of the school and resource utilisation with HR.
- Evaluate whether PPA can be reallocated to meet teacher needs better.

**REVIEWED AT EACH MILESTONE BY THE CEO/ EHT & HEAD (AND MENTOR)**

A school enters the 'Concerning' category when it does not meet the 'Universal' characteristics or when concerning reports are raised by the CEO, Educational Review Advisors, EHT, ELT, the LSB or the SIP. When this occurs, a Rapid Enhancement Plan (REP) will be put in place.

The REP must be followed in full. The CEO may approve additional funding from the school's reserves to support improvements, and a mentor may be appointed to guide the work and ensure progress. A reviewed and updated School Development Plan (SDP) is expected as part of this process.

Progress against the REP will determine whether the school returns to the 'Universal' category or drops to the 'Poor' category, in line with the CEO's decision.

# APPENDIX 5 - PEER REVIEW

Schools For Every Child peer review follows the Schools Partnership Programme model and is led by a trained SPP, "Train the Trainer".

Each school in the Trust will have at least one peer review a year.

**What is a Peer Review and What is it Not?**

Peer review is about supporting a Head and their staff in THEIR vision for their school. It is not to promote or impose. It is a fact finding mission to support the school's SEF and or identify/develop their future focus. The review group is there to help the head open up, ask for help and not feel judged or compared.

**How does a Peer Review Work?**

Preparation:

- Each peer review group consists of approximately 6 reviewers (usually the school lead, HTs, HoSs, CEO, EHT, and the central AHT).
- The week before review, the school lead sends the CEO an idea of an area of their school they would like the peer review to focus on, along with any key questions they would like to explore. The CEO may expand on these.
- The CEO creates a draft timetable in collaboration with the school lead.
- Once agreed, the timetable and key area of explanation is circulated to the peer review team, the school head is part of the team.

On the day:

- The review team will seek to answer the school lead's questions objectively.
- The team will gather to talk about what they have seen/found (only relating to the agreed remit and safeguarding). *During the day, the CFO and COO. or their delegates, may conduct internal reviews . For example, internal control checks in the school office.*
- At the end of the day, the team seek to answer the questions decided at the start of the process, agree on the strengths in the area and agree on areas to develop/explore. Strategies and solutions are not given.
- Any notes taken are left at the school.

After the Review:

- A letter is drawn up for the head and staff stating the findings against the questions, including strengths and possible areas for future focus.

Other than the agreed letter, the findings of a peer review are not to be discussed outside of the peer review group.

**An innovative part of our peer review process is that each review is followed by a whole-staff session led by our trained Action Plan Facilitators.**

**These facilitators work with staff to examine the peer review feedback and jointly explore how the school can realistically address the questions raised. The approach encourages genuine group voice, shared ownership and a wide range of ideas to improve.**

Schools for Every Child

# Aspiring Leaders Programme

## Are you a new or aspiring middle leader?

## Join our free CPD certified programme designed to support your leadership journey.

Our programme offers a dynamic mix of online and in-person sessions, providing you with the essential tools, knowledge, and confidence to grow as a leader. With CPD hours fully accredited, this is an opportunity you don't want to miss!

### What You'll Gain

- Build leadership confidence and resilience
- Enhance communication and strategic decision-making
- Learn to lead curriculum planning and team development
- Gain tools to manage time, stress, and workload effectively
- Strengthen skills in policy writing and conflict resolution

### Programme Highlights

- Autumn 1: Self-Management & Vision Setting
- Autumn 2: Educational Leadership Essentials & Policy Writing
- Spring 1: Teaching & Curriculum Leadership
- Spring 2: Interpersonal Skills & Team Building

### Attend a FREE Online Taster Session!

Find out more about the programme, meet your facilitator and secure your spot in the next cohort. This is a great chance to see how the programme fits into your career goals and there is no need to ask for a budget as we are offering this as a FREE programme

01268 775712

info@schoolsforeverychild.org

schoolsforeverychild.org

Schools for Every Child, Rayleigh Primary School, Love Lane, Essex. SS6 7DD