

*“The World That Awaits”*

**Trust Development Plan**

**2024-2025**

*“The World That Awaits”*



# **Schools for Every Child**



# Executive Summary

## Vision and Values:

Our new vision, "To prepare learners for the world that waits," encapsulates our proactive approach towards education, ensuring that our pupils are equipped with the skills and knowledge necessary. Central to this vision are our values of altruism and pioneering ethics, which underpin everything we do, fostering a culture of inclusion across our schools. Now that all of our schools are Good+ we can turn our attention to embedding, refining and growth.

1. **Embedding our Shared Vision and Values:** We are committed to embedding our vision and values into the fabric of our organisation, integrating them into policies, practices, and everyday interactions to create a cohesive and unified culture. Ensuring the pro social rewards have a high priority.
2. **Trust Growth:** We aim to expand the reach and impact of our Trust, extending our provision to more communities, filling our existing school places, and ensuring that every child has access to high-quality education.
3. **Driving Up Pupil Outcomes:** Our ultimate goal is to continually drive up pupil outcomes (not just academically), ensuring that every student achieves their full potential academically, socially, and emotionally, equipping them with the skills and resilience needed for success in secondary education, employment, and life. To support this, we will leverage AI to personalise learning, reduce staff workload, and enable teachers to focus more on pupils' individual needs.
4. **Succession Planning:** Recognising the importance of continuity and strategic leadership, we will implement a comprehensive leadership succession plan to identify, nurture, and develop future leaders within our Trust. This includes identifying key talent, providing targeted professional development opportunities, and ensuring a smooth transition process to safeguard the long-term success and sustainability of our organisation.
5. **Cyber Security:** We will significantly strengthen our cybersecurity infrastructure, ensuring the protection of sensitive data and promoting a secure digital environment across all our schools.

The Trust Development Plan for 2024-2025 represents an ambitious yet achievable roadmap for our Trust as we embark on this journey. Through strategic growth and unwavering commitment to our vision and values, we are poised to make a positive and lasting impact on the lives of every child entrusted to us. Together, we will build a future where every child has the opportunity to flourish and thrive, regardless of background or circumstance.

“CEOs must therefore think hard about how they communicate and describe the mission, values and goals of their trust to their communities. After all, if staff, parents and carers, and the wider community tell us that they don’t understand our values, then they cannot feel part of our trust. If they don’t feel part of our trust, they are unlikely to engage. And if they don’t engage, then they won’t understand, and the circle of opaque thinking carries on.”

Leading Academy Trusts, Sir David Carter p.64-65



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If any one idea about leadership has inspired organisations for thousands of years, it’s the capacity to hold a shared picture of the future we seek to create..... to bind people together around a common identity and a sense of destiny”  
Senge (1990 & 2006)

## FUNDING

To best support schools' flourishing, MATs need a strong central team that actively supports schools for pupils to thrive in learning. This includes compliance with statutory functions of the board, such as HR, finance, site support and financial streamlining. However, the best Trusts offer support that enriches education, allows for sharing of best practices, and provides services that enrich schools (through economies of scale). Ofsted is beginning to criticise Trusts that are not doing enough to support their pupils due to a lack of central capacity.

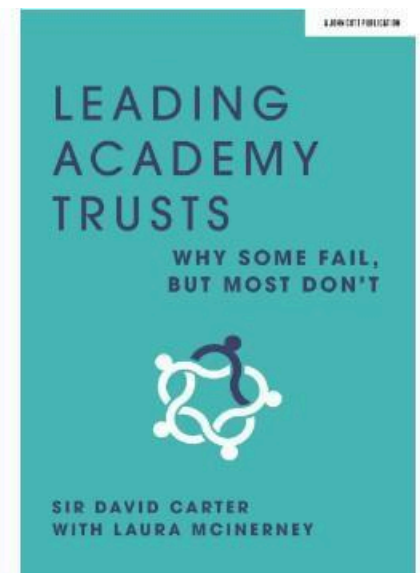
The sooner schools are aligned (where appropriate), standards are driven up, and there is a clear reason to Join The Trust, the Trust can grow, reducing the percentages needed from each school to fund the central team.

- 9.33 % GAG slice to fund the increased jointly produced services
- Re-apply for a [DFE capacity grant](#) & TEG (use consultant to support, £2k)
- Offer school-to-school support to LA , traded service
- Offer TSI support to DfE and promote School to school support
- Actively seek out corporate/individual Sponsors for the Trust, emphasising the CSR benefits this will bring, as well as positive press for the donor
- Utilise regular donations.
- Increase pupil numbers cross trust through marketing
- Increase EYFS provision
- Explore SEND AP
- Explore SCITT/ECT accreditation

The Trust run traded services to generate income, such as nurse running first aid courses and a package of support (undercutting local providers due to lower overheads); school-to-school support; lettings; income drives (book sales, Trust PTA).

*“What makes the role of the CEO different (..from Headteacher) is not just the scale of the remit and the wide geographical location of the schools, but also the way your communication with staff across the trust becomes more complicated.*

*A widely dispersed workforce needs to hear the core messages about the benefits of being part of the trust more frequently than those in a single school. It is also true that what works as a communication strategy for two or three schools, needs a major re-think once you are operating at ten or more.”*



**FIVE YEAR GOALS**

	Teaching	Leadership & Governance	Financial viability
Year 1 -2 23-24 24-25	<ul style="list-style-type: none"> <li>The self-evaluations of each Academy within the Trust are correct.</li> <li>Boost the Trust's adoption of CPD.</li> <li>To raise the levels of students' performance at each of the Trust's schools by improving the progress made by all students.</li> <li>Provide standardised target-setting procedures and support triaging across the MAT</li> <li>Use the web platform to share and exhibit best practices.</li> </ul>	<ul style="list-style-type: none"> <li>To incorporate school policies into Trust policies as needed.</li> <li>Create websites for the schools and the Trust that include statutory policies/policies under the MPAT/School heading as appropriate.</li> <li>In September, all existing employees attended Level 1 Safeguarding</li> <li>The Trust Safeguarding meetings in place.</li> <li>Strengthening processes that will allow leaders, Trustees and LSBs (at the school level) to have clear supervision over important areas like safeguarding, health and safety, site and buildings, training, school improvement, and staff and student wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>The Trust has a reserves policy in which there are sufficient reserves to mitigate high risk areas across the Trust.</li> <li>After reviewing systems and processes, improve efficiency through better ways of working . Review high cost areas to reduce and/or rationalise expenses.</li> <li>Increase/maintain student numbers to maximise funding.</li> <li>Check purchased services (HR, Payroll, Accounting, FMS, etc.) and restart. Increase top slice until growth allows for reduction.</li> <li>EYFS/BASC extensions</li> </ul>
Years 3-4	<ul style="list-style-type: none"> <li>SEND and PPG pupils progress far above national for their groups.</li> <li>Data set with three years of improvement for all schools.</li> <li>To enable peer review and challenge of self-evaluation and improvement goals, we will utilise leaders across our Trust.</li> <li>In areas of expertise across the Trust develop peer reviews support systems</li> <li>Create a succession and talent management model for the MAT Central Team and senior and middle leaders within Academies.</li> </ul>	<ul style="list-style-type: none"> <li>Increase opportunity to examine the knowledge and experience of the board on a regular basis.</li> <li>increase Trust by at least 3 schools.</li> <li>Including the training course for trustees and members.</li> <li>Develop leadership and governance systems that enable SEAMT to support 10 schools</li> </ul>	<ul style="list-style-type: none"> <li>5% reserve is guaranteed. Embed the 3 new schools</li> <li>Develop and implement a Trust-wide ICT strategy and renewal plan to bring ICT hardware and software up to the latest norms and standards. With an IT lead</li> <li>Provide transactional services to other schools and MAT.</li> <li>Tender extensions through the CIF program.</li> <li>&gt;5% of reserves secured through prioritisation and investment strategies.</li> <li>Reduce GAG contribution post 8 schools</li> </ul>
Year 5 <	<ul style="list-style-type: none"> <li>Trust is known as a provider of learning first-hubs and publications used to promote The Trust with regular CPD offered by our schools to support the global child</li> </ul>	<ul style="list-style-type: none"> <li>MAT board to offer support to new MATs.</li> <li>Expansion of the MAT leading to revaluation of how the local boards operate to ensure local voices can continue to be heard.</li> <li>Chairperson succession planning</li> <li>Grow by 4 more schools</li> </ul>	<ul style="list-style-type: none"> <li>An ongoing continuous improvement program uses benchmarking and self-assessment to further improve efficiency.</li> <li>Reduce top slice due to growth</li> <li>Multiple revenue streams exist that generate at least 30% income more than GAG</li> </ul>

# Informing this TDP

## The MAT assurance framework:

<b>1. Vision, culture and ethos</b> A. Clarity of purpose B. Understanding of needs C. Leading a culture of improvement	<b>2. People and partners</b> A. Building capacity for improvement B. Recruiting, developing and retaining talent	<b>3. Teaching and learning</b> A. Approach to pedagogy B. Leadership of teaching C. Evidence based professional learning models	<b>4. Curriculum and assessment</b> A. Curriculum principles, intent and alignment B. Intentional use of assessment	<b>5. Quality Assurance and Accountability</b> A. Knowing schools quantitatively B. Knowing schools qualitatively	<b>6. Governance capability</b> A. Governance structures and skills B. Capability to refresh and renew
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## How to use this framework

For each of the 14 elements, the framework identifies questions to start with as well as additional questions to consider. It describes what strong and weak improvement capacity would look like in a MAT.

## Action points identified during HT and CEO away day May 2024:

- Trustee & LSB knowledge and understanding of vision and values
- Induction of staff in relation to the wider Trust
- Standard phase updated for job adverts Add link to staff perks page on webs
- Develop trust wide cpd overview
- Promote purpose statements to ensure that teaching and learning is underpinned by core principles across the MAT
- Develop a pupils senate to ensure that there are strong systems in place for engaging and involving pupils and using this information to improve the MAT
- Continue to facilitate the sharing of planning
- To formalise parental surveys from HQ

## Schedule of musts rescuing theme

- Ensure that risk maps are up to date, engaged with and shared regularly.

## OFSTED:

There have been improvements to the implementation of the curriculum. Some pupils have legacy gaps in their knowledge and there are inconsistencies in how effectively teachers use assessment in some subjects.

Curriculum plans clearly identify the essential vocabulary to be taught. However, in some lessons, the teaching of vocabulary is overly simplistic. Teachers do not ensure that pupils have a rich understanding of this vocabulary, as intended by leaders. On occasion, this limits the ability of pupils to use and apply language in more complex ways. Leaders should ensure that all staff are delivering this aspect of the curriculum plans as fully as intended.

Leaders check how well pupils are faring across the curriculum and put strategies in place to help them to catch up. They have identified a small group of pupils, including some who are disadvantaged, who have gaps in their knowledge and understanding where additional support is not yet precise enough in helping them to catch up quickly. Leaders should ensure that additional support is sharply focused on helping these few pupils to catch up quickly.

In a minority of curriculum areas, some pupils do not gain as much knowledge as they could. This is because the school has not precisely identified the knowledge they want some pupils to learn. Some content does not link clearly to what pupils have learned before. The school must refine these areas of the curriculum further to ensure knowledge is clearly prescribed and builds on what pupils have learned before.

## DATA - KS2 - RWM:

KS2 2023/24	National Average	Essex Average	Wyburns	North Crescent	Rayleigh
Reading	74%	73%	93%	78%	90%
Writing	72%	73%	83%	72%	92%
Maths	73%	74%	80%	83%	95%
RWM	TBC	60%	73%	72%	83%

## **PRIORITY ONE: Embed our shared Vision and Values**

The AIM: To embed our vision and values into the fabric of our organisation, integrating them into policies, practices, and everyday interactions to create a cohesive and unified culture. Ensuring the pro social rewards have a high priority.

### **What needs to happen 24/24**

- A. Further Develop and Promote Our Purpose Statements:
- Conduct workshops or brainstorming sessions involving key stakeholders to refine and articulate purpose statements that resonate with our new vision and values.
  - Develop communication materials such as posters, pamphlets, and digital content to disseminate the purpose statements across the schools, ensuring awareness and understanding when planning lessons.
- B. Ensure High Profile of Vision and Values in Decision Making:
- Incorporate our vision and values into decision-making processes by creating decision matrices or frameworks that explicitly consider alignment with these guiding principles.
  - Provide training sessions or workshops for decision-makers to understand how to integrate our vision and values effectively into their decision-making approach.
- C. Promote the Pro-Social Rewards System Across the Trust:
- Launch awareness campaigns highlighting the benefits and importance of the pro-social rewards system, showcasing examples of behaviours and actions that exemplify our vision and values.
  - Establish a platform or system for employees to nominate and recognise their peers for demonstrating values-aligned behaviours, fostering a culture of appreciation and encouragement.
- D. New Staff Induction to Focus on Vision and Values:
- Develop a structured induction programme specifically tailored to introduce new staff members to the organisation's vision, values, and culture.
  - Include interactive activities, discussions, and real-life scenarios to help new employees understand the practical application of our vision and values in their roles.
- E. Offer Training to LSBs, Trustees & Members on Vision and Values:
- Design bespoke training sessions or workshops for Local School Board (LSB) and trustee members, covering topics such as the significance of our vision and values, their role in governance, and practical strategies for promoting alignment throughout the trust.
  - Provide resources and materials for ongoing reference and reinforcement of key concepts.
- F. Ensure Reflection on Vision and Values in Meetings:
- Implement a standard agenda item in all meetings dedicated to reflecting on how the discussions and decisions align with our vision and values.
  - Facilitate open dialogue and feedback sessions to encourage meaningful reflection and continuous improvement in integrating our guiding principles into our daily practices.
- G. Use the Website to Promote Vision and Values:
- Design a dedicated section on the trust's website to showcase our vision and values, including interactive content, testimonials, and success stories.
  - Regularly update the website with relevant news, events, and initiatives that exemplify our commitment to our guiding principles.
- H. Provide Away Days/Conferences for Key Staff to Dedicate to Vision Reflection:
- Organise periodic away days or conferences for key staff members to step away from their daily responsibilities and engage in deep reflection and strategic planning aligned with our vision and values.
  - Facilitate collaborative workshops, team-building activities, and brainstorming sessions to foster shared understanding and ownership of our collective vision for the future.

## **PRIORITY TWO: Trust Growth**

The AIM: to achieve sustained growth and expansion for the trust by strategically increasing pupil numbers, enhancing provision for SEMH students, expanding BASC and nursery services, and exploring opportunities for acquiring at least one new school by July 2025. Through targeted marketing efforts, partnerships with local authorities and community organisations, and rigorous due diligence processes, we aim to establish ourselves as a leading provider of inclusive and high-quality education, enriching the lives of students and communities.

### **What needs to happen 24/25**

#### A. . BASC Growth:

- Conduct market research to identify areas of high demand for Before and After School Clubs (BASC) within the communities served by our schools.
  - Develop a strategic plan for BASC expansion, including the establishment of new clubs in underserved areas and the enhancement of existing facilities to accommodate increased demand.
- Collaborate with local authorities, community organisations, and parents to promote awareness of our BASC offerings and attract enrolments.

#### B. Nursery Expansion:

- Assess the feasibility of expanding nursery provision within our existing schools or establishing standalone nursery facilities in areas with demonstrated need.
- Explore funding opportunities and partnerships to support nursery expansion initiatives, such as government grants, private investment, or philanthropic donations.
- Develop comprehensive marketing campaigns to promote our nursery services to prospective parents and stakeholders, highlighting the quality of care, education, and facilities offered.

#### C. SEMH Expansion/Satellite Hubs:

- Identify opportunities to expand provision for pupils with Social, Emotional, and Mental Health (SEMH) needs, either through the establishment of new SEMH-specific schools or the creation of satellite hubs.
- Collaborate with local authorities, specialist providers, and community organisations to develop tailored SEMH programmes and support services that meet the diverse needs of vulnerable learners.
- Invest in staff training and professional development to enhance expertise in supporting SEMH pupils, ensuring that all staff members are equipped with the necessary skills and understanding.

#### D. Increase Pupil Numbers of Current Schools:

- Recruit a dedicated Marketing Officer to lead strategic marketing and recruitment efforts aimed at increasing pupil numbers across our current schools.
- Develop targeted marketing campaigns to showcase the unique strengths and offerings of each school, emphasising academic excellence, extracurricular opportunities, and pastoral care.
- Utilise a variety of marketing channels and platforms, including social media, local advertising, open days, and community events, to reach prospective parents and students effectively.

#### E. At Least 1 New School joins by July 2025:

- Establish a dedicated acquisition team tasked with identifying potential candidate schools for partnership.
- Conduct thorough due diligence assessments to evaluate the suitability and compatibility of prospective schools with our trust's mission, values, and strategic objectives.
- Develop tailored proposals and partnership agreements outlining the benefits of joining our trust, including access to resources, expertise, and support services.

#### F. Explore Free School Options:

- Conduct feasibility studies and stakeholder consultations to assess the viability and demand for establishing new free schools within target areas identified as underserved or in need of additional educational provision.
- Engage with relevant government agencies, local authorities, and community stakeholders to navigate the application process and secure approval for free school projects.
- Develop robust business plans and educational visions for proposed free schools, highlighting innovative approaches to teaching and learning, curriculum design, and community engagement

#### G. Refine and roll out an internal and external marketing plan (see below)

## **PRIORITY THREE: Driving Up Pupil Outcomes**

Aim: To continually drive up pupil outcomes (not just academically), ensuring that every student achieves their full potential academically, socially, and emotionally, equipping them with the skills and resilience needed for success in secondary education, employment, and life. To support this, we will leverage AI to personalise learning, reduce staff workload, and enable teachers to focus more on pupils' individual needs.

### **What needs to happen 24/25**

A. Create a Pupil Senate:

- Establish a representative body of students, the Pupil Senate, to provide a platform for student voice and participation in decision-making processes within the trust.
- Facilitate regular meetings and discussions where students can express their views and contribute ideas to improve their learning experiences and overall school environment.

B. Continue CEO Pupil Progress Meetings:

- Maintain regular pupil progress meetings led by the CEO to monitor and review individual student progress across the trust.
- Provide targeted support and intervention strategies for students identified as needing additional assistance, ensuring that no child is left behind and all have the opportunity to reach their full potential.

C. Engage in More Trust-wide Data Triangulation using Perspective Lite Software and FFT:

- Implement Perspective Lite software and FFT (Fischer Family Trust) data analysis tools to triangulate multiple sources of data, including assessment results, attendance records, and behaviour data, to gain a comprehensive understanding of pupil performance and needs.
- Utilise data-driven insights to inform strategic decision-making, target interventions, and allocate resources effectively to support pupil progress and attainment.

D. Use Central Teacher & CEO to Support Staff Across the Trust and Write Action Plans as Needed:

- Deploy a central teacher or instructional coach to provide targeted support and guidance to teaching staff across the trust, share best practices, deliver training sessions, and assist with implementation.
- Collaborate with school leaders to identify areas for improvement and develop personalised action plans to address specific staff development needs and enhance teaching effectiveness.

E. Develop the CPD Offer Across the Trust Including a CPD Entitlement for Staff to Access:

- Enhance the Continuing Professional Development (CPD) programme offered within the trust, providing a diverse range of training opportunities and resources to support staff professional growth and effectiveness.
- Establish a CPD entitlement framework that outlines staff rights and expectations regarding access to training and development opportunities, ensuring equitable access for all employees.

F. Roll Out School Improvement Partner Visits to Each School Termly (Daria) to Challenge and Support Heads:

- Implement a school improvement partner (SIP) programme, assigning dedicated SIPs to each school within the trust to conduct regular termly visits.
- Equip SIP with the skills and resources needed to provide constructive challenge and support to school leaders, helping them to identify areas for improvement & set ambitious targets.

## **PRIORITY FOUR: Succession Planning**

The AIM: The best Trusts support schools to flourish while sticking to core values. In this individual flourishing, new ideas can form, and best practices can be shared (because it is free to grow).

### **What needs to happen 24/25**

- A. . Supervision and Leadership Coaching for Key Staff Rolled Out Further:
  - Develop a structured programme for supervision and leadership coaching sessions, outlining session frequency, duration, and objectives.
  - Identify qualified facilitators or coaches to lead the sessions and provide personalised guidance and support to key staff members.
  - Schedule regular sessions and allocate dedicated time within staff calendars to ensure consistent participation.
  - Gather feedback from participants to continuously refine and improve the effectiveness of the coaching programme.
2. NPQ & accredited CPD Embarked and Rolled Out Across the Trust:
  - Promote awareness of available NPQ CPD programmes through internal communications channels, staff meetings, and digital platforms.
  - Provide support and guidance to staff members interested in enrolling in NPQ programmes, assisting with application processes and funding opportunities.
3. Trust-wide TLR Holders to Action Plan for the Year Ahead:
  - Facilitate collaborative workshops or meetings with Trust-wide TLR holders to review current priorities and set goals for the upcoming academic year.
  - Establish regular checkpoints or milestones to track progress and adjust action plans as needed in response to changing circumstances or emerging priorities.
4. Explore School-to-School Support Opportunities with the LA:
  - Initiate discussions with the Local Authority (LA) to explore potential areas of collaboration and mutual benefit, highlighting the strengths and resources of the trust.
  - Identify specific schools or areas within the trust that could benefit from additional support or partnership.
  - Develop proposals or partnership agreements outlining the scope, objectives, and responsibilities of each party involved in school-to-school support initiatives.
  - Establish communication channels and coordination mechanisms to facilitate ongoing collaboration and exchange of best practices between the trust and the LA.
5. Use TSI Sessions from an NLE to Support Future Leaders:
  - Coordinate schedules and logistics for Training and Support Initiatives (TSI) sessions led by a National Leader of Education (NLE), ensuring accessibility and participation for aspiring and emerging leaders.
  - Identify potential participants based on their leadership potential and development needs, soliciting nominations from school leaders and line managers.
  - Establish post-session follow-up mechanisms to support implementation of learning outcomes and provide ongoing mentorship and support to participants.
6. Use and promote staff benefits fully to retain and recruit the best people:
  - Create Promotional Materials
  - Ensure that all staff members have easy access to information about the perks available to them.
  - Conduct information sessions or workshops to educate staff about the perks and benefits package.
  - Incorporate information about staff perks and benefits into recruitment marketing materials, including job postings, career fairs, and recruitment events.
  - Emphasise the MAT's commitment to employee well-being and CPD as part of our employer branding strategy.
7. Refine the trust wide ASPIRING LEADERS programme
  - Develop Curriculum: Focus on strategic planning, instructional leadership, financial management, and community engagement. Include practical workshops, case studies, mentorship opportunities, and work experience placements to demystify leadership roles.
  - Recruit Participants: Identify and invite talented teachers and staff members to apply using a transparent selection process, including applications, interviews, and recommendations.
  - Roll Out Programme: Blend in-person workshops, online modules, and one-on-one coaching sessions over six months to ensure thorough topic coverage.
  - Evaluate and Improve: Implement a monitoring and evaluation framework to assess effectiveness, gather feedback, and make continuous improvement

Stage	Who	Criteria	CPD Options
<b>1</b>	Establishing Support	New TAs / LSA	<ul style="list-style-type: none"> <li>• Induction</li> <li>• Bookable CPD session with trust CPD lead</li> <li>• Shadowing an Experienced LSA</li> </ul>
<b>2</b>	Established Support	Experienced TAs/ LSAs consistently strong classroom support	<ul style="list-style-type: none"> <li>• Attending staff meetings</li> <li>• Attending twilight sessions</li> <li>• ‘Every’ CPD courses</li> <li>• HLTA course</li> <li>• leading sessions training with the Central teacher</li> </ul>
<b>3</b>	Advanced Support	Unqualified teachers/ /HLTAs / TAs with lead responsibility / Students	<ul style="list-style-type: none"> <li>• Central Teacher mentoring</li> <li>• Joining planning sessions with teachers</li> <li>• Every CPD courses</li> <li>• 1 x day placement at another trust school</li> </ul>
<b>4</b>	Developing teachers	ECTs	<ul style="list-style-type: none"> <li>• Observe teaching in another school with The Central Teacher</li> <li>• Ongoing support from in-school mentor</li> <li>• Trust ECT lead support and networking group</li> </ul>
<b>5</b>	Established teachers	Securely Good teachers (approx 3-6 years of experience)	<ul style="list-style-type: none"> <li>• Developmental work with The Central Teacher</li> <li>• Mentoring Trainees/ students</li> <li>• NPQ</li> <li>• Core subject leadership shadowing</li> <li>• safer recruitment training</li> <li>• LOTC level 1</li> </ul>
<b>6</b>	Advanced teachers	UPRs  MLT  Consistently outstanding teaching	<ul style="list-style-type: none"> <li>• NPQSL</li> <li>• Leadership coaching qualification</li> <li>• Mentoring of ECT/new staff</li> <li>• Providing developmental work</li> <li>• 1 x week placement at another trust school</li> <li>• DSL training (level3)</li> </ul>
<b>7</b>	Leadership	SLT  Core subject leaders  TLRs  Consistently outstanding teaching	<ul style="list-style-type: none"> <li>• SENDCo training</li> <li>• Coaching other staff</li> <li>• Regular Supervision</li> <li>• NPQH</li> <li>• Leadership of the whole school</li> <li>• NPQH- CoFNPQH</li> <li>• Trust conferences</li> <li>• weekly placements at other schools</li> </ul>
<b>8</b>	Executive	Headteachers CEO CFOO	<ul style="list-style-type: none"> <li>• EHT programme / NPQEL</li> <li>• MA/ Doctoral support</li> <li>• Traded outreach/secondments</li> <li>• REP/warning notice mentoring</li> <li>• CIMA (accountancy)</li> </ul>

Stage	Criteria	Administration	Site	Catering / Lunch
<b>1</b>	New to role	Arbor training Basic first aid	Estate lead mentoring	Behaviour training Basic first aid
<b>2</b>	1-3 years experience/skill level	Pediatric first aid Basic Coaching training TFM shadowing	“trades course” Estate lead shadowing ‘Every’ CPD courses	Mental health first aider Playleader training TA shadowing
<b>3</b>	Managing others / leading well	SBM qualification CIPD Level 3 AAT DSL level 3 CFOO shadowing	Competent person training CFOO shadowing  Basic Coaching training PAT testing training	Basic accountancy Pediatric first aid CP/safeguarding training
<b>4</b>		<b>Jump to stage 6 above</b>		<b>Jump to stage 2 above</b>

## **PRIORITY Five: Strengthen our cybersecurity**

### **Aim**

To significantly strengthen our cybersecurity infrastructure, ensuring the protection of sensitive data, and promoting a secure digital environment across all our schools. By enhancing our cybersecurity measures, we aim to safeguard our organisation against potential threats, streamline our IT processes, and foster a culture of digital vigilance among all stakeholders.

### **What needs to happen 24/25**

- A. Implement Comprehensive Cybersecurity Training:
  - Conduct RPA Training Sessions: Organise full and periodic (refresher) cybersecurity training sessions for all staff members, covering topics such as identifying phishing attempts, secure password practices, and data protection protocols.
  - Develop Digital Resources: Create and distribute digital resources, including e-learning modules, webinars, and interactive quizzes to reinforce key cybersecurity concepts and best practices.
  - Monitor and Evaluate Training Effectiveness: Establish metrics and feedback mechanisms to assess the effectiveness of the training programmes and make necessary adjustments to address emerging threats and challenges.
  
- B. Standardise Document Platform and Email System:
  - Transition to a Unified Document Platform: Move all staff to a single, secure document management platform that supports collaboration while ensuring data integrity and protection.
  - Consolidate Email Systems: Implement a standardised email system across the trust, featuring enhanced security measures such as two-factor authentication and encryption to safeguard communication.
  - Provide User Support: Offer comprehensive support during the transition phase, including user guides, FAQs, and a dedicated Point of contact to assist staff with changes..
  
- C. Strengthen Cyber Systems:
  - Review our Advanced Security Protocols: Introduce robust security measures such as firewalls, intrusion detection systems, and regular software updates to protect against cyber threats.
  - Develop Incident Response Plans: Create and disseminate clear incident response protocols to ensure swift and effective action in the event of a security breach.
  
- D. Transition to a Single IT Provider:
  - Select a Trust-Wide IT Provider: Evaluate and select a single IT provider that aligns with our security requirements and offers comprehensive support services.
  - Streamline IT Services: Consolidate IT services under the chosen provider to ensure uniformity in security standards, software, and hardware across all schools within the trust.
  - Ensure Ongoing Monitoring and Support: Establish a service-level agreement (SLA) with the IT provider that includes continuous monitoring, regular updates, and prompt resolution of IT issues.

By implementing these actions, we will create a more secure, efficient, and cohesive digital environment that supports the trust's educational mission while protecting our valuable data assets.

# Operational Priorities

## 1. Communication Enhancement

- Objective: Improve the communication flow between schools and HQ to streamline operations.
  1. Develop a centralised calendar tool for key dates and deadlines.
  2. Assign a coordinator to manage the communication channel between schools and HQ.

## 2. Clarification of Roles and Responsibilities

- Objective: Clearly differentiate between being responsible and accountable for specific tasks.
  1. Create a framework defining responsibilities and accountabilities.
  2. Develop a visual chart/poster outlining the roles of Head Teachers (HTs) and the CEO.
  3. Share the chart with all staff and integrate it into onboarding materials.

## 3. Support System Optimization

- Objective: Streamline support to prevent overwhelming the central team while maintaining effective communication.
  1. Implement a “ticketing” system for support requests to prioritise and track issues.
  2. Provide central team members and schools with clear support limits and guidelines.

## 4. Risk Management Process

- Objective: Embed a consistent risk register review process
  1. Develop the risk management process detailing the review process.
  2. Assign dedicated staff to oversee the risk review process.
  3. Schedule regular risk review meetings to update the risk register. with the risk officer and heads as well as the HQ

## 5. Half-Termly HT KIT Meetings

- Objective: Implement KIT (Keep In Touch) meetings to review risks, audits, and actions.
  1. Schedule half-termly meetings and create a standardised agenda.
  2. Ensure all are aware of the meeting's importance and attendance requirements.

## 6. Standardisation of Recruitment and Advertising

- Objective: Explore the standardisation of recruitment and advertising materials.
  1. Conduct an audit of existing recruitment and advertising materials.
  2. Develop templates that align with the organisation's new branding.
  3. Train HR staff in using these standardised materials.

## 7. Staff Induction Programme

- Objective: Roll out a new staff induction programme for the Multi Academy Trust
  1. Design a comprehensive induction programme that reflects the Trust's values.
  2. Monitor and evaluate the effectiveness of the induction programme.

## 8. Financial Empowerment and System Integration

- Objective: Embed the financial system and empower FOs, HTs, and LSBs to manage their budgets.
  1. Provide regular training on the financial system and budget management.
  2. Continue monthly MA & finance meetings with heads
  3. Regularly review financial reports to ensure effective budget management.

## 9. Site Compliance and Asset Management

- Objective: Ensure site compliance is properly recorded and maintained.
  1. Develop a compliance checklist and integrate it into the Every system.
  2. Assign staff to regularly audit compliance status.
  3. Update the asset register and ensure timely reviews.

## 10. Track and monitor central trust staff to ensure alignment with goals and efficient project execution.

1. Staff Tracking System: Develop a comprehensive staff database, integrated with a project management tool, to track roles, project assignments, and progress updates.
2. Performance Monitoring: Establish role-specific KPIs, conduct regular performance check-ins, and provide targeted feedback to ensure alignment with goals.
3. Alignment with Organisational Goals: Clearly communicate organisational goals, conduct alignment workshops, and assign projects that contribute directly to these goals.
4. Reporting: Implement a standard reporting template, regularly review reports, and adjust based on insights.
5. Regular Team Meetings: Schedule weekly or bi-weekly team meetings to discuss progress, align activities with strategic priorities, and follow up on action items.
6. Staff Development and Support: Identify training needs, implement targeted training programs, and offer mentorship to enhance productivity.

# Marketing action plan

## Objective 1: **Enhance Brand Awareness among Parents and Staff**

### 1. Increase Social Media Presence

- Action: Develop a comprehensive social media strategy to regularly post updates, success stories, and educational content on platforms like Facebook, Twitter, LinkedIn, and Instagram.
- Timeline: Immediate start with ongoing implementation.
- Responsible Team: Marketing and Communications Team.
- Key Performance Indicators (KPIs): Increase in followers, engagement rates (likes, shares, comments), and reach.

### 2. Publish Regular Articles and Paid Advertisements

- Action: Write and publish articles on educational advancements, success stories, and the unique approaches of Schools for Every Child on platforms like LinkedIn, educational blogs, and local newspapers. Invest in targeted paid advertisements.
- Timeline: Monthly articles starting July 2024; Paid ads campaign to launch in August 2024.
- Responsible Team: Content Team and Marketing Team.
- KPIs: Article views, shares, and comments; Advertisement reach and click-through rates.

## Objective 2: **Increase Pupil Numbers across all Schools**

### 3. Offer Free and Paid-for CPD to Local Schools

- Action: Design and deliver high-quality Continuing Professional Development (CPD) sessions for local schools, including workshops, webinars, and seminars. Offer a mix of free introductory sessions and paid advanced sessions.
- Timeline: Launch first CPD session in September 2024, with monthly sessions thereafter.
- Responsible Team: Training and Development Team.
- KPIs: Number of attendees, feedback ratings, subsequent enquiries about joining the trust or using our services.

### 4. Establish Personal Connections with School Leaders

- Action: Handwritten personalised postcards to heads and Chairs of Governors (CofGs) after OFSTED inspections to congratulate them and establish a caring, supportive relationship.
- Timeline: Ongoing, with immediate implementation.
- Responsible Team: Senior Leadership Team.
- KPIs: Number of postcards sent, follow-up interactions, feedback from recipients.

## Objective 3: **Establish a Robust School-to-School Support System**

### 5. Develop and Promote Traded Services for School Improvement

- Action: Create a catalogue of support services, including leadership coaching, curriculum development, and assessment support. Promote these services through newsletters, direct outreach, and at local educational events.
- Timeline: Service catalogue ready by October 2024; promotion ongoing.
- Responsible Team: School Improvement Team.
- KPIs: Number of schools using our services, revenue generated from traded services, customer satisfaction ratings.

## Objective 4: **Expand**

### 6. Target Single Academies and Small MATs for Expansion as well as LA schools

- Action: Identify and approach single academies and small Multi-Academy Trusts (MATs) in Essex and Cambridgeshire that may benefit from joining our trust. Conduct outreach through personalised communication, showcasing our support and success stories.
- Timeline: Identification phase by October 2024; outreach and engagement ongoing.
- Responsible Team: Expansion Team and Senior Leadership Team.
- KPIs: Number of schools approached, conversion rate to joining the trust, feedback from potential new members.

# Growth Strategy 2024-2027

## Introduction

Schools For Every Child stands at the forefront of educational excellence and innovation in Essex. Our Multi-Academy Trust is dedicated to creating academic environments that prioritise 'Learner First' and the 'UN Rights of the Child', aiming to foster an inclusive, supportive, and high-quality learning experience. This growth strategy outlines our plans for expansion through to 2027, focusing on strategic partnerships, community impact, and sustainable growth.

## Overarching Objectives

### 1. Expand Early Years and Preschool Provision

- Objective: To embed foundational educational values from the earliest stages of school
- Action Steps:
  - Implement a two-year-old provision at RPS by August 2024.
  - Introduce a three-year-old provision at NCP by January 2025.
- Expected Outcomes: Enhanced early learning outcomes and increased preschool accessibility within our communities. Increase pupil numbers in our schools in the long term.

### 2. Enhanced Support for At-Risk and Excluded Children

- Objective: To integrate inclusive education opportunities for SEND children and those at risk of exclusion.
- Action Steps:
  - Establish dedicated SEND/AP hubs by September 2025 in partnership with Essex CC.
  - Develop tailored educational programs that address these pupils' specific needs and Essex CC's needs.
- Expected Outcomes: Reduction in exclusion rates and improved educational attainment for at-risk students.

### 3. Hub Model Implementation

- Objective: To streamline operations and enhance quality through a hub model.
- Description: The hub model organises schools into clusters based on geographic proximity and strategic focus areas. Each hub comprises three schools collaborating on resource sharing, professional development, and best practices.
- Action Steps:
  - By 2027, establish three hubs (with an assistant CEO, BFM and HLTA in each hub) of 4-6 schools: based in Essex (ideally) and possibly Cambs PIEA (with an assistant CEO, BFM and HLTA in each hub).
  - Each hub should have at least one 'Good' rated school, which will provide leadership and mentorship to the others. Led by an Assistant CEO and Hub Business manager
- Expected Outcomes: Increased efficiency, enhanced sharing of resources, and improved school performance.

### 4. Professional Development and Staff Wellbeing

- Objective: To promote a continuous professional development traded service to other schools
- Action Steps:
  - Expand CPD opportunities tailored to current educational trends and staff needs.
  - Implement robust mental health support systems and wellbeing programs.

- Expected Outcomes: local schools and governors to be more aware of us and our offer

## **5. Marketing and Community Engagement**

- Objective: To raise the Schools For Every Child profile and enhance engagement with potential schools and the wider community.

- Action Steps:

- Launch targeted marketing campaigns using a PR retainer

- Engage with local communities through outreach programs and events.

- Expected Outcomes: Increased awareness of Schools For Every Child's values and objectives, leading to more schools joining the Trust.

### **Risk**

- Financial Viability: Regular financial audits and development of contingency plans for schools not meeting financial health metrics.

- Reputational Management: Strategic public relations efforts and proactive handling of issues that could affect the Trust's image.

- Compliance and Governance: Continuously monitor governance structures to ensure educational standards and regulations compliance.

### **KPIs:**

- Enrollment across all schools increases.

- Academic performance improvements year-over-year.

- Financial health indicators (budget adherence, financial stability) stabilise for the central budget.

- School merger enquiries increase

- Schools join us