

No Set Destiny for Any Child

Trust Vision:

To provide outstanding education for all students

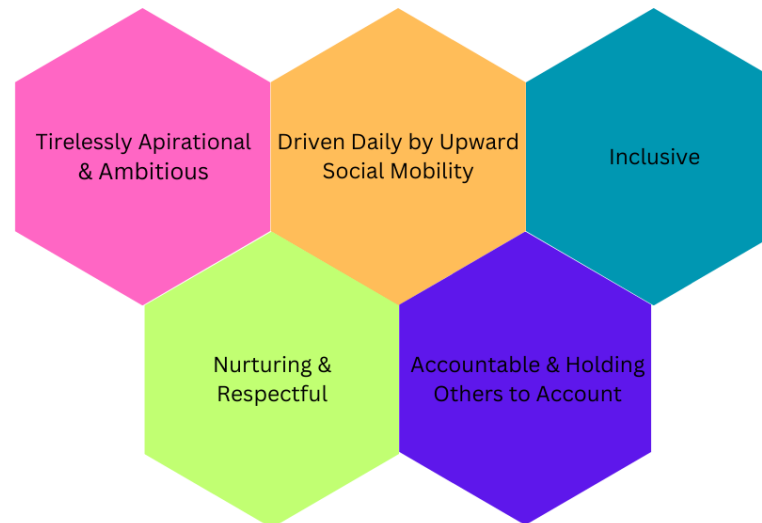
To drive social mobility through our daily work

To know and be central to our communities

To deliver effective, aspirational and nurturing provision for a blend of primary and secondary schools

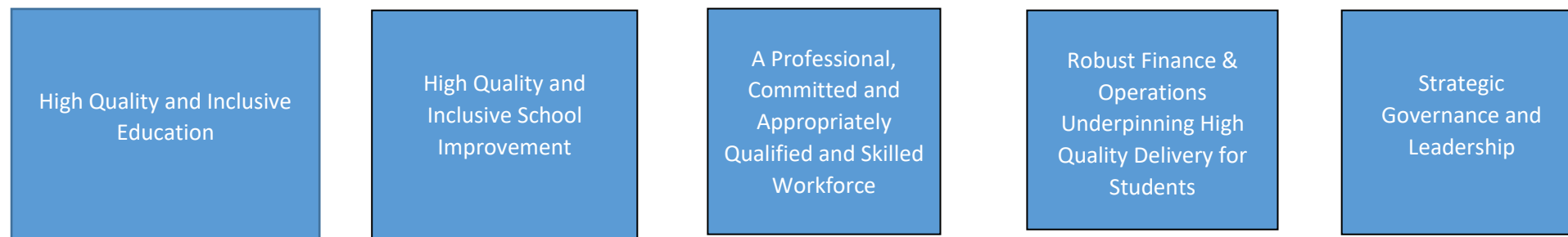
To encourage innovation, as part of delivering no set destiny for any child

The Trust and Its Leaders Commit to Being:



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GMAT Trust Pillars



High Quality and Inclusive Education

| THEME | DESCRIPTION |
|-----------------------------------|---|
| Culture | Creates a culture in all its schools that is motivating and ambitious for all, including disadvantaged children and children with SEND, so that students can achieve their full potential |
| Curriculum | Oversees the design and implementation of ambitious, broad, well-sequenced and knowledge rich curricula in all of its schools |
| Student Outcomes | Achieves good outcomes for all its students by delivering education that is both high quality and inclusive |
| Accessible to All | Operates fair access. Welcomes and effectively teaches disadvantaged children and children with SEND from their local areas |
| Inclusive Pastoral Support | Supports students and schools to address issues so students can stay in mainstream school where possible. Supports students to re-join mainstream education when they have spent time in Alternative Provision. |
| Enrichment | Enables children to take part in sport, music and cultural opportunities that enrich the curricula and support children's wider development |
| Behaviour & Attendance | Ensures its schools are places where all students attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress |
| Destinations | Ensures all children leave its schools well prepared for the next stage of education, employment or training and prepared to become confident citizens |
| Collaboration | Works collaboratively with schools, trusts, local authorities, dioceses, parents and other civic partners to ensure the delivery of statutory functions and acts in the wider interests of the local community |

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High Quality and Inclusive School Improvement

| THEME | DESCRIPTION |
|---------------------------------|--|
| Culture | Creates a culture of continuous improvement in its schools through self-evaluation, challenge, support and appropriate action |
| School Improvement Model | Has a clearly defined and effective strategy to improve and maintain the performance of schools that are already part of the Trust, as well as those that join |
| Transformation | Takes on challenging schools and transforms previously underperforming schools by delivering broad and sustainable improvement |
| System Led Improvement | Supports the wider system in sharing learning for best practice; helps underperforming schools to improve; and contributes to building a Trust-led system |

Workforce

| THEME | DESCRIPTION |
|---|---|
| Culture | Creates a high-performing working culture for all staff that promotes collaboration, aspiration and support. Uses the flexibilities of the Trust structure to create opportunities for staff. Recognises the critical value of high quality teaching and champions the profession |
| Workload | Fosters a supportive working environment by managing workload, prioritising wellbeing and taking action to support all staff |
| Retention | Supports the retention of great staff both within the individual Trust and across the school system |
| Working Environment | Prioritises effective behaviour and attendance policies to create a safe environment in which to work and learn. Utilises the Trust structure so that staff are empowered to deliver their best |
| Developing New and Early Career Teachers | Makes a positive contribution to the wider system by delivering high quality training and/or placements for trainee teachers. Supports early career teachers through the Early Career Framework |
| Continuing Professional Development | Encourages and enables all staff to build their expertise through evidence-based professional development and mentoring |
| Collaboration | Builds an innovative and vibrant community of professionals, collaborating across schools and other Trusts to develop and share expertise and evidence-based practice |
| Line Management & Career Progression | Ensures every member of staff is effectively line managed to maintain high performance. Actively encourages career progression opportunities across the trust |
| Equality, Diversity, Inclusion | Ensures inclusive working environments, supports flexible working and takes action to promote equality and diversity |

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Finance and Operations

| THEME | DESCRIPTION |
|---|--|
| Culture | Recognises the importance of effective and efficient use of resources for the benefit of all schools in the Trust and the wider education system |
| Financial Strategy | Uses financial data and intelligence to set a stable, accurate and sustainable long-term financial strategy for the Trust. Has a clear approach to delivering value for money through effective budgeting and risk management |
| Resource Allocation | Demonstrates efficient and effective use of resources, for example through school and Trust resource management benchmarking tools and Integrated Curriculum and Financial Planning |
| Capital Strategy | Maintains and invests sustainably in the Trust's capital infrastructure, including buildings, digital infrastructure and technology |
| Reserves | Operates a well-planned reserves policy that provides sufficient contingency for cashflow and any unplanned, urgent expenditure and aligns resources to expenditure priorities across all its schools |
| Financial Information Management | Has strong financial and information management systems with effective oversight, for example ensuring data compliance and having policies and processes in place to minimise risk of fraud, data breaches and financial mismanagement |

Governance and Leadership

| THEME | DESCRIPTION |
|----------------|---|
| Culture | The Board and Executive Leadership Team anchor the Trust's strategy in the needs of its schools, the communities they serve and the wider educational system in line with its charitable objects. The Accounting Officer, Board and leadership team create a culture of ethical leadership, including the Seven Principles of Public Life |