



# Trust Head of Improvement

March 2019



# **Trust Head of Improvement RECRUITMENT INFORMATION PACK**

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**More information about the Sherborne Area Schools' Partnership (SAST)  
and the Scheme of Delegation is available at [www.sast.org.uk](http://www.sast.org.uk)**

March 2019

Dear Applicant,

Thank you for your interest in the post of Head of Improvement in the Trust. SAST is a strong and ambitious Trust of both primary and secondary schools with a national Teaching School seeking to ensure an excellent and sustainable 0-19 education for children within our community across West and North Dorset as well as South Somerset.

The Sherborne Area Schools' Trust was established in June 2017 with seven schools serving the West and North Dorset area as well as students from South Somerset. Currently there are almost 2700 students and we employ over 450 staff. The Trust is expected to have an additional 6 schools join us by the end of the academic year. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. There is a large 11-18 secondary school with a Sixth Form of over 400 students. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

It is a strong Trust with the scale, capacity, expertise and performance with RSC/DFE support to grow and develop with other schools. At its heart is national Teaching School status and national Support School designation. The CEO is a National Leader of Education and the Chair of Trustees is a National Leader of Governance. We are a Church of England multi-academy trust in the Diocese of Salisbury. It welcomes and is designed for all schools of any or no faith and of any age range. The Governance structure has been designed to meet the requirements of maintained schools and Church of England Schools including those that are voluntary aided.

This is an exciting period in the Trust's development. We are looking to appoint an inspirational leader with a proven track record of improving educational provision and outcomes to join the Trust. In September 2019 there will be 3400 children and over 550 staff working in 10 primary schools and 3 secondary schools. Our schools are judged good or better – there will be three sponsor schools joining who we have been working with over the last year. Working in collaboration with the school headteachers and Trust leaders you will provide exceptional improvement support across the Trust to raise standards even further and to deliver high quality education.

At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further. The Gryphon School was designated as a National Teaching School and National Support School in the summer of 2017 and leads the North Dorset Teaching School Alliance of which SAST is at the heart.

The Sherborne Area Schools' Trust includes schools across Dorset and South Somerset from Sherborne to Gillingham towards Blandford and Wincanton. Our area is one of the best areas to live in Britain offering something for everyone. Sherborne is a centre of excellence for education and has been described as 'one of the most drop-dead-gorgeous towns in the country' and having the feel of 'a small cathedral city'. There are easy road and direct rail links to London, Bath, Bristol, Exeter and the glorious Dorset coast and countryside.

The successful candidate will:

- Promote and support the mission, values and approaches of the Trust
- Have a track record of school improvement across multiple schools perhaps in a MAT or through OFSTED or SIAMS Inspection
- Be committed to partnership, collaboration and excellent teamwork
- Have a passion for education and making a difference to children's lives
- Have the ability to lead and shape the vision of the Trust acting as the Deputy CEO
- Be highly resilient, with relentless determination to succeed and drive change
- Have excellent communication skills
- Use resources, intellect, creativity and innovation to be successful

In summary, there is a great sense of pride in what we collectively already achieve, and we want to enhance the existing and new schools. Education is more than just test and exam results – we place great value on the personal development of each child. We aim for them to ultimately leave school as well-rounded young people with a strong sense of what is socially, morally and culturally acceptable, and to feel that they have a contribution to make to the greater community.

This role will be challenging, yet immensely rewarding. As you would expect there are detailed improvement plans and strategies in place or planned for the sponsor schools. You will be supported by an experienced Trust leadership team and school Headteachers, strong local governors and a committed staff group. We are looking for someone with high expectations, a love of learning, able to inspire and also laugh and enjoy the challenges of this role. You need to be a team player, you will go the extra mile to support schools, staff and students and want to continually develop and pick up the best ideas from around the world in education. In return, you will join a School and Trust that is full of activity, opportunity and optimism. We have extensive links with CEO networks, other Trusts and schools.

Ideally we would like to recruit someone with both primary and secondary expertise but the post will be configurable in different ways including two separate posts for primary and secondary on a part-time basis. This is a new role and there is an opportunity to shape the responsibilities at the outset and once appointed.

There is further information on the SAST website. If you would like to visit the Trust or some of our schools or discuss any aspect of the post please contact Bella Byrne in the first instance.

On behalf of the Trustees of SAST, the leaders, staff and students we look forward to seeing your application and meeting you.

Very best wishes,



Steve Hillier  
CEO



# The Advert

## Trust Head of Improvement – Primary and Secondary

**Start Date:** 1 September 2019 (Earlier if available)

**Closing Date:** 9.00 am on Monday 25 March 2019

**Interviews:** Tuesday 2 April 2019.

**Salary:** Leadership Spine: L18-30 (£60,755-£81,515 FTE) Negotiable upon appointment

**Contract:** Permanent

SAST is a strong and ambitious Trust of both primary and secondary schools with a national Teaching School seeking to ensure an excellent and sustainable 0-19 education for children within our community across West and North Dorset as well as South Somerset.

This is a new role and we are looking to appoint an inspirational leader with a proven track record of improving educational provision and outcomes to join the Trust. In September 2019 the Trust will consist of 3400 children and over 550 staff working in 10 primary schools and 3 secondary schools. Working in collaboration with the school Headteachers and Trust leaders you will provide exceptional improvement support across the Trust to raise standards even further and to deliver high quality education.

Ideally we would like to recruit someone with both primary and secondary expertise but the post will be configurable in different ways including two separate posts for separate primary and secondary on a part-time basis.

The Sherborne Area Schools' Trust includes schools across Dorset and South Somerset from Sherborne to Gillingham towards Blandford and Wincanton. Our area is one of the best areas to live in Britain offering something for everyone. Sherborne is a centre of excellence for education and has been described as 'one of the most drop-dead-gorgeous towns in the country' and having the feel of 'a small cathedral city'. There are easy road and direct rail links to London, Bath, Bristol, Exeter and the glorious Dorset coast and countryside.

The successful candidate will:

- Promote and support the mission, values and approaches of the Trust
- Have a track record of school improvement across multiple schools perhaps in a MAT or through OFSTED or SIAMS Inspection
- Be committed to partnership, collaboration and excellent teamwork
- Have a passion for education and making a difference to children's lives
- Have the ability to lead and shape the vision of the Trust acting as the Deputy CEO
- Be highly resilient, with relentless determination to succeed and drive change
- Have excellent communication skills
- Use resources, intellect, creativity and innovation to be successful

Our values and ethos focuses on developing a love of learning, high achievement both personally and academically which comes from the tremendous work of all our staff and the great achievements of our children. This role will be challenging, yet immensely rewarding. You will be supported by an experienced Trust leadership team and school Headteachers, strong local governors and a committed staff group. We will also offer an excellent package:

- a competitive salary : L18-30 (£60.755- £81,515) Starting point to be agreed on appointment
- leadership development support
- a unique Trust opportunity with extensive links to wider networks
- possible relocation expenses
- a strong MAT with a clear sense of shared moral purpose and a real opportunity to transform the lives of young people

You are warmly encouraged to get in touch prior to application to discuss the position and alternative options. Our CEO, Steve Hillier is also available to have an informal discussion with interested applicants about the role. Please contact his assistant Bella Byrne on 01935 811066 or at [Bella.Byrne@sast.org.uk](mailto:Bella.Byrne@sast.org.uk). You are also most welcome to visit the Trust or some of its schools.

For a recruitment pack and online application form, please visit the trust website: [www.sast.org.uk](http://www.sast.org.uk)

**Closing Date: 9am Monday 25 March 2019**

**Proposed Date for interviews: Tuesday 2 April 2019 (alternative dates will be available)**

SAST has an absolute commitment to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an enhanced criminal record check via the DBS. The Trust values the diversity of our workforce and welcomes applications from all sectors of the community

# Trust Head of Improvement

## Primary and Secondary

### Job Description



**Job Title:** Trust Head of Improvement

**Qualifications:** Relevant qualification to degree level, QTS

**Accountable to:** The CEO of the Sherborne Area Schools' Trust

#### Core Purpose

- To provide inspirational leadership, showing commitment to the securing the highest levels of achievement in all areas of the Trust's work and developing an ethos of continuous improvement
- To be responsible for developing and leading the framework and systems for school improvement across the Trust, providing quality assurance and accountability
- To support and promote the mission, values, aims and development strategy of the Trust
- To support the CEO in the strategic development and operation of the Trust
- To act as a school improvement lead across all academies as required
- To track and help improve the academic performance of the Trust and all schools
- To provide quality assurance of the quality of education including school SEFs, school improvement plans, reviews
- To provide targeted support for schools in need of additional support particularly those judged a RI or Inadequate
- To ensure that the performance of disadvantaged pupils across the Trust is prioritised and that their needs are met.
- To support LGBs in their focus on continual improvement and providing high quality education
- To lead the Executive Leadership Groups of Headteachers – Primary and Secondary

#### Specific Responsibilities

##### To support headteachers and schools with

###### 1. Performance – Standards and Achievement

- Setting unambiguous challenging targets for schools, staff and students that encourage everyone to achieve their potential
- Challenging underperformance at all levels and ensuring effective corrective action and follow-up.
- Monitoring school performance and improvement using KPIs and targets
- Monitoring progress towards pupil level/cohort targets and reporting to the Trust and Governors
- Ensuring pupil premium funding is used effectively to narrow gaps

###### 2. School Improvement

- Continuing school improvement and successful academic performance through support, challenge, accountability and a commitment to early intervention
- Providing a sharp focus on the impact of leadership and management
- School improvement planning and self-evaluation
- School Self Evaluation (SEF) summary and annual improvement planning which supports school and Trust priorities
- Supporting school staff management including grievances, disciplinary, capability and staff attendance policy
- Ensuring Ofsted and SIAMs readiness including oversight and QA of SEFs and school improvement plans
- Securing external independent improvement support as required

###### 3. Curriculum, Teaching and Learning

- Promoting high quality teaching, learning and assessment policy and practice
- Having consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- Implementing a broad and balanced curriculum consistent with the Trust curriculum principles
- Ensuring there is high quality teaching and learning consistent with the Trust's principles for the curriculum learning, teaching and assessment
- The monitoring of the quality of teaching and learning locally and suggest remedial actions if required
- Providing exciting and enriching learning environments
- Advice on the school staffing structure within the Trust
- Encouraging innovation, sharing practice, designing collectively agreed practice and managing workload by reducing duplication

## To support the Trust with

### 1. Strategic Development of the Trust / Deputising for the CEO

- Work with the CEO and the Board to provide direction and ambitious vision for SAST
- Day to day leadership, management and operation of SAST
- Trust performance analytics
- Attend Trust meetings and other governance related meetings as appropriate
- Representing the CEO on Trust Boards
- Chairing meetings as required
- Its management and organisational structures so that they are fit for purpose and lead to and support continuous improvement
- Supporting the CEO with any new projects including additional academies into the group and the leadership of school-to-school support projects
- Acting as an Associate Head Teacher where required

### 2. General

- Advising and supporting in the recruitment, retention and deployment of school leaders, teachers and staff
- Monitoring the effectiveness of staff training across the Trust
- Leadership development - talent spotting, recruitment and retention
- Line management, support and challenge of staff as required within the Trust
- Reporting to the Trust Board on the performance of academies as appropriate
- Maintaining and developing the effective collaborative culture for working with schools within and beyond SAST to enable good practices to be shared, whilst enabling each school to maintain its distinctive character, educational beliefs and ethos
- Supporting the development of the ethos of Christian distinctiveness within the SAST Church schools

## Qualities and Skills Required (also See Person Spec)

The Trust Improvement Lead will be able to

1. Provide outstanding expertise in primary and secondary education provision
2. Support Headteachers, senior leaders and governors in school improvement by adding value
3. Provide strategic direction and leadership for teaching and learning across the schools
4. Set high professional standards and ensuring the SAST's education vision is understood and embraced
5. Develop and lead a Trust-wide improvement framework committed to working with individual school leaders and supporting them in ensuring that the priorities for the improvement of each school's performance are identified and analysed, appropriately costed, with effective actions developed and secured.
6. Treat SAST schools fairly and equitably when monitoring, ratifying and quality assuring the effectiveness of schools and their improvement plans
7. Hold the SAST schools to account to ensure that in each learning environment, resources and facilities are best used to enable children access to a broad and rich curriculum and a high-quality learning experience.
8. Promote and facilitate partnership working within and beyond SAST
9. Develop and maintain a strong and effective relationships with the DfE, EFA and relevant agencies, other Academy groups, Teaching Alliances and the Diocese to further increase SAST capacity

March 2019



# Trust Head of Improvement Person Specification

	Essential	Desirable
<b>Qualifications and Professional Development</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status supported by a degree or relevant qualification</li> <li>• Evidence of recent professional development related to school improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Other relevant professional qualifications e.g. NPQH</li> <li>• OFSTED Inspection</li> </ul>
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Track record of impactful school improvement</li> <li>• Successful experience of senior leadership in education</li> <li>• Working in multiple schools</li> <li>• Primary and/or secondary experience</li> <li>• Commitment to system leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Working with or within a Multi Academy Trust</li> <li>• Experience in both Primary and Secondary</li> <li>• SIAMs Framework</li> </ul>
<b>Qualities and Skills</b>	<ul style="list-style-type: none"> <li>• Fully support the values and mission of the Trust</li> <li>• Personal optimism and positivity</li> <li>• Encourages and values creativity</li> <li>• An effective communicator at all levels</li> <li>• Able to build and maintain effective teams</li> <li>• Respects the views of all stakeholders</li> <li>• Emotionally resilient and literate</li> <li>• Sharp analytical mind with experience of analysis of performance data</li> <li>• Commitment to inclusive practice and equal opportunities</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>• Determination to challenge poor performance where appropriate</li> <li>• Demonstrable ICT skills along with an understanding of the use of new and emerging technologies to support learning and teaching</li> <li>• Support the Church of England status of the Trust</li> </ul>	
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• A proven inspirational leader who can articulate a strategic vision of excellence and improvement</li> <li>• Evidence of successfully implementing strategies for planning, monitoring and evaluating school improvement</li> <li>• Ability to lead the development of staff</li> <li>• Knowledge of current legislation and developments in education</li> <li>• Ability to identify challenges and generate solutions</li> <li>• Commitment to a collaborative management style</li> <li>• Possess an attention to detail and quality provision</li> <li>• Ability to interpret and develop data analytics for the Trust</li> </ul>	
<b>Learning and Teaching</b>	<ul style="list-style-type: none"> <li>• Outstanding teacher and coach</li> <li>• Committed to a broad and balanced curriculum with a diverse range of experiences and opportunities for children</li> <li>• Promotion of a love learning</li> <li>• Experience of assessment strategies that enhance children's learning</li> <li>• Understanding and support for the Christian ethos and champion its role in delivery of the church schools' curriculum</li> <li>• Confident application of school ICT systems to support learning and progress</li> </ul>	
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Outward looking, committed to sharing, partnership and collaboration</li> <li>• Ability to forge partnerships with schools and other Trusts</li> <li>• Maintaining an excellent working relationship with LGBs</li> <li>• Effective management of own workload and support for all staff so that they can achieve an appropriate work-life balance</li> </ul>	
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of children and young people</li> <li>• Commitment to the protection and safeguarding of children and young people</li> <li>• Co-operation and engagement with the relevant safeguarding agencies</li> </ul>	



# THE APPLICATION PROCESS

We look forward to receiving your application by **9.00 am on Monday 25 March 2019**. You are asked to provide the following:

- A completed SAST application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be returned either by post, marked 'Confidential' to; Catherine Watson, SAST Head of HR, St Aldhelm's House, Bristol Road, Sherborne, Dorset DT9 4EQ or by email to: [catherine.watson@sast.org.uk](mailto:catherine.watson@sast.org.uk)

You are warmly encouraged to visit the Trust prior to application, please do not hesitate to contact Bella Byrne who will be happy to arrange this. Our CEO, Steve Hillier is also available to have an informal discussion with interested applicants about the role. Please contact his assistant Bella Byrne on 01935 811066 or at [Bella.Byrne@sast.org.uk](mailto:Bella.Byrne@sast.org.uk).

SAST has an absolute commitment to safeguarding and promoting the welfare of children. The Trust and our Schools follow the national and LA policies and procedures for child protection and security and the interview will include questions about safeguarding children. Current and/or previous employers will be contacted for references as part of the verification process pre-appointment checks if the applicant is short listed. The successful applicant will be required to undertake an enhanced disclosure check with the Disclosure and Barring Service.

SAST is committed to equal opportunities and positively encourages applications from all sections of the community.

# USEFUL INFORMATION

## Sherborne Area Schools' Trust (SAST)

### Information



SAST is a multi-academy trust, formed in June 2017, of seven schools serving the West and North Dorset area as well as students from South Somerset. Currently there are almost 2700 students and we employ over 450 staff. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. There is a large 11-18 secondary school with a Sixth Form of over 400 students. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community. Six new schools are expected to join the Trust during the academic year.

#### Our Schools

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-academy trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

<p>The current schools that are members of the MAT are:</p> <ul style="list-style-type: none"><li>• Buckland Newton CofE Primary School</li><li>• Sherborne Abbey CofE Primary School</li><li>• Sherborne Primary School</li><li>• St Andrew's CofE Primary School</li><li>• St Mary's CofE Primary School</li><li>• The Gryphon School</li><li>• Thornford CofE Primary School</li></ul>	<p>The new Schools, with HT Board approval, in the process of joining are:</p> <ul style="list-style-type: none"><li>• King Arthur's School, Wincanton</li><li>• Charlton Horethorne CE Primary School</li><li>• St Mary the Virgin CE Primary School, Gillingham</li><li>• Sherborne Learning Centre</li><li>• Shillingstone CE Primary School</li><li>• Okeford Fitzpaine CE Primary School</li></ul>
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Six of the current schools have a Church of England foundation in the Diocese of Salisbury – 5 were voluntary controlled and 1 was voluntary aided; Sherborne Primary was a community school. Four of the new partner schools are Church of England including Charlton Horethorne CE Primary School which is in the Diocese of Bath and Wells.

At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further. The Gryphon School was designated as a National Teaching School and National Support School in the summer of 2017 and leads the North Dorset Teaching School Alliance.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

## What we value – our ethos

### Partnership and Collaboration

Our schools support each other, by sharing expertise and resources, to ensure improvement.

### Pursuit of Excellence

We provide a high quality education to enable all students and staff to aspire, thrive and succeed.

### Holistic Lifelong Learning

We promote the personal development of every child and a love of lifelong learning for our students and staff.

### Equality and Distinctiveness

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

The following principles guide and secure the purpose and goals of the Trust.

- All trustees, governors and professionals working for the Trust will accept and embrace their professional responsibility to care for every child and young person within the partnership. They will be open to change, treating all within the wider SAST community with dignity and respect at all times. They will follow the seven principles of public life (the Nolan principles):
  1. **Selflessness** – Holders of public office should act solely in terms of the public interest.
  2. **Integrity** – Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
  3. **Objectivity** – Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
  4. **Accountability** – Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
  5. **Openness** – Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
  6. **Honesty** – Holders of public office should be truthful.
  7. **Leadership** – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.
- Every child has the right to the highest quality academic, social, emotional, spiritual and physical education.
- All children and young people will be nurtured within an agreed moral framework secured through British values, Christian values, the values of community schools and the values identified in the United Nations Convention on the Rights of the Child.
- Our partnership is an inclusive learning community in which children and adults together are committed to, and inspired by, a love of lifelong learning. The partnership focus is to enhance the whole of a child's learning journey from 0-19 and it also promotes learning amongst adult members of school communities and the families of pupils.
- All schools are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.
- Opportunities for greater consistency and coherence will be actively sought for the benefit of all children and staff.
- We will celebrate each school's unique and individual characteristics in the community it serves. Each school will retain its individual identity, uniform, ethos and where relevant Christian distinctiveness but will be working together for the benefit of the children, families and communities that they serve.
- There will be a rigorous focus on the key areas for improvement in order to achieve the highest standards of academic and personal achievement - nurturing our students' spiritual, moral, social, physical and cultural development.
- All the Trust leaders will act impartially in the best interest of the Trust and will work in the best interest of all the academies.
- The Trust will recognise, prepare for and act upon the national and local changes taking place across education and that face the Partnership Trust.
- The Trust will seek to pre-empt issues of performance (educational, financial, compliance etc). Where a school is experiencing or at risk of experiencing issues, the Trust will take the appropriate action to support the school to resolve those issues in a timely manner and for the benefit of those within the Trust.
- All schools value all of our staff and the contribution they bring to our schools and for our young people. All partner schools are committed to supporting the development of all staff, to fostering leadership and succession planning as

well as offering staff greater opportunities within the Trust and its academies. We will engage with our staff in shaping the provision across the Trust.

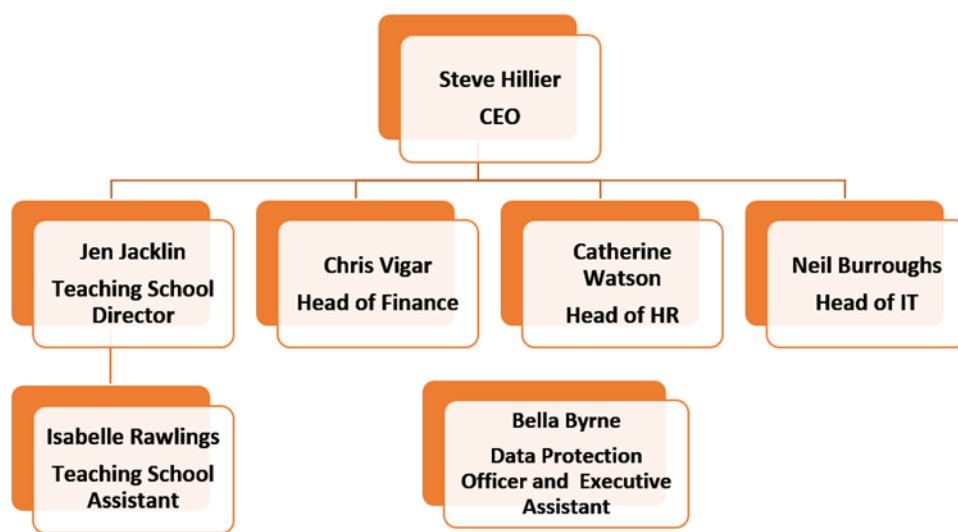
### Our Current Team

All schools within SAST are equal partners. The Headteachers, senior staff, middle leaders, teachers and non-teaching staff all make a significant contribution to their own schools and more widely.

SAST has Members and Trustees who have been appointed on the basis of their skills, expertise and experience. The Chair of the Trustees is Nigel Rees, who is a National Leader of Governance. He has over 30 years' experience as a Chair of Governors.

The CEO is Steve Hillier, who is a National Leader of Education. He has been teaching for 30 years, a senior leader for 20 years including 10 years as Headteacher.

The Head of Finance is Chris Vigar, the Head of HR is Catherine Watson and Head of IT Services is Neil Burroughs. Alongside financial, HR and IT support SAST is also developing central support for school improvement, estate management and compliance.



### Organisation - How we work

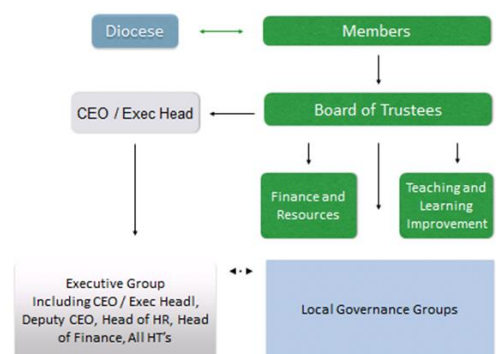
All our schools are successful. They are performing at a good or outstanding level. Of course we recognise that we need to continually improve and evolve. The priority is to enable every School to continue to provide an excellent education for all our students while protecting the School's role at the heart of its community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to Schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

There are three levels of governance:

1. **Members:-** Members appoint the Trustees to run the SAST, and are the only people able to amend the Articles of Association of the SAST. There are 6 members of which 1 will be the Diocese of Salisbury in a corporate capacity and 2 other have foundation status. Members have a strategic vision, with a range of skills such as academic/education, financial, legal, corporate business and creative/cultural.

2. **Board of Trustees:-** Trustees determine policy, and make decisions for the SAST. They are the statutory Governing Body of each School. There are 12 Trustees including 6 with foundation status. The Trustees are appointed on the basis of the skills balance required for the SAST including finance, legal, HR, project/business management, education, estates.



3. Local Governing Body (LGB):- Each school has a LGB with agreed delegation to respond to the context, status, needs and resources of its school community and its connections to the wider world. The LGB will focus on teaching and learning, standards and achievement, community and safeguarding. There will be up to 12 local governors in each school and its composition reflects its previous VC, VA or community status. There will be no local level sub-committees.

The SAST Board of Trustees has two central Trust Committees: one for Teaching, Learning and Improvement and one for Finance and Resources . All schools are accountable to the Board of Trustees for standards and achievement.

The groups and meetings to lead and support its aspirations is summarised in the table below. The meetings take place around all of the Schools. There is an Executive Group which meets weekly. It is chaired by the CEO and includes all the School Headteachers and Operational Heads.

#### **Partnerships**

We believe that the new North Dorset Teaching School Alliance will complement the work of the Trust and fill the gap in provision in this area. There have been longstanding links and partnerships with the Schools of Blandford, Gillingham, Sturminster Newton and Shaftesbury.

35 Schools put their name to the application including 8 secondary and 27 primary Schools; 21 are Church of England Schools, both state and independent, a mix of maintained and academy schools along with the Mid-Somerset SCITT, Bath Spa University, the University of Exeter; Dorset LA and the Diocese of Salisbury.

Key Principles are:

- All Schools are givers and receivers
- School designed system
- Collaboration and partnership
- System leadership opportunities
- School improvement

The Teaching School Alliance Priorities are:

1. School-led initial teacher training - Secondary School Direct with MSCITT is already very successful; Primary School Direct places have been provided since September 2018
2. Continuing professional development – courses and groups will be established to support areas, subjects, years, NQT support, leadership training
3. Supporting other schools – we will be designating LLEs and SLEs at both primary and secondary level

Partnership and collaboration is a core feature of all our Schools – a genuine desire to be outward-facing , to use the best ideas from across the world. The Schools have always worked closely together and across Dorset and Somerset. In addition there has been membership of the South West Academies Group, the Jubilee Group, the Princes' Teaching Institute, Pixl, the North Dorset Partnership, Sherborne independent schools and the JCTSA as a northern hub

Across the existing SAST Schools there is considerable expertise of a real diversity of size, setting and foundation. There is deep knowledge and professional expertise of running an academy school with all that this entails.

We are able to provide

- Leadership support and networks
- Support for finance, accountancy, audit, HR, payroll, insurance, policy, safeguarding, staffing support, health and safety, LGB support, admin IT, apprenticeship levy
- We are developing central support for IT support, PR and marketing, grounds, catering, MIS support, tracking, caretaking
- Guidance and support in the application process to become an academy/to join SAST
- Integration into North Dorset Teaching School Alliance

## SAST Benefits

As part of the Sherborne Area Schools Trust, we can offer you a range of benefits including:

- High quality CPD opportunities
- A network of experienced senior leaders to share knowledge and expertise
- Membership to the Teachers' Pension Scheme
- Employee Assistance Programme and subsidised access to the Gryphon Sports Centre
- On-site nursery provision at some of our academies
- Cycle to work scheme

## Trust Services

The Trust will give Headteachers a high degree of autonomy, alongside support and challenge in leading their schools. There is greater Trust direction and support where underperformance is identified. There are central functions to support the school leaders which are funded by a contribution from each school.

Trust Funded Expenses		School Funded Expenses
Strategic Leadership School Improvement inc TLA, curriculum School leadership support Head of Finance HR Manager Finance Support Executive Assistant DPO training GDPR & Compliance ICT and network support Admissions (through DCC) Payroll (DCC) Payroll PAYE processing Insurances (RPA) HR Package (Carval license) Accounting software (PSF license) Budgeting software (HCSS license) Accounts Auditing Credit card fee Internal audit (SBS)	North Dorset Teaching School Alliance (NDTSA) membership Safeguarding (DCC) FSM eligibility checking (DCC) Outdoor Education (DCC) Trust Portal (access to all Trust and LGB documents/resources) LGB support and training Governor Support Services (DCC) - Trustees access only National Governance Association (LGB access) Health and Safety Package (currently DCC - under review) My Concern Legal (BJ & VWV) Staff welfare (Care First) SAST website ICO (data protection registration) Travel expenses MAT Network membership Apprenticeship levy Hospitality expenses Recruitment fees Diocese PSA	MIS (SIMS, Progresso, etc) Data Tracking (SISRA / SPTO) Procurement Catering Cleaning caretaking (under review) Grounds (under review) Ed Psych Absence insurance IT Support Package (additional Trust subscription) Other licenses



## General support of the Trust

- Opportunities and experiences
- Sharing and expertise - resources, ideas, CPD, ideas and issues
- Leadership support – benefits of proximity, regularity and accountability
- Working groups – English, Maths, Science, SEND
- Support for Safeguarding and SEND
- Finance, accountancy, audit, HR, payroll, insurance, policy, safeguarding, staffing support, health and safety, LGB support, admin IT, apprenticeship levy, GDPR, DPO
- IT support, PR and marketing, grounds, catering, MIS support, tracking, caretaking
- SAST wide self evaluation and improvement plans
- Executive Group of HTs meeting
- Wider networks and Integration into North Dorset Teaching School Alliance
- Recruitment
- Access to other grants – academy capital funds

## Current SAST improvement model - identification, actions, evaluation, impact, quality assurance

Components	Identification/vision	Plan/implementation/execution	Evaluation/Impact/Quality assurance
SAST Wide  Stabilise-Repair-Improve-Sustain model	SAST Dashboard and RAG rating (inc RSC performance trajectory)  SAST Wide clarity of purpose, values and goals  Common School SEF templates  SAST and School Targets and KPIs  Governance reviews  Termly Review with Executive head, SAST HT, School HT and LGB member  SAST wide appraisal system	SAST Improvement Plan  SAST Cross school groups for <ul style="list-style-type: none"> <li>• Literacy/English</li> <li>• Maths</li> <li>• Science</li> <li>• SEND/Disadvantaged</li> <li>• EYFS</li> <li>• Y3/4</li> </ul> SAST wide INSET and CPD  SAST wide appraisal system  Executive Group of HTs meet weekly with Executive Head and Trust team  Common assessment/tracking across all phase schools SAST wide moderation e.g. KS2 writing  Targeted support at priority areas/schools	SAST Dashboard - benchmarked  Termly Review with Executive Head, SAST HT, School HT and LGB member  Common assessment/tracking across all phase schools SAST moderation  SAST wide appraisal system  Common Pupil Premium Impact Reviews  SAST and School Risk registers in place  External <ul style="list-style-type: none"> <li>• MAT Inspection – OFSTED</li> <li>• Annual MAT Review – RSC</li> <li>• School Inspections – OFSTED</li> <li>• MAT Improvement Capacity Framework annually and MAT to MAT peer review</li> </ul>
School and LGB	School HT and LT Common School SEF templates External review if required	School HT and LT School Improvement Plans School INSET and CPD	School HT LGB Monitoring School meeting time OFSTED Inspections, SIAMs
Capacity	SAST HT and LGB External consultants	Other SAST HTs SAST leaders and other staff	LGB Focus NLE/NLG External independent
Teaching School	Using SRIB Information Using LA information Using Diocesan information Local School Standard Boards External safeguarding reviews	NLE NLG Identification of LLEs and SLEs STSS function Leadership training programmes	NLE NLG Identification of LLEs and SLEs STSS function County moderators LGB Audits



## **Additional Improvement for Sponsor Schools can include as required**

### **Leadership - Governance**

- New/revised LGB – appointed on skills base
- SAST attendance at each LGB meeting – Agenda is structured by SAST
- NLG support
- Follow SAST Scheme of Delegation
- Annual NGA Skills Audit

### **Leadership**

- New senior leadership team in place
- New HT appointed
- New senior team with members of other schools in first year
- Roles will include – Student progress; Disadvantaged; Teaching and Learning
- Joint LT meetings
- Middle leader training programme

### **Student Progress**

- New raising attainment plan
- Rapid improvement and catch up - Review and reset of student targets; Gap analysis
- Use the SAST secondary/primary tracking system – common assessment points and grades
- RAG rating all subject and key groups
- Same examination boards
- Shared resources
- Joint working SENCO

### **Curriculum**

- Determined by school size – small schools slimmed down options
- Revised timetable
- Use of same KS3 subject based curriculum design
- Same teaching, learning and assessment model – common fundamentals
- Same feedback/marking model

### **Staffing**

- Staff restructuring plan
- Same appraisal system
- Same INSET days
- Shared CPD programme
- Improving Teacher Programme and Outstanding Teacher Programme launched

### **Students**

- Role of Year and School Council established
- Student assemblies to raise aspirations
- Implementation of new behaviour policy
- Low level disruption review
- New attendance policy agreed
- Review of school day and change timings to maximise learning
- Safeguarding review to ensure full compliance

### **Quality Assurance**

- SAST Dashboard
- 2 weekly meeting with Executive Head
- Performance reviews
- Triangulation of learning walks, works samples and progress data
- SAST termly system
- External consultant evaluation
- Consultant support from PiXL

### **Support services**

- Finance/Business management roles dependent on expertise
- Centralised
- Data management

### **Community**

- Introduction parent meeting with each year group
- Revised website and communication portal

The appointment of a School Improvement Lead is being planned for, ideally with primary and secondary experience and expertise, reporting to the CEO and Trustees. This will be with a specific responsibility for school performance.

## **Executive Leadership Group**

The Executive Leadership Group is made up of all Headteachers within the Trust who meet every two weeks to discuss matters including teaching and learning improvement, central service support, estates, trust growth, regulation and inspection, and any other matters relating to the operation of schools. The ELG is currently chaired by the CEO and is attended by all school Headteachers, the Finance Director, Head of HR and the Director of the North Dorset Teaching School Alliance.

## **Information about the local area**

### **Sherborne**

Sherborne is one of the most beautiful towns in England. It has an abundance of medieval buildings, a majestic Abbey, world famous schools, a picturesque alms-house and two castles. In March 2014, The Sunday Times described it as 'one of the most drop-dead gorgeous towns in the country and having the feel of 'a small cathedral city'. This is boosted, it says, by the quality of its schools, both private and public it is ideally located on the Dorset and Somerset border and has excellent transport links enabling the town to flourish. Later that month, The Times listed it as one of the best places to live in the countryside.

There is a direct rail line to London, and Bath, Salisbury and Exeter and the spectacular Dorset coastline are within easy reach. It is a wonderful area in which to live and it has attracted many newcomers and families from across the country to settle in and around the area.

Sherborne is renowned as a town which is a centre of educational excellence. The links with the other schools in Sherborne are good - there is a genuine partnership and desire to share expertise and opportunities.



### **Support in Relocating**

Every year we have new staff joining the trust. Many staff live in Sherborne or the surrounding towns and villages. House prices are a little lower in Yeovil and other Dorset towns like Dorchester, Shaftesbury and Gillingham. Some staff comfortably travel from Somerset or Devon and we are easily accessible from Bath, Taunton and Bournemouth. We would be very happy to provide informal guidance about available accommodation; some new staff like to share, and staff often share transport.