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Welcome to John Taylor MAT

Welcome to this, our fourth, three-year Strategic Plan for the development of John Taylor Multi-Academy Trust and its community of schools

As with our previous plans, it is informed by a range of influences – both internal and external. It has been constructed over a considerable period of time and has undergone a number of consultation exercises and consequent redrafts.

The initial opportunity to look at the priorities that are featured herein came in March 2022 – exactly at the midpoint of this plan’s predecessor – via an extended meeting of the Trust’s Executive Group, which includes all our schools’ headteachers together with senior colleagues from the Trust’s central team.

From this point, proposals and ideas were collated and formulated into themes and objectives. These were presented to headteachers and the Trust Board in January 2024. Further feedback saw further refinement, and the development of success criteria and, finally, the activities and milestones to be expected such a plan.

As always we rely extensively upon our values and our desired position. Just as psychologists refer to “towards moves” and “away moves” in relation to human behaviour and the pursuit of personal goals, so too we as a Trust have sought at all times to select themes, objectives, and activities that will be the “towards moves” we desire, and then to pursue them with vigour, enthusiasm and endeavour toward conclusions that we hope will exceed the scope of our ambitions as originally conceived.

We are cognisant of the system within which we reside, our current strengths and areas for development, and the activities we are engaged in that are to be seen through. Some of these activities may not feature in this plan.

First, many will take place exclusively at school level, and therefore will be found in our schools’ improvement plans. Second, this strategic plan aims to represent new activities and developments and, as such, existing commitments will not feature.




Trust CEO, Mike Donoghue OBE.





Context

This plan is framed in our current position and the external environment which together create our context – locally, regionally and nationally – and the strategies and activities contained herein have been constructed accordingly.

Our Current Position

A large Trust in the West Midlands with assets valued at over £152 million

20 schools across Staffordshire and Derbyshire

1200 employees and 10,000 children and young people

John Taylor Teaching School Hub and The Staffordshire Research School are key parts of the Trust

Diversity of communities; non-denominational and faith-based, urban and rural

Variety of school structures from Grade 2 listed to new build

The External Environment

The external environment is dynamic, but the need to recognise those factors that impact our organisation remains important. As such we have undertaken a PESTLE analysis which feeds into this strategic plan.



Recent Highlights

The previous Strategic Plan (2021-24) saw the following key achievements:

Growth of the Trust across both Primary and Secondary phases

Three primary schools joined the Trust; Fradley Park Primary and Nursery School opened in September 2022, and Whittington Primary School and All Saints CE Alrewas both converted into the Trust.

In addition, Branston Locks Primary and Nursery School, our newest Free School opened in September 2024 (the date from which this strategic plan commences).

Two further secondary schools joined the Trust (Chase Terrace Academy and Blythe Bridge High School & Sixth Form).

Growth via the Free School Programme

The period across which this plan operates will also see the opening of the Trust's, and Staffordshire's, first all-through school in Rugeley, which is set to open in September 2025.

Our open free schools (Fradley Park and John Taylor Free School) continue to grow and flourish – with the former comprising children from nursery to Year 5 by the end of this plan, whilst the latter will achieve 'steady state' by September 2024 once the founding cohort reach Year 13.



Recent Highlights

Re-designation of The Staffordshire Research School and John Taylor Teaching School Hub in June 2023

The Staffordshire Research School was founded in 2019 and re-designation was the outcome of a complex application process, and the meeting of ambitious and rigorously applied key performance indicators.

The Trust's Teaching School Hub, supports provision of Initial Teacher Training, the Early Career Framework, National Professional Qualifications and other staff development opportunities across Cannock, Lichfield, East Staffordshire, Tamworth, Nuneaton and Bedworth and North Warwickshire. It has delivered successfully against its agreed targets for individual and school participation and programme completion.

Re-designation in February 2024 gives the solidity that the Hub will remain a key feature of our infrastructure, and strategic development, for the duration of this Plan.

Expansion of the Central Team

In response to growth, and in order to offer more diverse services, the Trust's Central Team has expanded across its Human Resources, Estates Management, Finance, Attendance Intervention and IT teams. In addition, the Trust employed a Marketing and Communications Officer in 2022 to enhance its messaging to existing and potential stakeholders. In 2024 the team expanded further with specialist services from an Educational Psychologist and a Speech and Language Therapist.

In relation to school improvement, the Trust has appointed additional secondees to support provision in Early Years, Mathematics and English in the primary phase, and English, Mathematics and Science in the secondary phase.

Finally, the Trust has de-coupled the role of Governance Lead from that of Executive Assistant, adding yet further support to senior colleagues within the Trust's Central Team and enhancing the provision for schools in relation to governor training, complaints and exclusions management and policy maintenance and development.



Statement on Growth

The introduction to the previous strategic plan (2021-24) contained the following statement on growth:

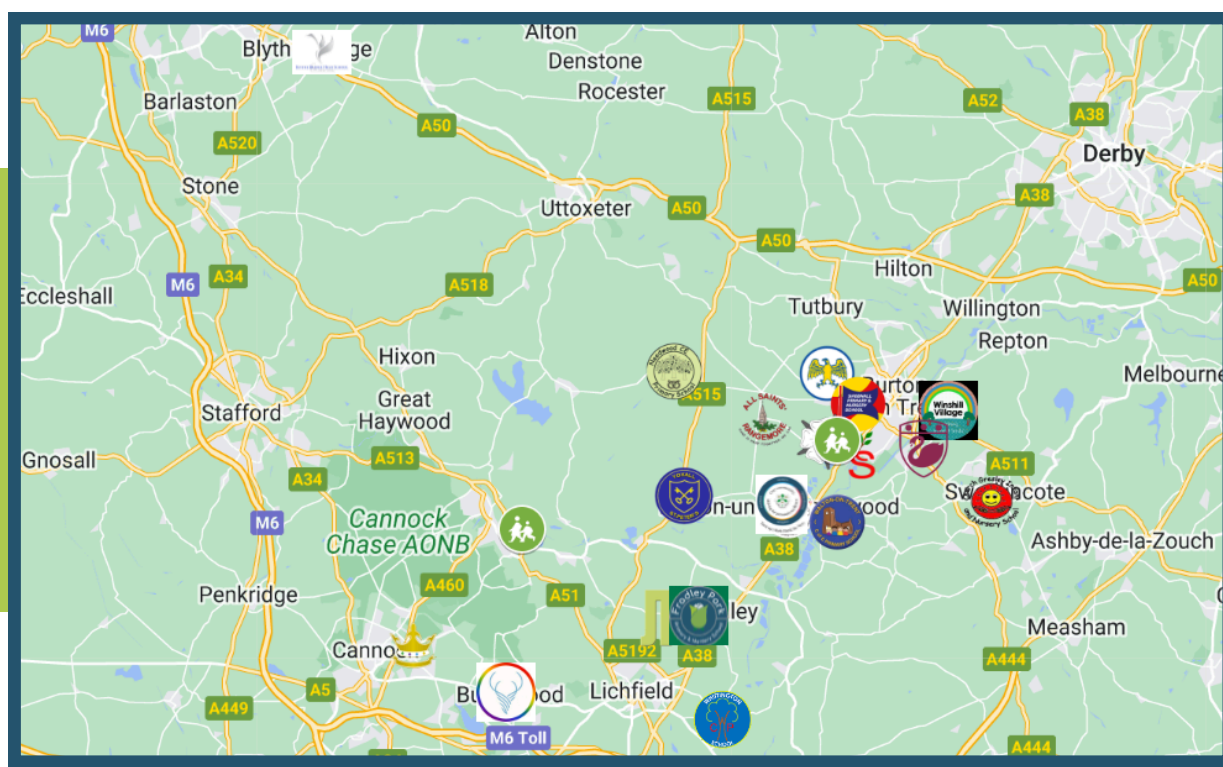
Whilst the Trust anticipates, and hopes for, additional growth from ‘converter’ and potentially ‘sponsored’ schools, it has been determined not to place a specific number in this plan – as growth is neither a “goal” nor a “target” in itself. The Trust will grow as and when schools that have an alignment with our vision and values determine that it is in the interests of their communities to work with us, and we in turn believe that we can be of value to the school and it can be of value to the Trust.

The Chair of the Trust has stated repeatedly that the growth of the Trust will not be paid for by the children we currently serve. As an organisation that is viable and vibrant, growth is not a necessary contingent for our future.

The Chair of the Trust has also stated that we will only grow to a point at which we can still ‘know’ our schools, and they know us. This relates to quality of relationship – a depth of understanding that we would argue sets us apart from many. These two tenets will be ever-present in our considerations.

(John Taylor MAT Strategic Plan 2021-24 p4)

The above remains our position in relation to growth.





Our Vision & Mission

"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 communities can realise their 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.

Schools within the Trust are staffed with colleagues - teaching and support - who share this belief, and are supported by governors and trustees who underpin it. The outcomes of our children are testament to it also.

Our schools therefore value educational trips and visits, performances and events and the interaction of children and adults beyond the formality of the timetable. We believe that this sets us apart.





Keys to our Success - Our Values

In all that we do, both individually and collectively, we endeavour to focus on these values that will enable us to be successful. We want our staff and the children and young people in our schools to exhibit these qualities also. They are as follows:

Learning at the heart of all we do.

"Keeping the main thing, the main thing" - prioritising our people, time, energy and funds to the improvement of the educational experience.

 Tolerance and Respect Modelling, reinforcing and developing personal integrity across our communities.	 A passion for excellence Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.
 Courage to innovate Leading change - in teaching and learning, curriculum development, organisational structures.	 Collegiality Listening to others, sharing with others, learning from others.
 Restlessness & curiosity Looking for opportunity to be involved and to learn from new experiences.	 Tenacity & Resilience Holding to our mission in turbulent times and remaining resolute in all we set out to do.

Trust Aims

- Children and young people 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. Our schools' curricula enrich and inspire more than those found elsewhere.
- Children achieve more, and make better progress, by attending a John Taylor MAT 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 which is underpinned by evidence-informed best practice, in a context of effective support and challenge. Impressive and ambitious people aspire to work for John Taylor MAT.
- Individuals are recognised and valued by our academies, and the Multi-Academy Trust, where we place high value on the physical and mental health and the wellbeing of all with whom we engage.



Trust Aims

- 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.





Our Objectives

We intend to move the Trust towards these objectives through the following five themes:

1) Teaching and Learning

Guided by our agreed teaching and learning principles and quality assurance processes, further enhance the high-quality educational experience for all pupils.

2) Curriculum and Assessment

Ensure all our pupils have access to a broad, balanced, rich, and engaging curriculum that is aspirational, meets the needs of all our learners and prepares them well for their next steps.

3) Service Provision

Improve the scale, scope, efficiency and effectiveness of Trust support for our schools and their communities, providing assurance of statutory compliance whilst encouraging and enabling excellence.

4) Growth

Work with partners to ensure growth of the Trust is positive for both new members of our family of schools and those schools they are joining.

5) “One Trust”

To drive a collaborative culture for the Trust which is manifested consistently and coherently throughout all tiers of operation – from ethos through policy and procedures to practice.

Each theme contains a number of objectives, strategies, and consequent activities. These are articulated in this document in the form of termly milestones. A dynamic, online iteration of this plan is placed on SchoolIP, and as a result, we will be able to disseminate key priorities from the Trust’s plans and into our schools for delivery where appropriate.



Teaching and Learning

Guided by our agreed teaching and learning principles and quality assurance processes, further enhance the high-quality educational experience for all pupils.

1. Increase the capacity of the school improvement team, providing secondment opportunities for staff.
2. Develop the infrastructure and networks to support shared professional learning and development.
3. Develop a coherent approach to evaluating the impact of specific pedagogies and interventions and use this to inform the development and collation of best practice case studies to share across the Trust.
4. Invest in high quality professional development for teachers and leaders at all stages of their career.
5. Articulate clear expectations and systems for a well-ordered effective learning environment and behaviour in our schools based on evidence informed approaches.
6. Use technology and innovation to support progression, development, and achievement.

Success Criteria

1. *The Trust has capacity to support our schools in all areas of identified need and drive forward sustained improvement.*
2. *The Trust has structures, processes and mechanisms in place that maximise collaboration and participation and enhance the shared professional learning experience. These structures, mechanisms and processes are mirrored at school level.*
3. *All schools engage in in-school pedagogical research/evaluations, contributing to a Trust 'Teaching and Learning' directory.*
4. *The Trust can evidence that all teachers and leaders are well supported to progress in their career.*
5. *Trust expectations re: the learning environment and behaviour are shared and implemented in all our schools enabling all pupils to learn effectively.*
6. *The Trust harnesses new technology and innovation to enhance teaching and learning, resulting in a meaningful impact on outcomes.*

	2024-25			2025-26		
Objective	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
1. Increasing the capacity of the school improvement team, providing secondment opportunities for staff.	Induct secondees. Develop and implement Trust quality assurance framework for use by school improvement team.			Induct secondees.		
	Agree foci and priorities with secondees.	Review Trust capacity requirements for school improvement.			Evaluate impact of secondments and review Trust capacity requirements.	
	Agree foci and priorities for network meetings led by secondees.			Agree foci and priorities for network meetings led by secondees.		
	English secondees attend A+P meeting to update on their work.	Maths secondees attend A+P meeting to update on their work.	Science (Sec) & EYFS (Prim) secondees attend A+P meeting to update on their work.	Secondees attend A+P on a rotation.		
2. Developing the infrastructure and networks to support shared professional learning and development.	Develop and implement a framework for implementing and evaluating learning from specialist NPQs with Headteachers.			Compile case studies which evidence the impact of NPQs.		
	Develop a process for determining eligibility to participate in shadowing programme and to host. Develop a structured framework for shadowing with Headteachers and identify schools to pilot.	Pilot shadow takes place.	Evaluation of process in form of presentation to SLT. Review and revise framework.	Cycle of shadowing continues.		
	Establish remit for Secondary Provision Development group for CEIAG and audit compliance with Baker clause.	Sharing and audit of Self-evaluation against Gatsby Benchmarks.		Audit and extend Partnerships with employers, local enterprise universities, and colleges.	Explore careers mark.	Explore careers mark.
	Establish Provision Development Group to develop intra school provision to support pupils in danger of being excluded in the short/medium term.	Take recommendations to the Board and implement findings.		Establish secondary and Primary Provision Development groups for more able learners.	Take recommendations to the Board and implement findings.	
	Establish secondary and primary Provision Development Groups for Disadvantaged Learners.	Group engages in research and reading (EFF, Ofsted etc).	Research School training: supporting Disadvantaged Learners.	Share and Evaluate PP strategy statements – Teaching.	Share and evaluate PP strategy statement - Targeted academic support.	Share and evaluate PP strategy statement – Wider Strategies
	Establish Provision Development Groups for outdoor learning.	Group engages in research and reading.	Audit current provision and identify best practice.	Agree principles of effective practice in Outdoor learning for inclusion in School improvement handbook.		

3. Developing a coherent approach to evaluating the impact of specific pedagogies and interventions and using this to inform the development and collation of best practice case studies to share across the Trust.	Codify for teachers what effective Teaching and Learning across the Trust should look like.		All Schools contribute to a JTMAT T+L bulletin.	All Schools contribute to a JTMAT T+L bulletin.	All Schools contribute to a JT MAT T+L bulletin.	
	Research effective collaborative enquiry models to develop a shared understanding of the purpose and value of collaborative inquiry.	Establish a whole school pilot CI project (linked to an aspect of pedagogy) based on research of what works.	Pilot CI project takes place, learning evaluated, and learning shared across and within schools.	CI project leads model effective practice in their own settings.	English and Maths and Science teams plan and lead CI project for their subject area (linked to an aspect of subject pedagogy).	English and Maths and Science teams complete CI project. Write up enquiry projects as case studies.
4. Investing in high quality professional development for teachers and leaders at all stages of their career.	Establish mechanism for raising the profile of the careers pathway document and ensure usage by all schools to support effective PM.		Career pathway document reviewed and updated.			Career pathway document reviewed and updated.
	Audit Professional learning plans of all schools (benchmarked against EEF guidance).		SchoolIP evidences engagement in high quality Professional Learning.	Audit Professional learning plans of all schools (benchmarked against EEF guidance).		SchoolIP evidences engagement in high quality Professional Learning.
	Showcase Leadership Matters.		Schools plan to integrate Leadership Matters within their Professional Learning plans.	Schools evidence Improved engagement in Leadership Matters to support leaders or aspiring leaders.		Audit of leadership matters usage.
	Work with the Research School to explore engagement in external research projects.	Work with Research School and TSHub to develop a core PD MAT offer aligned with the career development pathway.	John Taylor MAT offer is finalised, and expectations of participation shared.	Schools engage with the professional learning offer.		Offer reviewed and revised.
5. Articulating clear expectations and systems for a well-ordered effective learning environments and behaviour in our schools based on evidence informed approaches.	Research successful learning environments and behaviour approaches (through working parties for primary & secondary) including their impact on pupil outcomes.		Trust environment and behaviour principles are codified in a Trust School Improvement Handbook with exemplar. Framework of Effectiveness is updated to reflect the Trust expectations.	Schools plan for implementation and ensure principles are reflected in their own procedures and guidance		Schools implement expectations. Collaborative learning walks take place to support evaluation.

6. Using technology and innovation to support progression, development, and achievement.	Working party established.	Research how the best schools do this within the Trust and beyond. Establish how this may look for our schools and share.	Implement learning from Year 1.		
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Curriculum and Assessment

Ensure all our pupils have access to a broad, balanced, rich, and engaging curriculum that is aspirational, meets the needs of all our learners and prepares them well for their next steps.

1. Continue the MAT programme of curriculum alignment and assessment (KS3).
2. Extend and enhance current primary curriculum networks.
3. Develop a Post 16 network to ensure effective implementation of statutory changes and share best curricular practices.
4. Benchmark curriculum provision and outcomes within and beyond the Trust.
5. Develop a common approach to mapping personal development across our schools which will support schools in the development of their own coherent and impactful PD provision.
6. Implementing a common assessment framework and assessment cycles.

Success Criteria

1. *At the secondary phase, further subjects are onboarded whilst others where alignment has already commenced continue to create a shared understanding of optimal content and sequencing in order to improve outcomes and progression.*
2. *At the primary phase, collaborative networks continue and are extended into further subject areas – through which greater alignment of content and methodology is facilitated, generating improved outcomes and progression.*
3. *Secondary phase schools have a curriculum and wider offer that will enable them to continue to be both viable and vibrant in a context of policy change.*
4. *Greater use is made of comparison – outcome and provision – within and between schools and beyond the Trust – to ensure regularity of challenge and exposure to alternative strategies.*
5. *All schools within the Trust follow a common, clear, coherent and comprehensive methodology in the construction and the delivery of a Personal Development programme in all its manifestations, and their provision meets the needs of the pupils served in the context within which they learn and reside.*
6. *Schools can readily compare the achievement and progress of their pupils, (as a whole and in relation to specific groups of learners) with those of other schools in the Trust, as a result of a coherent approach to the timing and delivery of assessment.*

	2024-25			2025-26		
Objective	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
1.Continuing the MAT programme of curriculum alignment and assessment (KS3).	English and Maths: evaluation and amendments made to current KS3 term 1. Year 7 and 8 assessments reviewed. Teams engage in moderation.	English and Maths: evaluation and amendments made to current KS3 term 2. Year 9 assessment planned. Teams engage in moderation.	English and Maths: evaluation & amendments made to current KS3 term 3. Year 7, 8 & 9 aligned assessments completed. Teams engage in moderation.	English and Maths: ongoing review and evaluation. Teams engage in moderation.	English and Maths: ongoing review and evaluation. Teams engage in moderation.	English and Maths: ongoing review and evaluation. Teams engage in moderation.
	Science: Monitoring & evaluation of Year 7 and 8 curriculum term 1. Review assessment data for Y7.	Science: Monitoring & evaluation of Year 7 and 8 curriculum term 2 and planning Y8 assessment.	Science: Monitoring & evaluation of Year 7 and 8 curriculum term 3 and Y8 assessment. Y7 and 8 common assessments completed.	Science: Implement curriculum in Y7,8 and Y9. Review and evaluate Term 1. Teams engage in moderation.	Science: implement curriculum in Y7,8 and Y9. Review and evaluate Term 2. Plan Y9 assessment. Teams engage in moderation.	Science: Common assessment completed in Y7,8 and 9. Teams engage in moderation.
	History and Geography: Implement aligned curriculum in Y7 and begin development of year 8.	History and Geography: Y8 planning and planning of Y7 assessment.	History and Geography: Y8 Planning. Y7s complete common assessment.	History and Geography implement aligned curriculum in Y7 and 8 and begin development of year 9.	History and Geography development of Y9 and Y8 assessments.	History and Geography development of Y9 and Y8 assessments.
	MFL and D+T Establish KS3 overview and begin alignment of Y7.	MFL and D+T Establish KS3 overview and continue alignment of Y7.	MFL and D+T Establish KS3 overview & continue alignment of Y7.	MFL and D+T Implement aligned. Curriculum in Y7. Begin Y8 planning.	MFL and D+T Continue Y8 planning. Plan Y7 assessment.	MFL and D+T Finalise Y8 planning. Y7 complete assessment.
				ART: Establish KS3 overview and begin alignment of Y7.		
				Determine subjects for alignment.		
2. Continuing primary collaborative curriculum networks.	Establish, share, and begin clear network meeting expectations.	Continue programme of networks.	Review and evaluate network activity.	Launch RE and PHSE networks.		Review and evaluate network activity.
	Launch PE and music networks.					
3. Secondary phase schools have a curriculum and wider offer that will enable them to continue to be both viable and vibrant in a context of policy change.	Establish remit of Post 16 Provision Development Group.	Cross school moderation takes place.		Review and of Post 16 data including destinations and report to Trust.	Cross school moderation and peer reviews take place.	Review of Post 16 data including destinations and report to Trust.
	Review of Post 16 data including destinations and report to Trust.					
		Audit of and focus on Post 16 enriched academic curriculum, higher education partnerships, and employer engagement identifying gaps in provision and opportunities for collaboration.			Collaborative event supports enriched academic curriculum.	
	Cycle 1 of reformed qualifications.			Cycle 2 of reformed qualifications.		

	Schools share their intended offer and plans for implementation.			Schools share their intended offer and plans for implementation.		
4. Benchmarking curriculum provision and outcomes within and beyond the Trust.	Benchmark 2024 outcomes within the Trust.	Benchmark curriculum within and beyond the Trust: KS1 -5.		2025 Trust school outcomes benchmarked within and beyond the Trust.		
	All provision development groups are outward facing, and research provision beyond the Trust, as part of their remit.					
	SIP Team develops a partnership with a SIP Team in another Trust.					
5. Developing a common approach to mapping personal development across our schools, which will support schools in the development of their own coherent and impactful PD provision.	Audit schools' current mapping of PD provision.			PD provision reviewed as part of peer reviews.	Review of schools PD provision through DfE QA visit.	
	Establish and share an effective approach to mapping of PD in all phases, researching beyond the Trust.	Establish and share an effective approach to mapping of PD in all phases. All schools adopt a common approach.				
6. Implementing a common assessment framework and assessment cycles.	Primary – Headteachers to agree summer 26 KS1 arrangements for assessment. Dates and expectations shared for Sonar entries and reports to governors.			Primary – HTs to agree summer 27 KS1 arrangements for assessment. Dates and expectations shared for Sonar entries and reports to governors.		
	Secondary assessment cycle dates agreed for 2025 for KS4 and 5. Common reporting format and commentary to the Trust agreed. English and Maths teams report on their findings from their QLA of GL progress tests.		Aligned subjects complete common KS3 assessments within an agreed window, and mark schemes are developed in line with current IBASEOM system.	Secondary assessment cycle dates agreed for 2026 for KS4 and 5.		Aligned subjects complete common KS3 assessments within an agreed window and mark schemes are developed in line with IBASEOM system. English and Maths teams report on their findings from their QLA of GL progress tests.

Service Provision

Improve the scale, scope, efficiency and effectiveness of Trust support for our schools and their communities, providing assurance of statutory compliance whilst encouraging and enabling excellence.

1. Appointment of Speech and Language Therapist and Educational Psychologist.
2. Extending and reorganising the IT support team.
3. Developing a directory of central team services for new schools and new employees.
4. Extending the transactional financial support provided to John Taylor MAT primary schools by the Central Team.
5. Develop an internal estates management compliance/H&S audit function for all JTMAT schools.
6. Extending governor services – external reviews and audits, shadowing, training and recruitment support.
7. Employee Wellbeing– access to benefits including tailored support for senior leaders through coaching, mentoring and supervision arrangements.
8. Safeguarding reviews extended in scope, further embedding of Confide and Clarity (MyConcern).

Success Criteria

1. *Provision for Speech and Language therapy and Educational Psychologist support is secured in a sustainable and impactful way – as appraised by our schools.*
2. *IT provision is increasingly responsive as gauged by ‘ticket’ data, and the need to outsource for support or guidance is reduced. Questionnaire outcomes from schools indicate a high degree of satisfaction in service.*
3. *A directory is produced, distributed, updated and reviewed. Feedback indicates its usefulness – especially to new colleagues and new schools within the Trust.*
4. *The central team finance team is increased to enable a number of transactional finance tasks to be undertaken centrally on behalf of JTMAT primary schools.*
5. *A structured programme of internal audit is developed which complements existing processes and ensures compliance with H&S and other property related requirements at schools.*
6. *Governance remains compliant and vibrant, with governors in LGBs and Directors and Members of the Trust confident in their knowledge and skills to undertake their functions effectively.*
7. *Wellbeing support is accessible for all staff including impactful support for senior leaders in the form of high-quality coaching and supervision with new headteachers having a “buddy” – the relationship being brokered, and monitored, by the Trust.*
8. *Safeguarding reviews remain regular for all schools, and ensure safeguarding remains effective – as demonstrated by case studies and referrals, and via Ofsted inspection outcomes.*

	2024-25			2025-26		
Objective	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
1. Appointment of Speech and Language Therapist and Educational Psychologist.	Development of role profile and advertising with social media campaign.	Promotion of opportunity across social media channels and networks.	Selection process for appointment to posts.			
2. Extending and reorganising the IT support team.	Review existing IT provision/ capacity across the organisation.	Present findings to Executive Group and Trust Board for discussion.	Implement any plans which are approved by the Board.	Review & refine IT provision/ capacity across the organisation.		
			Investigate and recruit an additional IT Technician to support RUG.			
	Devise and conduct IT Audits based on DfE "Technology in School" guidance.		Launch Audits with Schools.	Continue to refine IT portal in response to DfE (Department for Education) guidance, regulatory or statutory change, or feedback from schools.		
	Launch IT Support Portal on the Vault.	Continue to refine IT portal in response to DfE (Department for Education) guidance, regulatory or statutory change, or feedback from schools.		Continue to refine IT portal in response to DfE (Department for Education) guidance, regulatory or statutory change, or feedback from schools.		
	Rollout a centralised helpdesk for IT Services.	Devise internal SLAs for IT benchmarking and performance monitoring.	Monitor effectiveness and performance via SLAs.	Monitor effectiveness and team performance via SLAs.		Review SLA and performance metrics.
		Rollout helpdesk to other MAT functions inc. HR, Estates, Finance and School Improvement.	Continue to refine the helpdesk for other MAT functions in response to feedback.	Continue to refine the helpdesk for other MAT functions in response to feedback.		
3. Developing a directory of central team services for new schools, and new employees.	Existing directory revised and available for distribution to new converter schools by 09/24.	Monitor effectiveness.	Monitor effectiveness and review content for following year and adapt/ amend as necessary.	Updated Directory in place for issue to new converter schools by 09/25.	Monitor effectiveness.	Monitor effectiveness and review content for following year and adapt/ amend as necessary.
4. Extending the transactional financial support provided to JTMAT primary schools by the Central team.	Review approval process of invoicing. Run pilot for central processing of invoices. Roll out central processing of purchase invoices, and recruit Finance Staff. Test prepayment module and set up as required.	Review effectiveness of purchase invoice processing.				
			Review access for remittances and statements and recruit Finance processor.	Roll out bank transaction processing and reconciliations.	Review effectiveness of bank reconciliation process.	

5. Develop an internal estates management compliance function for all John Taylor MAT schools.	Commence baseline assessment of current Building compliance at each site.	Complete baseline assessment of Building compliance at each site.	Compare baseline to requirement at each site. Carry out gap analysis and develop matrix to record need at each site.	Work with IT to develop/procure suitable retention system. Will consider internal system until suitable external system is found.	Develop procedural document for compliance requirements and service.	Align similar compliance requirements to procure Trust specific contracts for the supply of services currently purchased at school level.
6. Extending governor services – peer reviews, shadowing, training and recruitment support.	Launch of revised LGB agendas across the Trust, together with standardised Headteacher reporting mechanism and development pathway for governors.	Training sourced through the NGA, or via the Learning Link.	Succession planning discussions take place with feedback to the CEO and Trust Governance Manager.	Review of revised LGB agendas, standardised HT reporting mechanism and development pathway for Governors.	Review the NGA audit and training requirements highlighted. Training sourced via NGL or Training Link.	Review the LGB peer review cycle and analyse the feedback received.
	Chairs networking session, facilitated by the CEO and the Trust Governance Manager.	Trust recruitment drive for Local Governing Bodies.	Networking event across all LGBs and Trust Board, to ensure good practice.	Clerks briefing session facilitated by the Trust Governance Manager.	Clerks briefing session facilitated by the Trust Governance Manager.	Clerks briefing session facilitated by the Trust Governance Manager.
	Begin development of the Governance Platform.	Observation of LGB meetings by the Trust Chair and School Improvement Partners.	Clerks briefing session facilitated by the Trust Governance Manager.	Appraise the options for the Governance Platform.		Governance event planned at the Trust- wide training day.
	Clerks briefing session facilitated by the Trust Governance Manager.	Clerks briefing session facilitated by the Trust Governance Manager.	Governance event planned at the Trust- wide training day.			
		Request volunteers from LGBs to start the peer review cycle.	Respond to any political changes following the General Election.			
7. Employee wellbeing– access to benefits including tailored support for senior leaders through coaching, mentoring and supervision arrangements.	Establish working party. Scoping exercise to determine need and identify existing internal resources.	Analysis of scoping exercise and proposal for wellbeing offer.	Development of offer and wellbeing model.			
8. Safeguarding reviews extended in scope, further embedding of Confide and Clarity (MyConcern).	Provide training on Confide and Clarity – including to directors to ensure appropriate scrutiny of school-based trends and issues.	Formally review external safeguarding monitoring provision – for scale, scope and frequency.	Amend processes following review, and update re. any change in requirements under KCSiE or equivalent.	Continue to refine processes, update policy suite and compliance framework in response to regulatory or statutory change, or feedback from schools re: safeguarding best practice and school-centred reviews of systems.		

Growth

Work with partners to ensure growth of the Trust is positive for both new members of our family of schools and those schools they are joining.

1. Known growth via the free school programme: John Taylor Free School (achieves steady state in 2024); Fradley Park Primary School (up to Year 5 by 2027); Branston Locks Primary School (opens September 2024); John Taylor Rugeley (opens September 2025).
2. New converter academies into the Trust.
3. Development of 'clusters' and local networks as operational ways of working.

Success Criteria

1. *Planned Free School growth occurs on time, on budget and on specification.*
2. *New entrants into the Trust, who are existing schools, feedback positively on the conversion process itself and the positive impact of being part of the Trust.*
3. *Despite an increasingly large geographical footprint and scale of organisation, feedback from stakeholders indicates the Trust remains responsive, accessible, and valuable at a local level.*

	2024-25			2025-26		
Objective	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
1. Known growth via the free school programme: John Taylor Free School (achieves steady state in 2024); Fradley Park Primary School (up to Year 5 by 2027); Branston Locks Primary School (opens September 2024); John Taylor Rugeley (opens September 2025)	Branston Locks opens – initial compliance finalised and building matters signed off. Recruitment for 2025-26 children begins.	Branston Locks staff recruitment for 2025 begins. Admissions criteria for 2026-27 confirmed.	Branston Locks pupil and staff induction for 2025-26.		Branston Locks staff recruitment for 2026 begins. Admissions criteria for 2027-28 confirmed.	Branston Locks pupil and staff induction for 2026-27.
	John Taylor Free School enters steady state.		John Taylor Free School first Year 13 examinations.	Examination outcomes analysed and reviewed.		
	Recruitment for Rugeley All Through begins – nursery, Reception and Year 7. Headteacher Designate appointed.	Rugeley staff recruited.	Rugeley pre-opening checks and inspections concluded. Induction of staff and pupils takes place.	Rugeley opens – initial compliance finalised and building matters signed off. Recruitment for 2026-27 children begins.	Rugeley staff recruitment for 2026-27 begins. Admissions criteria for 2027-28 confirmed.	Rugeley pupil and staff induction for 2026-27.
2. New converter academies into the Trust.	New induction materials shared and used ad hoc with new converters. Incorporate new joiners into networks and clusters (see below) and target support as appropriate for school improvement and provision development on a needs basis, as identified pre-conversion via due diligence activities and post-conversion through framework of effectiveness responses, safeguarding and other reviews.			New induction materials shared and used ad hoc with new converters. Incorporate new joiners into networks and clusters (see below) and target support as appropriate for school improvement and provision development on a needs basis, as identified pre-conversion via due diligence activities and post-conversion through framework of effectiveness responses, safeguarding and other reviews.		
3. Development of 'clusters' and local networks as operational ways of working.	Assign primary secondees to two identified geographical clusters.	Interim monitoring of cluster arrangements and how they dovetail with other collaborations – network meetings, moderation activities, peer reviews etc.	Review cluster composition and compare effectiveness of arrangements.	Consider further cluster arrangements, both primary and secondary, based on further growth, capacity of support available and monitoring processes implemented.		

One Trust

To enhance a “One Trust “culture through:

1. Ensuring an alignment between the Trust’s vision, mission, school improvement strategy and operating model.
2. Raising the profile of Trust values in each of its schools.
3. Enhancing the onboarding and induction of new schools and new staff.
4. Ensuring that all staff feel consulted and listened to.
5. Offering staff incentives and benefits to aid recruitment and retention.
6. Identifying and actively supporting collaborative opportunities, activities and events.
7. JTMA Tters parents’ edition.

Success Criteria

1. *A “golden thread” exists whereby the culture of the Trust is manifested consistently and coherently throughout all tiers of operation – from ethos through policy and procedures to practice.*
2. *All stakeholders in all Trust schools are aware of the Trust’s values, can interpret them accurately and understand how they align to their own school culture.*
3. *New joiners – schools and employees – are swiftly yet comprehensively inducted into the Trust’s systems and structures and ways of working.*
4. *Employee feedback is sought via a range of media with appropriate frequency, with findings communicated and – where appropriate – acted upon with vigour.*
5. *The Trust becomes a preferred employer through the promotion and delivery of incentives and benefits – both tangible and intangible.*
6. *Opportunities for schools, staff and other stakeholders to work and learn together are actively sought and promoted widely – with particular emphasis on individuals and groups where collaboration is inherently more challenging as a result of geographic location or socio-economic circumstances.*
7. *A parents’ edition of JTMA Tters is produced and circulated and engaged with by a significant number of parents. Positive feedback is received, particularly in relation to parents’ understanding of the nature, role and values of the Trust.*

	2024-25			2025-26		
Objective	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
1. Ensuring an alignment between the Trust's vision, mission, school improvement strategy and operating model.	Review all existing documents to ensure the Trust mission and vision are clearly defined and included.	Make recommendations for changes to existing documents as needed. Include these in the Trust re-brand work.	Develop Trust re-brand including how the Trust vision and values translate into school improvement and all operations.	Trust re-brand launched with clearly defined mission, vision and values to all staff members and in external communications.	On-boarding new schools and staff members to the Trust vision and mission and how that impacts school improvement plan and operational model.	
	All Trust recruitment interviews feature a question about the Trust mission and vision.					
2. Raising the profile of Trust values in each of its schools.	Slide deck of trust content shared with all schools for start of new year key messages.	Stakeholder survey analysis considers values.	Trust-wide training day includes materials to support trust values.	Slide deck of trust content shared with all schools for start of new year key messages.	Stakeholder survey analysis considers values profile.	Trust-wide training day includes materials to support trust values.
	All Trust recruitment interviews feature a question about the Trust's values.			Trust brand re-launch includes re-statement of values.		
3. Enhancing the onboarding and induction of new schools and new staff.	Review of existing induction resources.	Revision of induction pack and onboarding pack.	Circulation of induction pack to schools for sense checking.	Reviewed pack further revised and issued to new converters. Feedback from any new converters considered in terms of further revisions.		
	Induction events for new staff.		Induction events for new staff.	Induction events for new staff.		
4. Ensuring that all staff feel consulted and listened to.	Issue trust-wide stakeholder surveys, including for all staff.	Review and disseminate staff survey findings to schools, LGBs and the Trust Board. Initiate changes as required.	Conduct exit interviews with leavers.	Issue trust-wide stakeholder surveys, including for all staff.	Review and disseminate staff survey findings to schools, LGBs and the Trust Board. Initiate changes as required.	Conduct exit interviews with leavers.
	Ensure school-based staff voice activities take place.		Develop Trust-wide CPD programme based on staff training needs and wants.	Ensure school-based staff voice activities take place.		Develop Trust-wide CPD programme based on staff training needs and wants.
5. Offering staff incentives and benefits to aid recruitment and retention.	Publication of Employee Benefits Booklet to support recruitment.					
	Development of The Vault Employee Wellbeing Hub.					

6. Identifying and actively supporting collaborative opportunities, activities and events.	Pupil leaders' chosen charitable cause(s) communicated across the Trust via range of media.	Use stakeholder surveys to find new ways to bring individuals and groups together across schools.	Devise programme and amend as appropriate, mapping collaborative opportunities.	Monitor uptake by school, by groups (e.g. teaching or support staff), and seek to remove barriers to participation. Continue to develop a range of activities, programmes and networks, onboarding new schools and new staff as appropriate.
	Network activities begin.		Onboard new schools (including Rugeley)	
7. JTMATters parents' edition	Review staff edition and select content for parents' edition. Ensure breadth of articles across primary and secondary schools and demonstrate Trust values and mission.	Create and promote 2 nd Edition.	Create and promote 3 rd edition. Include Trust re-brand information for September 2025.	Monitor on-going readership stats and parental survey feedback to adapt content and layout to driver maximum engagement for the Trust and understanding of the mission and values.
	Establish tracking for readership numbers.	Review readership and opening rates and make changes as needed.	Review readership and opening rates and make changes as needed.	

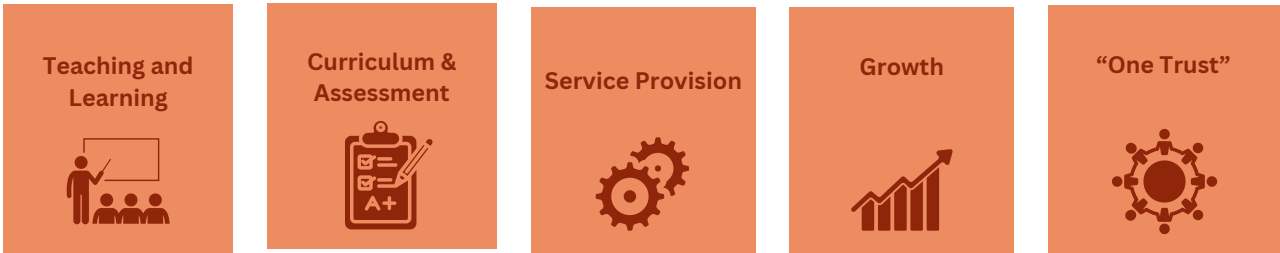


Summary of Approach

Our Ambition



Our Objectives



Our Context



Our Values





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