



Introducing Focus-Trust

Introduction from Clive Davies, Chair of Trust Board and founding sponsor

- I am delighted that you have shown interest in applying for this very exciting position with Focus Trust.
- The Trust was set up in 2012 and has held on to its aim of making a difference to the lives of children and communities from different backgrounds. The core business of the Trust is teaching, learning, curriculum, pedagogy and pupil outcomes. This will give you an indication as to how important the role of Education Director is to us. We are exceptionally proud of our growing reputation nationally as well as locally.
- The Trust is committed to encouraging innovation. Whilst there are a number of systems and procedures that are sensible and prudent for us to have a Trust wide approach, e.g., shared assessment and tracking system, we encourage uniqueness and creativity. We would therefore be looking for an Education Director who will bring interesting and exciting ideas to challenge what we are currently doing.
- The team you would be joining is one that works exceptionally well together. It is a team that is very close and visible to each of its schools and uses the most up-to-date research to challenge its own thinking.
- As Chair of the Board of Trustees, I am exceptionally proud of the Trust and the journey it has taken over the past nine years. Not only have we made a difference to lives of so many children, we have also made a difference to the professionalism of so many adults who work in the Trust. I know that I, with confidence, could take you to each of our schools and show you an exciting and interesting initiative. We are therefore a forward-thinking Trust looking for an education director that is committed to striving to make us an even stronger organisation. Your commitment will be rewarded with substantial support from a chief executive that drives the Trust with passion and desire to make the Trust the best it can be.

Introduction from Helen Rowland, CEO

Many thanks for showing interest in this new and exciting position within our trust.

Having initially joined the Trust in 2013 as the Academy Improvement Partner, I have been privileged to be part of the Focus-Trust journey from the beginning. Focus-Trust has enjoyed a successful eight years and we are now looking for an Education Director to work in partnership with me and our Director of Teaching and Learning to move the Trust on to its next stage as a self-sustaining, self-improving system demonstrating civic leadership. Over the past few years each of our schools has shown growth and improvement – teaching and learning has improved, standards have risen, progress has accelerated, adjustments to the curriculum have been made, governance has improved, as has school leadership at every level.

The new post holder will report directly to me and we will work in partnership on many aspects. We report to the Trust Board that meets every half term. Just like all educational organisations across the country, our schools face challenges in the coming years. However, the level of confidence and trust that exists between the Trust Board, Central Team and the individual schools is immense and everyone highly values these strong relationships and our culture of collective efficacy.

The new Education Director will work as an integral part of our small Central Team and regularly be out in any one of our fifteen schools. Prioritising your time and support is vital. This position is one that has many challenges but the potential for much satisfaction and personal reward. As the Chief Executive I am keen to find the right values-driven person to fill this exciting position but I am equally concerned that the right person finds the position fulfilling and professionally and personally rewarding.

Who are we?

- Primary Trust in NW, WY and Cheshire

How did we start?

Focus Education vision/sponsor established the Trust in May 2012. 4 schools joined Spring 2013.



Where are we now?

- 15 schools Mar 13- Feb17

Where are we going?

- Continuous improvement, S2S in current LAs, civic leadership and careful planned growth

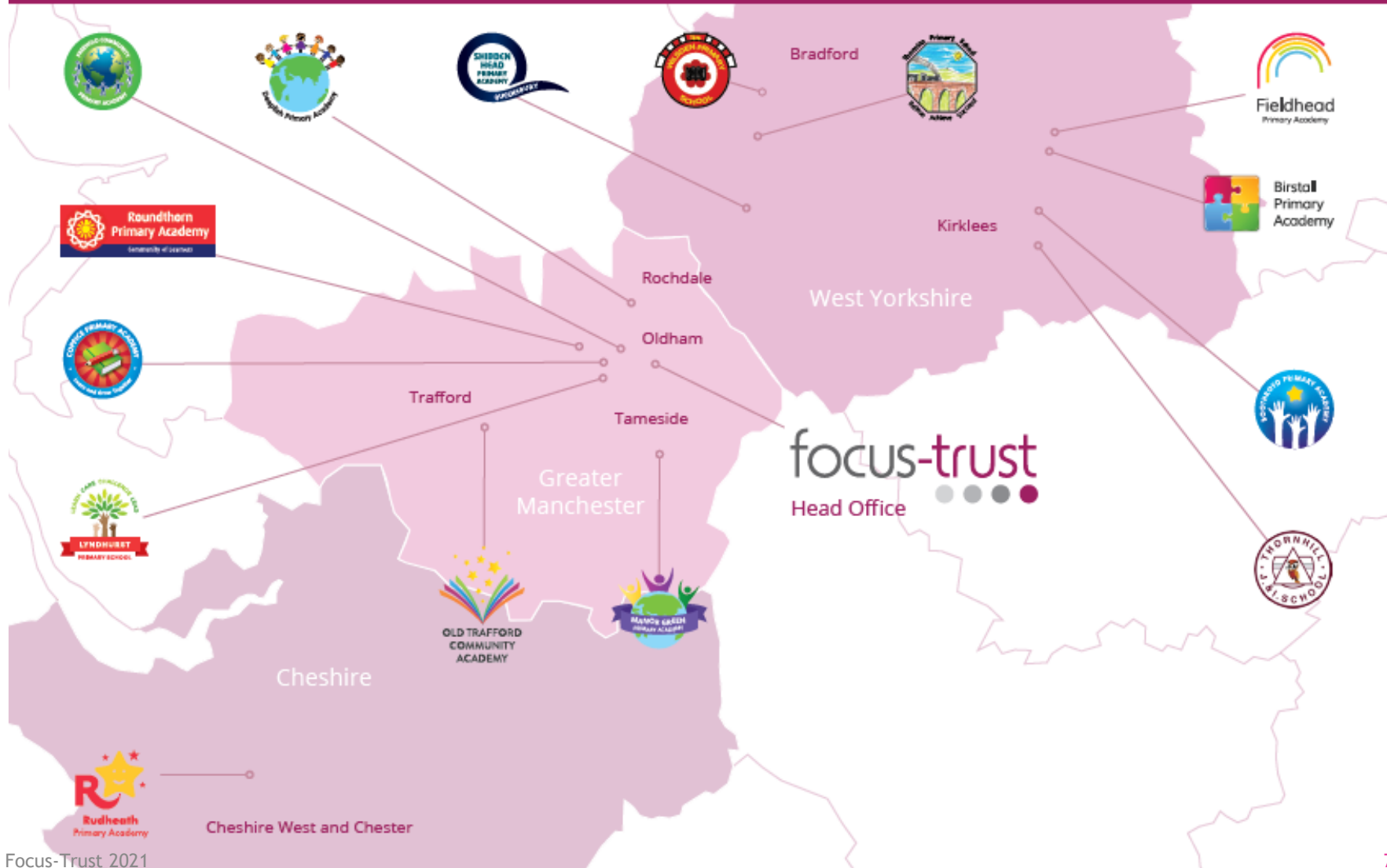


What's important to us?

- The core business: quality of education, curriculum, pedagogy, leadership, pupil outcomes, professional development, health and wellbeing, community links
- Primary focused
- Regionally based
- Genuine partnership approach
- Civic leadership



Where are our academies?

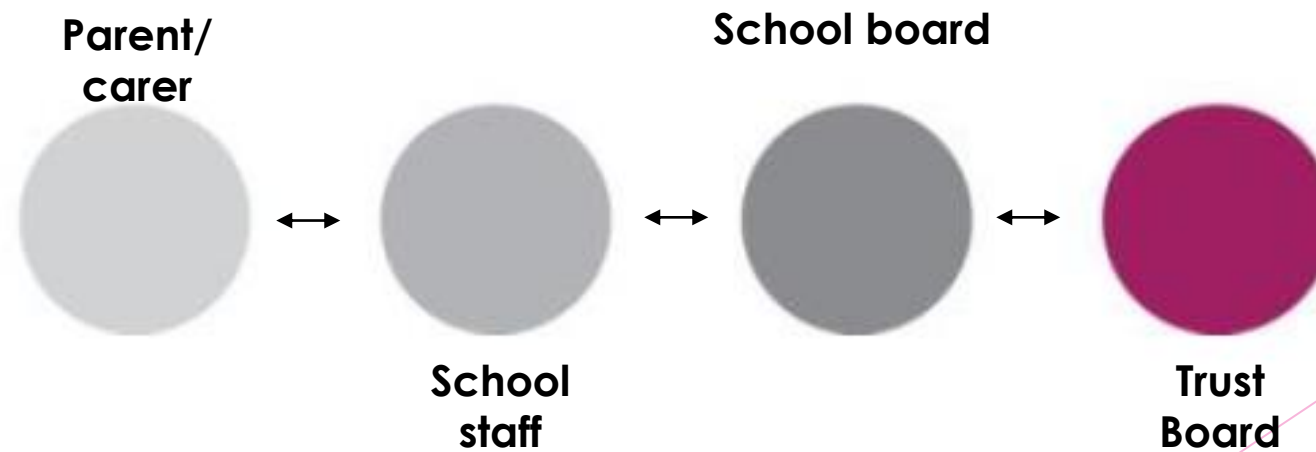


The Focus-Trust Commitment

It is the purpose of the Focus-Trust to continually strive to be a learning organisation, where the learning of all children and adults is valued and promoted. The Focus-Trust Charter is designed to enable this to happen, outlining the behaviours and expectations for everyone.

‘Learning together, making the difference’

The four circles under our logo remind us that our commitment is for everyone involved in the Trust, i.e. only by working together can we achieve the very best for every child.



The Focus-Trust Values

Professional honesty is at the heart of everything we do. The Trust knows the schools well because of the strong working partnership between school leaders and the Trust team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by the following values:

Care for children, adults and the learning environment

Care

Dare

Dare to do things differently and have a go

Be fair, honest & inclusive – demonstrating integrity

Fair

Share

Share expertise and best practice for the benefit of all learners



Birstall Primary Academy



Fieldhead Primary Academy



One commitment
One set of values



Different identities
'All different, all equal partners'



Old Trafford Community Academy

Focus-Trust 2021

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Demographics

At the end of the academic year 2020-2021, these are the fifteen schools as part of the Focus-Trust.

	Children (N-Y6) * Incl Nursery	% of PP	% of EAL	% of SEND
Birstall	197	22.2	4.55	18.18
Boothroyd	642*	25.32	81.01	10.44
Coppice	554*	18.13	72.53	17.58
Deeplish	448*	24.15	80.56	8.12
Fieldhead	192*	51.83	12.04	21.99
Freehold	477*	32.12	84.81	12.45
Lyndhurst	466*	16.18	34.87	9.66
Manor Green	423*	22.44	4.99	15.51
Old Trafford	398*	37.38	72.66	21.96
Roundthorn	247*	14.69	53.47	21.22
Rudheath	361	26.58	7.11	13.42
Shibden Head	407	15.79	0.55	7.48
Thornhill	357	34.35	3.6	17.45
Thornton	597*	23.8	4.97	13.32
Wilsden	316	13.93	1.55	4.3
Trust	6,082	24.75	40.29	13.57

The improvement journey of our schools

All schools within the Focus-Trust have either been inspected prior to becoming an academy or since joining the Focus-Trust. This table outlines their current inspection judgement.

	Previous inspection	Most recent judgement
Birstall Primary Academy	Satisfactory - November 2011	Good - October 2018
Boothroyd Primary Academy	Good - January 2013	Good & outstanding PD/EYs – Jan 19
Coppice Primary Academy	Requires Improvement – November 2012	Good – May 2019
Deeplish Primary Academy	Special Measures – October 2014	Good – February 2020
Fieldhead Primary Academy	Special Measures – July 2015	Good – July 2018
Freehold Community Primary Academy	Good – July 2014	Good & outstanding PDBW – Sept 18
Lyndhurst Primary School	Requires Improvement – July 2016	Good – November 2019
Manor Green Primary Academy	Outstanding – March 2008	Good – March 2017
Old Trafford Community Academy	Good – July 2013	Good – May 2017
Roundthorn Primary Academy	Outstanding – February 2011	Not yet inspected as an academy
Rudheath Primary Academy	Requires Improvement – October 2012	Good – February 2019
Shibden Head Primary Academy	Good - June 2012	Good – March 2020
Thornhill Junior and Infant School	Good – April 2015	Good – May 2019
Thornton Primary School <small>Focus-Trust 2021</small>	Requires Improvement – July 2016	Good – January 2019
Wilsden Primary School	Requires Improvement – Dec 2016	RI and Good PD – January 2020

Our Culture of Collective Efficacy

**We have a shared
commitment to work
together on the things
that matter to improve
outcomes for all.**



Our Vision: Fifteen great academies at the heart of our communities

Our Commitment: Learning together, making the difference

Our 5 Priorities



F-T 1

Identify and address vulnerabilities across our academies and communities



F-T 2

Build a learning culture with moral purpose



F-T 3

Provide a high quality education



F-T 4

Improve health and wellbeing for all



F-T 5

Improve all pupil outcomes

Who will help us achieve this?

6300
Children

920
Staff Members

3000
Families

100
Governance

Our Values

Fair

Be fair, honest and inclusive, demonstrating integrity.

Care

Care for children, adults and the learning environment

Share

Share expertise and best practice for the benefit of all learners.

Dare

Dare to do things differently and have a go.

Believe,
Achieve,
Succeed

Strategy 2019 2021



Our vision: to be a great school

Our challenges: To ensure that our school is an excellent place to learn and develop for all children.
To improve end of Key Stage outcomes and achievement across school.

Our five priorities:



Make sure that our school offers the best provision for all children within our budget.



Building a learning culture with moral purpose: ensuring the fullest range of opportunities for all.



Providing a high quality education by raising standards and maintaining our great teaching profile.



Improving well-being of all: more outdoor learning and develop our restorative practice.



Improving outcomes for all children in all subject areas.

Who will help us achieve this?

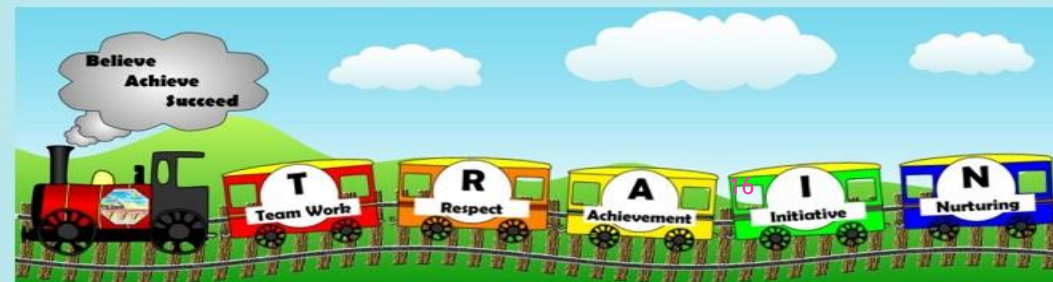
600+
pupils

70+
Staff

400+
families

10+
governors

Our values:



Enable great educators who have a strong moral purpose

Provide a great education

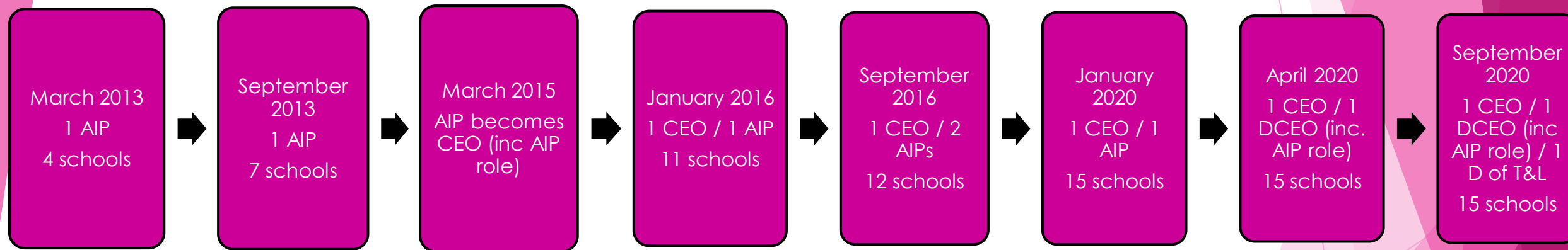
Identify and address vulnerabilities and challenges in our communities, schools and Central Team

Five Priorities 21-22

Support great health and wellbeing for all

Improve outcomes for the whole child

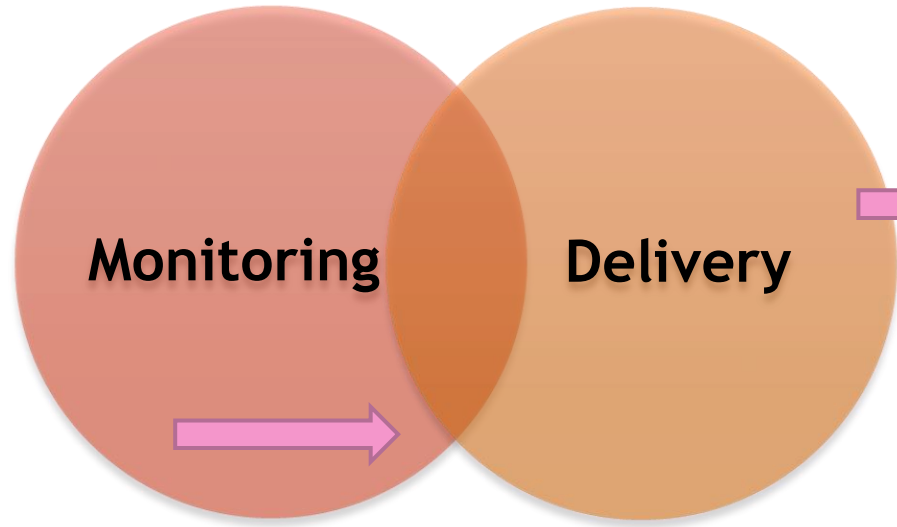
Timeline of the development of our School Improvement model



School Improvement Strategy

DIAGNOSIS

Self-Evaluation,
 RAG evaluation of impact of Improvement Plan,
 Appraisal incl Predictions,
 Monitoring, Challenge, Termly
 Partnership Visits, Annual Roundtables,
 Teaching and Learning Review,
 Peer Review
 Data Drops,
 Data Analysis,
 Standards Committee,
 Statements of Action,
 Improving Pupil Outcome meetings,
 Quality Assurance,
 Intervention, RAG report,
 Pupil Premium Reviews,
 Subject Leader forums,
 NQT programme

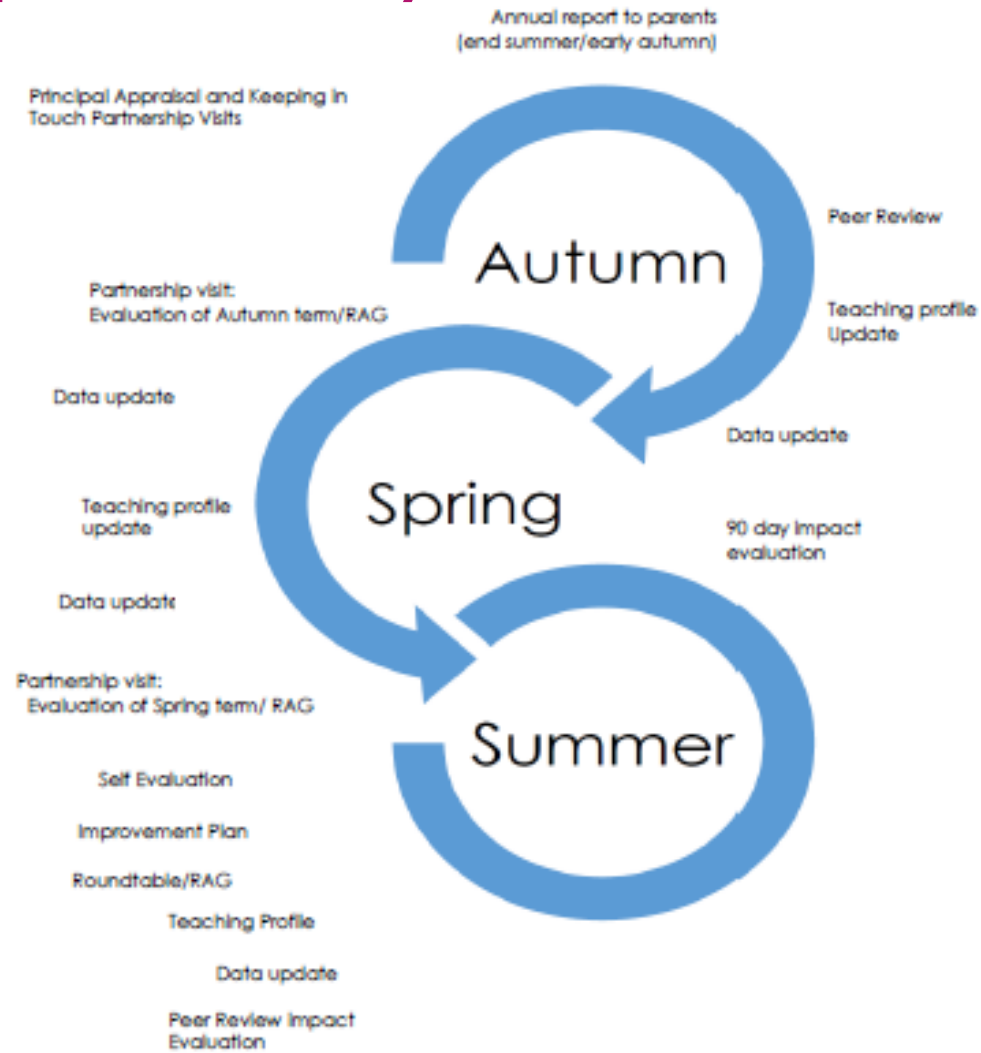


IMPROVEMENT

School Improvement Plans,
 Improvement Partner support allocated according to need,
 strengthening relationships/values at all levels,
 Professional Development Forums incl Subject Leader Networks and Programmes (see chart),
 Sharing effective practice,
 Increasing capacity,
 Coaching,
 Governance,
 Research and Development, Leadership Development programmes
 Staff deployment and secondment according to need/opportunity

SUPPORT and SYSTEM LEADERSHIP
 CEO, Academy Improvement Partner,
 Focus Education Consultants, School to School Support, NLE, LLE and SLE Support, Peer Review Improvement Champions, External Associates, e.g. EDT SPP, HMI

Our School Improvement Cycle



How do we report on School Improvement to the Trust Board?

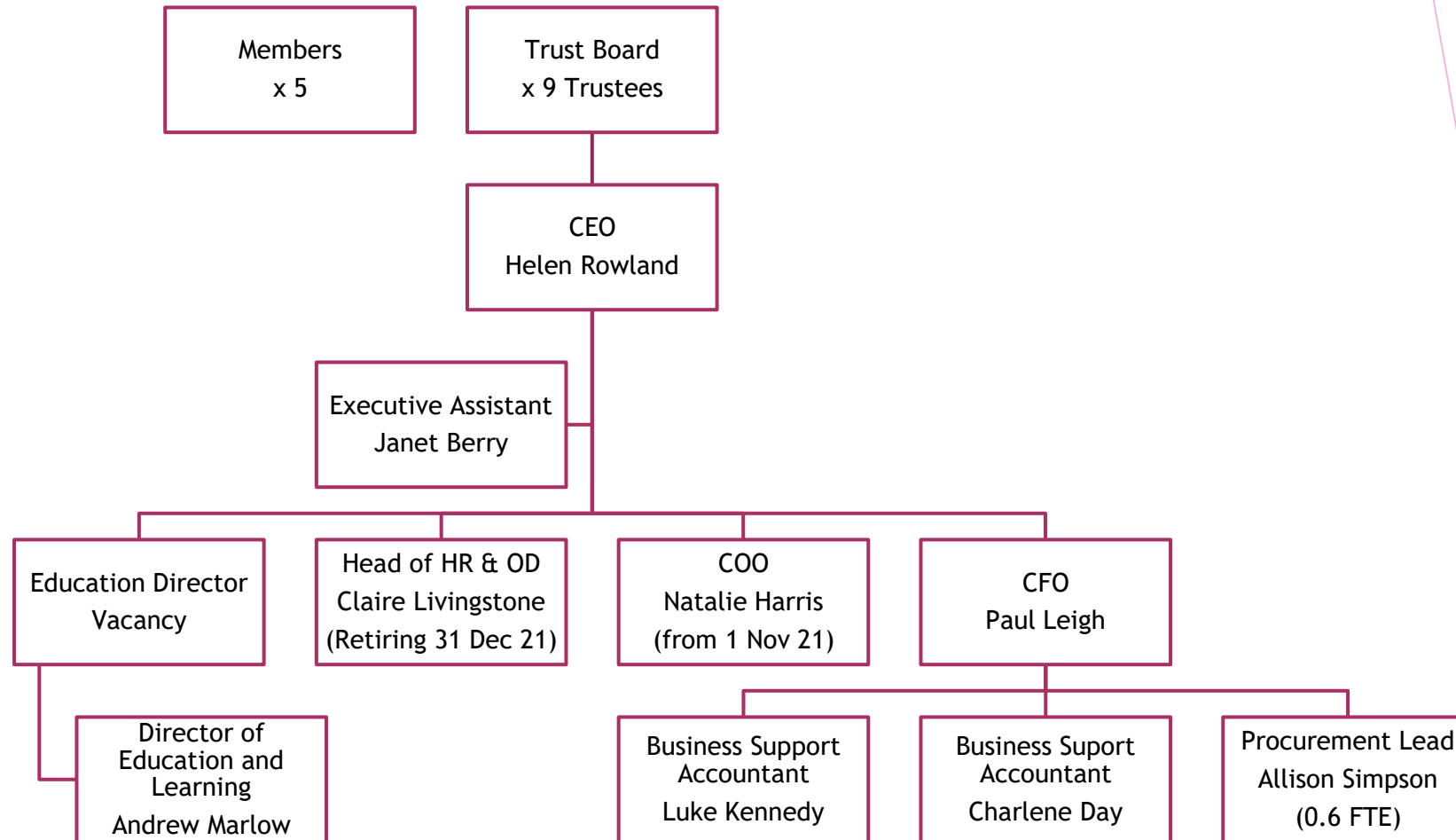
- ▶ Quality of Education Committee and full Trust Board
- ▶ Share Partnership Visits and Roundtable Reports with all Trustee Advocates and discuss a summary of key issues in the meeting
- ▶ Report on the impact of the actions taken in the Strategic Improvement Plan. A review of this is undertaken by all Principals and Central Team and presented to Trust Board.
- ▶ This year with Covid19 we identified 3 Trust wide priorities Oracy, Equity and Digital Strategy and we report on these to the full board
- ▶ Pre-Covid, principals presented on specific aspects such as their bespoke curriculum and how it is aligned to the Trust's Curriculum Statement whilst meeting the needs of their children and community



School Improvement beyond Focus-Trust

- S2S for an RI school in Oldham
- Principal in Oldham is an LLE and SIP
- 2 Principals in Kirklees are Kirklees Learning Partners (SIPs)
- Central Team are trustees, directors and governors on Trust, school, 6th Form LGBs and Oldham Learning
- Leading on the delivery of the ECTs, RQTs, NPQs with East Manchester Reaching School Hub
- Sessions at national events e.g. Festival Of Education, BlendEd, SPP, Edge Hill University
- Study visit for Forum Strategy 'Being the CEO' programme
- Programme delivery for Oldham 6th Form Edu Demonstrator Programme

Our Central Team



Principles of aligned or earned autonomy

A number of shared systems where they bring improved efficiencies and accessibility including:

- Pupil data tracking system
- Finance system
- HR and payroll system
- Microsoft 365
- Assembly Analytics

Many others are individual based on the needs and context of the school, but the principles are shared, including:

- Curriculum
- Relationships and Health Education
- Approach to SEMH, behaviour, PE
- Outdoor learning

e.g. link to Curriculum Statement <https://www.every.education//Open/DocumentTracker?guid=6fd8a1c7-cd29-41da-855b-af38c7cfbaa3&vkey=40530&ppk=6620>

Systems for tracking data and target setting and support with this

- Currently O Track
- Assessment protocols for EYFS and Y1-6 written in collaboration and consultation with schools so there is an agreed 'language' of assessment and clear benchmarking for moderation
- 3 set data drops to fall in line with Trust Board meetings and being mindful of workload.
- Numerical data targets are not used in appraisal
- Target setting takes a number of sources into account so they are challenging but realistic. FFT20, prior attainment, national averages are all considered
- High quality support from the Central Team on target setting, moderation, robust assessment and progress meetings if needed
- Planned moderation sessions for all teachers in all year groups
- A focus on the combined attainment from Y1 so there are no surprises at the end of Y6. All our teachers know the prior attainment of all their children = a collective responsibility for all teachers
- ASP(Analyse School Performance) support for leaders and governors

How do we enable and empower our colleagues to be 'great at their jobs'?

- Appraisal underpinned by values and a coaching philosophy
- Responsive professional development offer
- Trust wide opportunities
- Peer Review with EDT – SPP model
- Clear agreed priorities (Focus-Trust 5) that are communicated to all and brought to life in bespoke ways to meet the needs of the communities

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Our Appraisal Policy

- ▶ Inspired by reading 'Putting Staff First' by John Tomsett and Jonny Uttley
- ▶ Been separate from our Pay Policy for a few years
- ▶ One appraisal objective '**Be great at my job**' to enable us to achieve our vision of 'Great schools at the heart of our communities'
- ▶ Based on a coaching philosophy underpinned with open-ended coaching type questions
- ▶ Use an incremental coaching model
- ▶ Regular peer check ins and reviews built into the process
- ▶ Enables all colleagues to feel personally committed, responsible for and accountable for achieving the vision

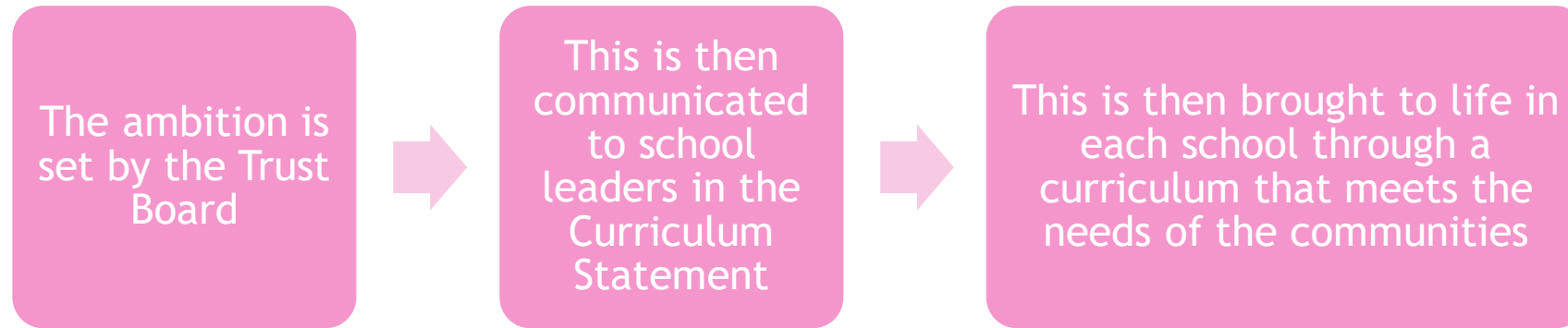
How do we decide where we prioritise our time and support?

- Termly RAG shared with the Board
- Outcomes of Annual Roundtables with Capacity Giving and Receiving plans
- Outcomes of Partnership Visits
- Collective Efficacy leads
- Champions of all sorts in schools
- Readiness for Ofsted
- Outcomes of conversations and visits to schools

What do we consider to be quality outcomes?

- ▶ The difference we are making to our children, families and local communities, e.g. Boothroyd Baby Bank, INA in Y4 achieving Expected in KS2 SATs,
- ▶ Happy, well-motivated children who thrive, achieve and succeed
- ▶ Being an Employer of Choice
- ▶ Staff turnover, very small number of vacancies and positive recruitments
- ▶ Succession planning within the Trust
- ▶ Parental satisfaction
- ▶ Reputation with LAs who value our HTs and others as system leaders
- ▶ Collective efficacy in action and our values being lived in practice
- ▶ All the measures of success outlined in our FT5

From curriculum recovery to reconnection to reinvigoration



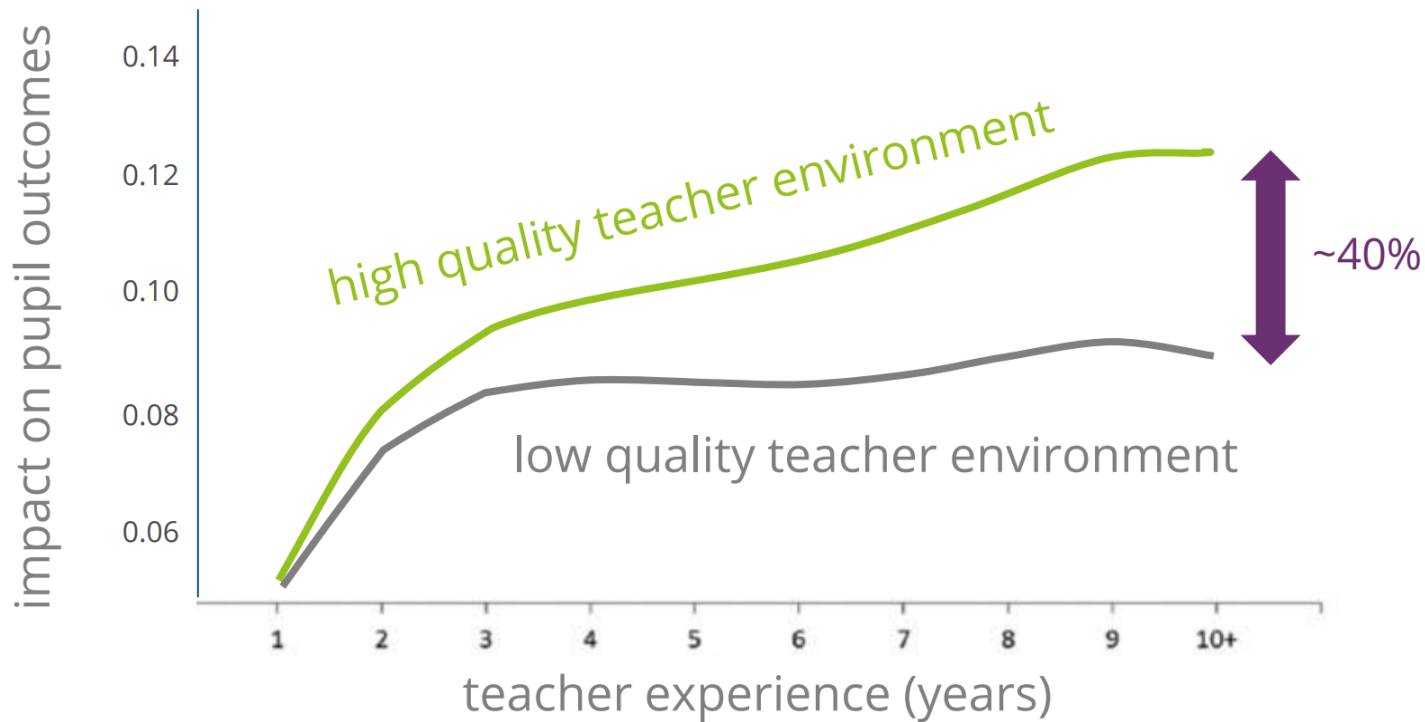
A bespoke curriculum underpinned by shared principles and a responsive professional development offer for all

Ensuring the narrative around curriculum planning is positive

- Reinvigoration not recovery
- Keep up not catch up
- Based on analysis of need, not assumptions
- Incorporates the whole child
- Celebrates and recognises lived experiences while enabling children to look out beyond their immediate context

Responsive Professional Learning

Quality of professional environment



Enquiry based research

Trust wide forums and meetings

Learning Together Website

Bespoke offering for schools

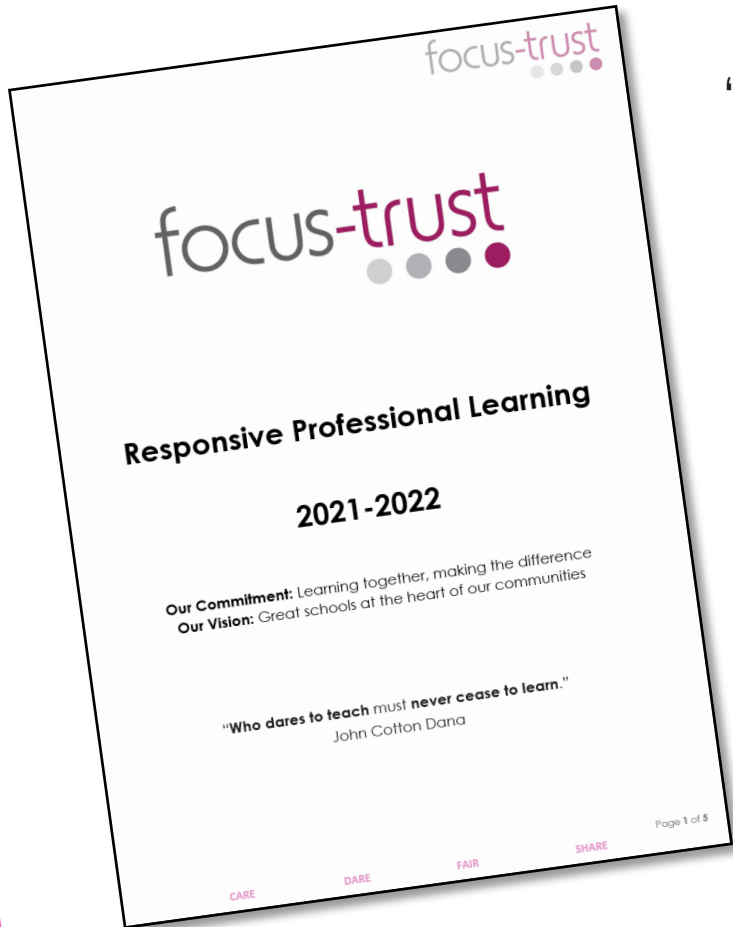
Responsive Professional Learning

Teams Networks

Provision from partners

School-to-school partnership and platforming

Responsive Professional Learning



“Who dares to teach must never cease to learn.”

John Cotton Dana

- Business Managers Forums
- Support Staff Training
- Early Career Framework Forum
- Mentor Training
- IPOPs Forum
- English Leaders Forum
- Mathematics Leaders Forum
- Curriculum/Pedagogy Leaders Forum
- Leaders Forum
- Deputy Headteachers Leadership Programme
- Headteachers Leadership Programme
- Governors Forum

What	Who	Why	Content	Dates
Curriculum / Pedagogy Leads Forum <i>Full day</i>	Lead for the whole curriculum or pedagogy	The forums are structured to provide updates and allow time to collaborate.	Curriculum updates. Pedagogy updates.	15 September 2021 22 June 2022
English Leaders Forum <i>Full day</i>	English Leaders	The pedagogy of English.	Curriculum updates. Linking IPOPs to best practice and support teacher development.	16 September 2021 23 May 2022
Mathematics Leaders Forum <i>Full day</i>	Maths Leaders	The pedagogy of mathematics.	Curriculum updates. Linking IPOPs to best practice and support teacher development.	23 September 2021 25 May 2022
Early Years Forums <i>0.5 day (Virtual)</i>	Early Years Leaders	The pedagogy of Early years.	These Forums are facilitated by Sarah Quinn.	6 October 2021 29 April 2022
Leaders Forums <i>Full day</i>	Heads deputies and, on occasions, other staff			30 September 2021 20 January 2022 (v) 10 March 2022 19 May 2022 30 June 2022
Governor Forums	All school governors	To develop governance	Governors will receive the agenda in their Microsoft Team.	28 September 2021 15 March 2022 7 July 2022
Business Managers Forums (virtual)	All Business Managers			12 October 2021 22 February 2022 15 June 2022
DSL Update <i>Full day</i>	DSL	Annual update training	Led by Phil Threlfall	14 January 2022
Leadership Programme <i>10:00-11:30</i>	Heads and Central Team	Supporting Mindful Leadership	Led by Maggie Farrar	12 th October 2021 9 th November 2021 30 th November 2021 18 th January 2022 8 th February 2022 am (GM Schools & Rudheath) 8 th February pm (West Yorkshire schools)
Leadership Programme <i>10:00-11:30</i>	Deputy Heads	Supporting Mindful Leadership	Led by Maggie Farrar	19 th October 16 th November 7 th December 25 th January 8 th February 2022 am (GM Schools & Rudheath) 8 th February pm (West Yorkshire schools)

	What & When	Who	Why	Content	Dates
All Staff	INSET Day	All Staff			1 November 2021
	Induction	New staff			14 September 2021
	IPOPs <i>Autumn and Summer – 1 day</i> <i>Spring – 0.5 day (AM and PM sessions in clusters)</i>	All teachers	To support the continual development and improvement of pedagogical understanding and practice.	Pedagogy and Teaching: <i>Explaining and Modelling</i>	Y6 - 14 October 2021 Y5 - 21 October 2021 Y4 - 4 November 2021 Y3 - 11 November 2021 Y2 - 18 November 2021 Y1 - 25 November 2021
				Writing Moderations facilitated by Alison Phillipso	Y6 - 13 January 2022 Y2 - 27 January 2022 Y1 - 3 February 2022 Y3 - 10 February 2022 Y4 - 24 February 2022 Y5 - 3 March 2022
				Pedagogy and Teaching: <i>Questioning and Feedback</i>	Y6 - 26 May 2022 Y5 - 9 June 2022 Y4 - 16 June 2022 Y3 - 21 June 2022 Y2 - 28 June 2022 Y1 - 7 July 2022
	Support Staff Training Sessions <i>Virtual Sessions 09:30 - 10:30</i>	All support staff (including those with a non-support role if relevant)	To support delivery of our FT-2 strategic aim.	All support staff can enrol here. Effective Behaviour Management	5 November 2021 12 November 2021 19 November 2021 26 November 2021
				Interaction not Intervention	4 March 2022 11 March 2022 18 March 2022 25 March 2022
				Supporting Children with SEND	3 June 2022 10 June 2022 17 June 2022 24 June 2022

	What & When	Who	Why	Content	Dates
ECTs and Mentors	Year One: Early Career Teachers Forum Virtual Sessions 15:30 – 16:15/16:30	All ECTs (Early Career Teachers)	All ECTs are entitled to two years of quality professional development.	The two-year programme covers all the content of the Early Career Framework and the five strategic aims of the trust. The full programme details can be viewed here .	23 September 2021 7 October 2021 18 November 2021 25 November 2021 2 December 2021 6 January 2022 13 January 2022 20 January 2022 10 March 2022 17 March 2022 24 March 2022 19 May 2022 26 May 2022 9 June 2022 16 June 2022 7 July 2022 14 July 2022
	Early Career Teachers Safeguarding All day	All ECTs		Safeguarding essentials for ECTs facilitated by Phil Threlfall.	17 September 2021
	ECT/Expert Mentor Training	ECT mentors	The skills and abilities of mentors is vital to the success of ECTs.	Bluecoat Teaching School Hub and Oldham Research School, in conjunction with the trust, deliver this six-session programme over the academic year. Full details of the programme can be found here .	28 September 2021 10 November 2021 13 January 2022 21 March 2022
	ECT Induction Day All day	ECTs who will be in the 2022-2024 Cohort	Induction into the trust and expectations of the ECF.		23 June 2022

Structure	FT SIP	ECF	Aim	SSUs	Forums	PEF	Other	Optional	
					45 mins	1 day			
Year One	Autumn	FT-2	CA1	Establishing a positive climate for learning	4	3		Reflection Progress Meeting	Visit
		FT-3	CA1 CA2	How children learn	4	3		Reflection Progress Review	Visit
	Spring	FT-2	CA1	Developing effective classroom practice – teaching and adapting	4	3		Reflection Progress Meeting	Visit
		FT-3	CA2						
	Summer	FT-3	CA2 CA3	The importance of subject and curriculum knowledge	4	3		Reflection Progress Review	Visit
			CA4	Assessment, <u>feedback</u> and questioning	3	4		Reflection Progress Meeting	Visit
	FT-4	CA5	A people profession	3	2		Reflection Assessment	Visit	
Year Two	Autumn	FT-2	CA1 CA2	Embedding a positive culture for learning	2	3	1	Reflection Progress Meeting	Visit
		FT-3 FT-4	CA2 CA4	How pupils learn – making it stick	2	2	1	Reflection Progress Review	Visit
	Spring	FT-3	CA1	Enhancing classroom practice – grouping and tailoring	2	3		Reflection Progress Meeting	Visit
		FT-5	CA2						
	Summer	FT-3	CA3	Revisiting the importance of subject and curriculum knowledge	2	2	1	Reflection Progress Review	Visit
			CA2 CA4	Deepening, <u>feedback</u> and questioning	3	2	1	Reflection Progress Meeting	Visit
	FT-1 FT-5	CA5	Continuing your professional development	0	2		Reflection Assessment	Visit	

Year One

Autumn I: Establishing a positive climate for learning		
Wk	Self-study	ECT Forums (45 mins)
1	Understanding the evidence: Expectations, routines & relationships	
2	Learning about... classroom routines	Setting clear expectations
3		Early & least-intrusive interventions
4	Learning about... maintaining consistently high behavioural expectations	Interventions and building relationships
5		
6	Developing your teaching: Your role in establishing positive behaviour	
7	Reflection	
Autumn II: How children learn		
8	Understanding the evidence: How pupils learn	
9		Cognitive load & implications for your practice
10		Prior knowledge, misconceptions & worked examples
11	Learning about... prior knowledge, misconceptions & worked examples	Working memory & implications for your practice
12		
13	Developing your teaching: Teaching & learning approaches	
14	Reflecting on learning	



Peer Review Groups

Group A

Group B

Group C

Group D

Group E



How do we know we're making a difference?

- Our children tell us in Zoom assemblies
- Our colleagues tell us in forums, on Teams, on Twitter, on school visits and in surveys
- Our leaders tell us - daily
- Our LAs give us regular feedback
- EDT, CST, Forum Strategy give us feedback
- We try and get feedback from families but we need to improve mechanisms for this
- The quality of education is greatly improved in our schools and colleagues are empowered to be the best educators they can be

Communication at all levels

- Professional honesty and the right balance of credible challenge and support
- Visibility in our schools, regular forums and Teams calls
- Three weekly FAcT Newsletter to 1000+ colleagues incl govts
- Microsoft Teams, e.g.
 - All Trust Team
 - Year 1 Team
 - Community Champions Team
 - Business Managers Team
 - Oracy Champions Team, etc
- Twitter

Where next for the Trust?

- Civic leadership beyond our current communities
- Learning Together website www.learning.focus-trust.co.uk
- Increased expectations around all educators attending all RPL that is provided for them
- Careful planned growth including hopefully bidding for a new school in Rochdale
- Establishing our new Central Team
- F-T5 for 21-22 are ambitious and underpinned by research – shared with children, colleagues and families

We constantly review and evaluate the impact of what we're doing, change what's necessary, learn from feedback and from evidenced based research and keep our values, care and ambition for our children, colleagues and communities at the heart of all we do.



Honest, trusting relationships are at the heart of what we do



focus-trust