



JTMAT Strategic Plan 2016-2019 SUMMARY DOCUMENT

Developing provision, improving learning, and achieving greater outcomes - within and across our schools.



Executive Summary

This document represents the first Strategic Plan of John Taylor Multi-Academy Trust. Its predecessor equivalent, a five-year Strategic Plan for John Taylor High School, outlined the direction of the ‘single converter’ academy from shortly after its opening in November 2010 to the end of 2015. With the creation of a multi-academy trust, the incorporation of local primary and secondary schools within it, and the evolving educational landscape within which our schools reside, it is timely to construct a new plan to reaffirm our vision and mission, outline our context, appraise our choices, and signal our direction of travel.

Sharing the sentiment of Gen. Eisenhower that “In preparing for battle, plans are useless but planning is indispensable”, the MAT Board and its senior leaders acknowledge the need to show flexibility and resourcefulness in changing times, and the willingness to deviate from this document and its contents should it be in the interests of the Trust, and the children and families we serve, to do so.

Highlights

1st September 2015 saw the first converter (Kingsmead School) into JTMAT. The Trust has worked positively and purposefully to improve provision – everything from governance through the curriculum to teaching and intervention – and has been aided fully by the senior team and local governing body of the school, who are receptive to innovation and responsive to challenge.

1st April 2016 saw JTMAT become a ‘mixed MAT’, with the incorporation of Thomas Russell Infants School into the Trust. Of equal significance is the joining of Yoxall St Peter’s CE Primary School, the first faith-based school to join the MAT. The collaboration between the MAT and the Diocese of Lichfield (via the inclusion of CECET – The Church of England Central Education Trust as a corporate Member) will add a further dimension to the expertise at the MAT Board’s disposal.

Mission Statement

‘We believe in the power of education to improve lives – and the world’

This statement is at the heart of the John Taylor story. We are driven to ensure that our community can realise its true potential through learning. This is our mission. To that end, we provide the experiences, resources, structures and systems to enable all to engage, all to progress, all to achieve.

Through the opportunities that our Multi-Academy Trust offers, we extend our mission beyond the school in which it originated.

Objectives

Below are listed the core objectives for the Trust. It is the responsibility of all employed and associated with the organization to work towards the furtherance of these objectives.

- **Children are well-prepared for the next stage in their lives through experiencing the best learning opportunities through exceptional teaching and support, and access to high quality resources and provision in and beyond the classroom.**
- **Children achieve more, and make better progress, by attending a JTMAT academy than would otherwise be expected. We add value.**

- Our academies are full, and always oversubscribed as a result of their popularity, reputation and success.
- Our academies are staffed with high-performing professionals, exhibiting passion and taking pride in their work, in a context of effective support and challenge.
- Accommodation and premises are safe, well-maintained, and with facilities that are constantly improving.
- Infrastructure is both effective and efficient, underpinned by sound financial management practices whereby value for money is always given due regard.
- Management systems are coherent and cohesive, and staffed by colleagues who are innovative, adaptable, and capable of absorbing new initiatives.
- Our academies, and the Multi-Academy Trust, are held in the highest regard by others within and beyond the education sector, and our work and its impact is validated by external accreditation and inspection.

Keys to Success

Our commitment to ensure learning is at the heart of all we do: Keeping “the main thing, the main thing” – prioritising our people, time, energy and funding to the improvement of the educational experience – both formal and informal – we provide.

A passion for excellence: Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.

Restlessness and curiosity: Looking for opportunity to be involved and to learn from new experiences.

Courage to innovate: Leading change – in teaching and learning, curriculum development, organisational structures.

Tenacity and resilience: Holding to our mission in times of turbulence, and remaining resolute until we achieve what we set out to do.

Collegiality: Listening to others, sharing with others, learning from others



School Improvement

Opportunities for Strategic Development 1: Teaching and Curriculum

- a. Shared training plans to derive and exploit opportunities for collaboration and cross-fertilisation of expertise
 - b. Shared training day(s) calendared across MAT schools to facilitate the above.
 - c. An annual teaching and learning event to showcase innovation and celebrate excellent practice
 - d. Close alignment of key performance indicators for teachers across the MAT regarding appraisal to promote consistency of challenge.
 - e. Formal teacher secondments are regular development opportunities for teachers – across schools, across phases.
 - f. An on-line repository of learning resources and lesson video footage is shared across all schools within the MAT
 - g. School improvement reviews are commissioned on a regular cycle for all schools within the MAT
- A greater number of Specialist Leaders of Education are recruited from the MAT's schools to work out of the National Forest Teaching School

Opportunities for Strategic Development 2: Leadership

- a. Key performance indicators across the MAT's schools (e.g. financial position, pupil progress, school improvement activities, appraisal) can be monitored centrally via a single 'dashboard'
- b. An asset register of all MAT assets is clearly formatted and accurate.
- c. All teaching and learning responsibility (TLR) holders have undertaken recognized middle leader training within two years of taking up their position within the MAT
- d. All leadership group (LG) post holders have undertaken recognized senior leader training within two years of taking up their position within the MAT
- e. An annual governance event takes place to enable networking and skills development for all Local Governing Bodies
- f. Policy (and contracts where applicable) alignment across all MAT schools exists, with local contexts taken into account regarding procedures and protocols.
- g. Formal leadership secondments are regular development opportunities across the MAT
- h. The Executive Group and School Representation Group are high functioning, effective structures to support communication and decision-making.

Opportunities for Strategic Development 3: IT infrastructure

- a. Key organizational architecture – calendars, agendas and minutes, policies – are shared with all staff across the MAT to improve efficiency and coherence.
- b. A MAT-wide IT hardware and software inventory is maintained.
- c. Common IT procedures are implemented across MAT schools to improve efficiency
- d. Cross-site opportunities for data storage and back-up are fully utilized.
- e. Relevant spare stock is stored by the MAT for emergency replacement to its schools, minimizing disruption to teaching and management through 'down time'.
- f. JTMAT web presence, and via social media, is effective in communicating to existing stakeholders and the wider community.
- g. Harnessing technology is a regular feature of both the MAT's teaching and governance annual events.

- h. IT-related training is delivered to MAT staff on a needs-driven, as opposed to school-driven, basis.
- i. Existing inter-site connectivity is exploited to enable cross site working

Opportunities for Strategic Development 4: Support services

- a. Key support staff – IT technicians, cover supervisors, teaching assistants - work effectively across the MAT's schools, demonstrating an increased responsiveness to need, supported by high quality training, and opportunities to appoint staff into student support roles across schools are taken where appropriate.
- b. The MAT develops an impressive package of traded services, in conjunction with the National Forest Teaching School, and delivers high quality school improvement, financial support and other packages to other schools and MATs.
- c. Commercial income is maximized through a centralization of lettings provision across the MAT's schools.

Key Performance Indicators

Members and trustees must have the skills, knowledge and experience to run the Multi Academy Trust. Their duties include ensuring that the trust's funds are used only in accordance with the law, its articles of association, its funding agreement and the Academies Financial handbook.

Governance KPIs

- 1. Ensure that distinction is achieved between Member and Trustee roles within the MAT as enshrined in documentation.
- 2. All Members and Trustees fully understand their duties as company directors and charity trustees as laid out in the Companies Act 2006 and Charity Commission guidance as exemplified in a skills audit.
- 3. All schools have a full complement for their Local Governing Bodies, with an appropriate set of skills and experiences to undertake their defined responsibilities

Financial KPIs

- 1. Ensure economy, efficiency and effectiveness over the use of Trust funds (value for money).
- 2. Assurance received that annual financial accounts have been properly prepared and are free of material misstatements.
- 3. Accounts filed with Companies house for public access by 31 December each year and on the Trust website by 31 January of the following year
- 4. All statutory returns submitted on time
- 5. Staffing costs capped at 80% of total Trust income.
- 6. Alternative sources of funding are pursued, consistent with the Trust's core competencies
- 7. Sufficient levels of income are generated to support the asset base of the Trust
- 8. Sources of funding pursued for capital development projects

Human Resource KPIs

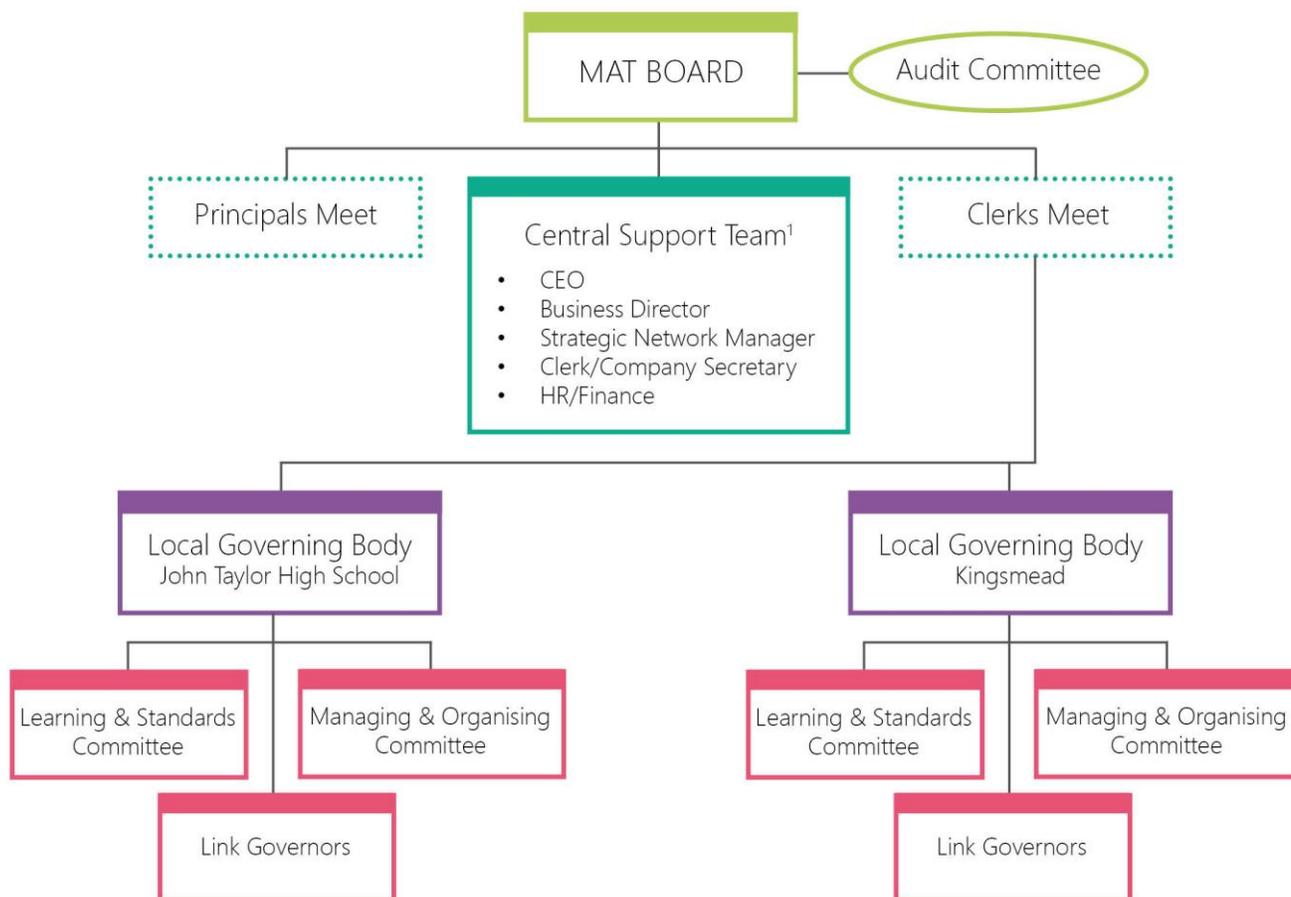
- 1. All MAT academies fully staffed with high calibre staff
- 2. Pupil to teacher ratios are favourable compared to national levels
- 3. Development opportunities made available to staff to work across schools in the MAT
- 4. 100% training penetration rate achieved (calculated as % of employees completing a course of training compared to total number of employees employed).
- 5. 100% performance management penetration for all eligible staff across all MAT schools.

School Standards KPIs

- 1 All MAT schools retain or improve their Ofsted inspection rating
- 2 Parent, staff and student survey data illustrates satisfaction.
- 3 Schools can demonstrate the adding of value to children of all ages, abilities, and backgrounds
- 4 All schools are fully compliant with health and safety, safeguarding and other statutory requirements

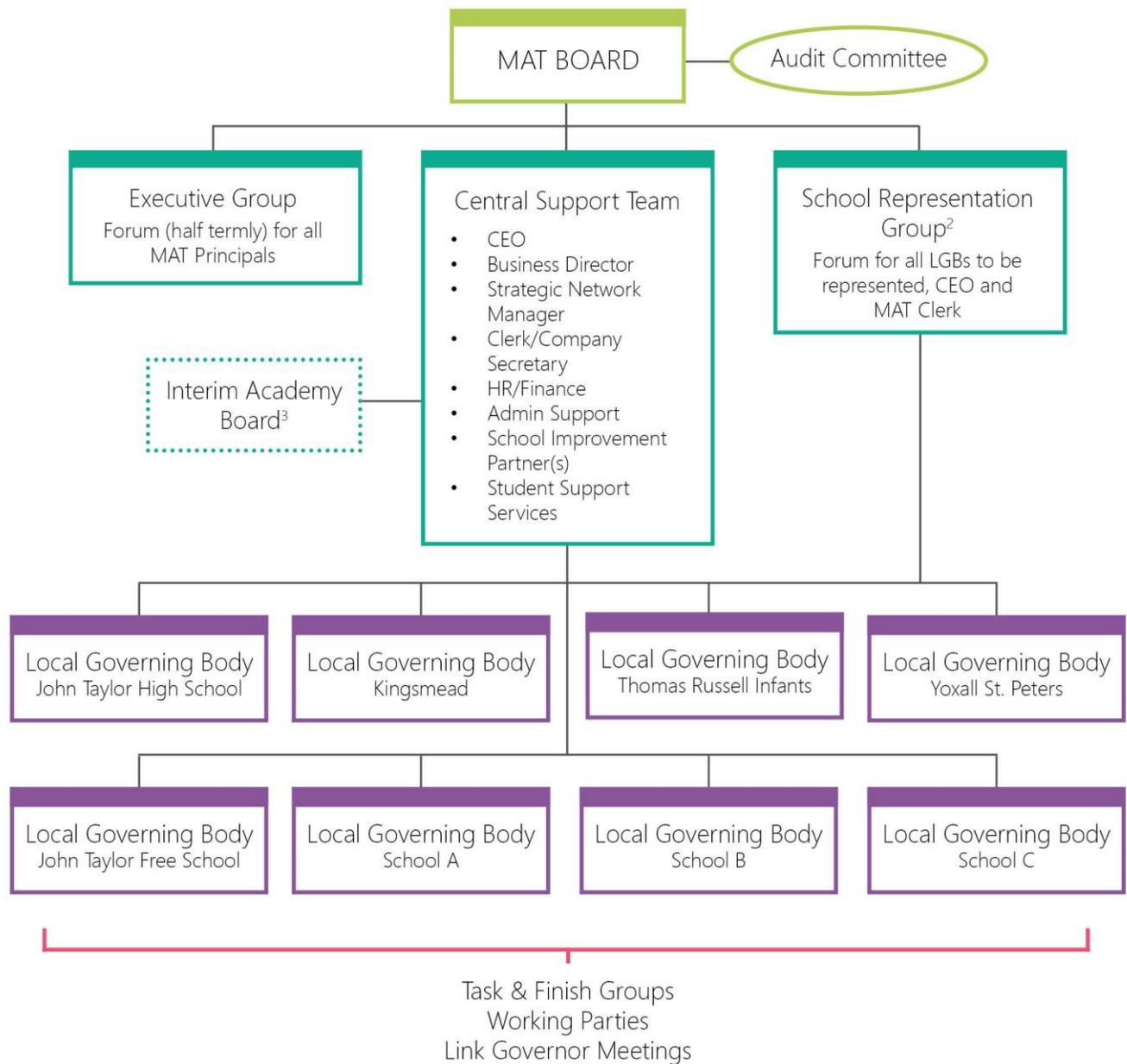
Appendix A – MAT Organisation Structure

2015/16 Position



¹ All shared positions within John Taylor High School staffing structures.

2019/20 Target Position



² Two non-executive Directors approved from this group to serve fixed term tenure on MAT Board.

³ Structures established for school requiring governance outside LGB structure (responsible directly to MAT Board).