



The Talentum
Learning Trust

Strategic Overview 2019-2021

Our Mission

To support and enable all of our learners to believe in themselves, to succeed in life and to aspire to be all that they can be.

Our Vision

- To have excellence as standard in every phase of our children's education
- To be a place where everyone grows; both children and adults
- To be the education community of choice
- Supporting all within the Trust and beyond
- Sourcing support within the Trust and beyond
- Lead through best practice and innovation
- To provide support and share best practice and innovation through collaboration within and outside of the Trust
- Have opportunities beyond the academy boundaries to allow learners to develop a global view and experience diversity, challenge, competition and difference
- To offer a place for all to achieve regardless of faith, culture, ability or background
- Be a centre for the creation of lifelong learning

Our Values

- We believe that the Trust is stronger together and that collaboration will always be more effective than competition
- We will never fail to believe we can succeed
- We seek to inspire all our learners to question, research, care, engage and thrive
- Honesty and integrity will be rooted in all we do together
- Inclusivity is at the heart of the community – no groups or individuals will be left behind and we will commit to being a support for all
- We recognise that excellence in teaching and learning is only possible when the best teachers are employed and supported
- There is an agreed commitment in all aspects of the academies, communities and the Trust to "Excellence for all"

Our Educational Partners

	Academy	Academy Application in Progress	TTLT MAT	Other MAT
Keele University				
University of Manchester				
Derby University				
Leek High School	✓		✓	
Westwood College	✓		✓	
Churnet View Middle School	✓		✓	
St. Edward's C of E Academy	✓			
All Saint's First School			✓	
Beresford Memorial (CE) First School			✓	
Blackshaw Moor CE First School			✓	
Hollinsclough C of E Academy	✓			✓
Horton Lodge Special School		✓	✓	
Leek First School			✓	
Manifold C of E Academy	✓			✓
Rushton CE Primary			✓	
Springfield Special School	✓			✓
St Bartholomew's Primary School				
St Michael's CE First School	✓			✓
St Edward's (CE) First School	✓			✓
The Meadows Special School	✓			✓
Waterhouses CE Primary School				
Westwood First School			✓	
Woodcroft First School				✓

Strategic Intent 2019-21

Objectives

Opportunities for Strategic Leadership and Management

- Complete the move to a single, integrated leadership and management structure operating across all sites
- Where possible, develop the Trust's relationship with and between the LEP academies, sharing best practice and innovation.
- Implement an integrated Trust wide infrastructure that supports staff, directors, governors, students and parents/carers in effective teaching and learning, day to day operations, and support.
- Develop effective, integrated communication channels within the Trust, between the Trust and its partners, and with all stakeholders, taking full advantage of technology innovation.
- Seek opportunities to expand the Trust where it would bring direct benefit to the Trust and the local community. We will not expand the Trust otherwise unless directed.
- Develop the view across the MAT and associated academies of "Excellence for all"
- The Trust structure is clear – defined roles for Members, Directors and LGBs.
- Be aware of responsibilities around church schools and support faith development through SIAMS processes

- Agree and implement a leadership structure, roles and accountabilities, job description assuming a single integrated enterprise / management structure operating across the sites. One CEO, A Deputy CEO, CFO, HR and admin support and a substantive Headteacher (one per site). Ongoing as trust develops and resources/personnel allow.
- Where possible, review the number of Heads across the MAT, their roles and responsibilities, dependent upon the rationalised curriculum and delivery sites. This will vary according to demand and need and require the monitoring and refinement of financial costs of any staffing restructure.
- Ensure that all new appointments are on Trust contracts.
- As the MAT grows develop central functions supporting HR, finance, administrative support, IT, site support
- Due diligence is complete, fair and is seen as rational for any prospective joiners
- Develop an Associate scheme as an interim to conversion – allowing all parties to work together and complete due diligence carefully
- Further develop the structure and nature of post-16 provision across the "High Academies", with a view of continued high quality and increasing quality delivery. The curriculum is fit for purpose, efficiently delivered and attractive.
- Assess the required leadership and line management of the post 16 provision to make efficient and effective use of time and resource reflecting budgetary constraints annually.
- Continue to develop the Trust relationship with the LEP academies with a view to sharing Best Practice, particularly in pedagogy, assessment and transition.
- Recognise the strengths of the "all-through" view and develop this as systems redesign and formal collaborative opportunities arise
- Encourage the expansion of the trust based on the "all through" concept; First, Middle, High and Sixth Form, in an educationally balanced and financially viable manner
- Develop a Trust brand that encompasses the use of all forms of media at low cost but high impact.
- Clarify the new governance structure and board for the MAT and establish systems that allow for expansion
- Synchronise governance committees across all academies in the MAT
- Take advantage of changes that flow from growth of the MAT
- The MAT structure for leadership and governance follows guidance, removes/limits overlap of roles. Members, Directors and Governors know their roles, responsibilities and boundaries.
- Training where required is sourced using internal expertise where possible to support better Governance, Director input and Member contribution.

Opportunities for Quality of Teaching, Learning and Assessment

- Provide a central focus (e.g. a Director of Teaching and Learning) to drive and sustain improvements in teaching and learning across the Trust.
- Recruit the best teaching staff; provide ongoing professional development to all staff, and support teaching, learning and leadership with the best support staff, services and infrastructure.

- Define and agree a rationalised curriculum and academy day at all Key Stages that removes duplication whilst offering a broad range of subjects, to all students, designed to provide a rich and effective learning experience. Develop the "all-through" curriculum
- By 2021 have a view at all schools of the required chronology of delivery from Reception to Year 9 allowing visibility of content and skills building blocks.
- Further develop a Trust CPD programme for all staff including Line Managers and Middle Leaders in order to strengthen their role in the Quality Assurance process across all academies.

<ul style="list-style-type: none"> • Continue to agree an integrated timetable and integrated timetabling process where possible 	<ul style="list-style-type: none"> • Use institutions such as the Chartered College of Teaching to support the development of NQTS and provide an incentive for recruitment • Access expertise where appropriate locally and nationally to promote excellence in the classroom. • Recruit the best teachers possible. • If available, use the TS status to source the best staff and further to supply the partner schools. • Timetable makes efficient use of staff whilst maintaining a focus on excellent delivery.
<p>Opportunities for Personal Development, Behaviour and Welfare</p> <ul style="list-style-type: none"> • Recognise safeguarding as our overriding priority, working closely with outside agencies to identify and support the most vulnerable. • Improve the engagement and active participation of families/parents/carers in their child's educational development. • Develop systems and structures, designed to raise attendance and progress made amongst vulnerable groups of students, by implementing Best Practice consistently across all academies, to include a focus on the best use of Pupil Premium and Student Bursary 	<ul style="list-style-type: none"> • Work closely with outside agencies to identify and support the most vulnerable families. • Target 100% response in all academies to parents evenings and consultation evenings. • Clarify each academy's policy statements and procedures so that students experience a consistent approach from all staff to include IAG system, rewards and sanctions etc Students maximise their potential as they move through the system knowing that expectation and boundaries are consistent. • Develop pace to engage external agencies in reaching families that need additional/early help. Engaging in pilot schemes and focused work to raise the profile of this area. • Develop welfare committee remit/structure/coordination at governor level to increase coverage of vulnerable groups and families. This may mean multiple academy meetings timetabled for governors to mirror ongoing pastoral projects. • Research deprivation as a barrier to achievement and attainment. Ensuring that aspirations for all are fulfilled.
<p>Opportunities for Outcomes for Children and Learners</p> <ul style="list-style-type: none"> • Drive up standards of teaching and learning consistently to exceed national standards and to achieve national recognition for the Trust as a centre of excellence. • Develop an integrated curriculum and timetable across the Trust that avoids duplication whilst offering a broad and flexible range of subjects to all students. • Develop a fully integrated post 16 provision across the Trust where possible 	<ul style="list-style-type: none"> • Develop common Learning and Assessment Policies and procedures across all academies • Synchronise assessment across Key Stages where possible being cognisant of teacher workload and the need for accurate and effective data. • Targets at all ages and abilities are set to be realistic but ambitious. • Target setting is "clean" data driven, accurate and used as part of quality first teaching. • Further develop a common system of tracking and agreed target-setting methods using student progress data. Data is shared across the academies and used to inform planning, training and intervention. Where appropriate "Master Class" intervention and support is delivered across the MAT. • Define and implement detailed action/development plans, in each academy, designed to raise standards to at least national levels of performance and maximise the use of Pupil Premium and Sixth Form bursary in order to improve further the progress made by these groups of students. Plans are consistent in presentation. • Using the inspection framework as a reference point, look at curriculum intent, delivery and the affect on outcomes for pupils

<p>Opportunities for Resources and Support Services</p> <ul style="list-style-type: none"> • Develop and implement an integrated and <i>sustainable</i> financial model for the Trust with focus on revenue and service growth opportunities rather than reductions and cost savings. • Implement an integrated organization and staffing structure for all teaching and support staff across the Trust, with all staff on Trust contracts that are not site specific. • Develop central support functions for HR, finance, IT and administrative support. • Where possible, future proof the curriculum delivery by seeking the best quality appointments, raising the quality of delivery and increase pupil/student numbers whilst providing value for money. • Further develop communication systems across the academies for all staff, teams of staff and governors. Move towards a single communications platform, consolidated security and network access. • Develop the MAT profile at a local and national level. • The MAT financial system is secure and complete allowing for transparent and efficient production of consolidated accounts that are recognised as high quality through audit. • Identify the future requirements for site, buildings and infrastructure in support of the MAT strategic intents and plan a relevant timeline designed to implement any changes • When possible, use all site resources for all MAT academies enabling access to the best provision at all times. • The academies are not bound by physical boundaries and the sites are seen as multi access for all. 	<ul style="list-style-type: none"> • Ensure LGBs are setting annual balanced budgets seeking a 2.5% contingency • Identify potential additional sources of income equivalent to 1.5% of GAG funding annually • Identify and plan additional revenue generating and cost reduction initiatives to include the development of a marketing strategy. Including investigating Teaching Schools network, extension of MAT where sensible and possible sponsorship of academy conversions. • Consider centralisation of support functions for HR, Finance, ICT and administrative functions – flexible to allow for MAT expansions, use of incoming expertise. • Relocate central services • Only use the Federation brand for Sixth Form activity • Examine the staffing structures and workloads in all academies, against future curriculum requirements, that improves further the focus on teaching and learning, removes unnecessary duplication, and supports the rationalised curriculum. • Provide leadership and staffing support for the expansion of the Trust as necessary • Ensure Headteachers’ are annually assessing the performance of all staff and ensure the reward and retention of good and excellent staff and take corrective action against staff who fail mutually agreed expectations • Deliver effective succession planning for all key staff roles where possible • Ensure the LGBs have comprehensive asset management plans in place and review their annual costed maintenance plan • Ensure that business continuity plans reference LA requirements and provide adequate cover • Where appropriate, leaders attend, present and contribute to the national education landscape. • Work with the DfE, LA and RSC to support the system redesign locally and further afield. • Develop an integrated infrastructure activity that delivers cost-effective and high quality facilities that support and enhance the rationalised curriculum across the academies including site management and use of facilities
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Four-stage improvement model Stage of school improvement journey	Key leadership qualities
<p>Phase 1: Stabilise</p> <ul style="list-style-type: none"> • School requires significant improvement • No clear underpinning for the future 	<ul style="list-style-type: none"> • Calm and reassuring leadership • Focusing on urgent priorities • Ensuring team members have the right jobs • High visibility
<p>Phase 2: Repair</p> <ul style="list-style-type: none"> • Establishing more control • Reactive decision-making • Make the school feel more like a regular school 	<ul style="list-style-type: none"> • Embedding early improvements • Building a medium term plan • Retaining visibility, but increasing focus on quality assurance

<p>Phase 3: Improve</p> <ul style="list-style-type: none">· More proactive leadership· Embedding strategies· Improving outcomes	<ul style="list-style-type: none">· Monitoring and tracking performance is key· Shifting from management to leadership· Increasing benefits from collaboration
<p>Phase 4: Sustain</p> <ul style="list-style-type: none">· Confidence in performance· Increase innovation in delivery	<ul style="list-style-type: none">· Securing excellence· Looking to lead collaboration· Increasing focus on 3-5 year planning if possible <p style="text-align: center;">Retain the humility to know there can always be more</p>

