



DIOCESE OF WORCESTER MULTI ACADEMY TRUST

TRUST DEVELOPMENT PLAN

2022-2027

Our Vision

'To Love, To Learn, To Serve' sums up the DoWMAT's vision for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its fullness (John 10:10).

Key Priorities 2022-2027

TO LOVE : TO LEARN : TO SERVE	Key MAT Priorities	Responsible?
	1. To ensure all aspects of DoWMAT provision are informed and strengthened by our Christian foundations.	CEO / ALL
	2. To have the highest standards of collective leadership and governance to deliver sustainable school improvement and safeguarding .	CEO / ALL
	3. To have a compelling offer for our workforce in order to attract, recruit, develop and retain the best people who meet high professional standards and have uplifting, purposeful careers .	CEO
	4. To grow the Trust with more pupils, and more schools with whom we know we can be stronger together.	CEO
	5. To ensure a rigorous focus on curriculum and assessment to improve pupil outcomes and maximise progress for all .	Academy Improvement Team
	6. To develop deep collaboration in subject areas to drive continuous improvement in the quality of teaching and learning.	Academy Improvement Team
	7. To have efficient and effective shared services enabling teachers and school leaders to focus on school improvement.	Director of Operations
8. To ensure strong and efficient financial management , ensuring every pound works as hard as possible in improving outcomes for pupils .	Director of Finance	

5 Year Strategy 2022-2027

Priority	Years 1-2	Years 2-4	Further Development
<p>1. To ensure all aspects of DoWMAT provision are informed and strengthened by our Christian foundations.</p> <p>CEO</p>	<ul style="list-style-type: none"> Set up expectations and remit for Trust SIAMs Champions, provide training and ensure academies know how to benefit from this strand of support 	<ul style="list-style-type: none"> Embed SIAMs champions across the Trust, to ensure the Christian Vision, Values and distinctiveness informs all aspects of MAT / academy provision. 	<p>Explore ways DoWMAT can extend the offer to support schools beyond the MAT.</p>
<p>2. To have the highest standards of collective leadership and governance to deliver sustainable school improvement and safeguarding.</p> <p>CEO</p>	<ul style="list-style-type: none"> Review the Safeguarding expectations, procedures and provision in each academy to ensure high quality provision and issue renewed guidance. Review the steps taken to ensure all DoWMAT leaders are fully supported to be highly effective in their role. Clarify the decision-making responsibilities through the SODA. 	<ul style="list-style-type: none"> Establish a rolling programme of Academy Reviews to secure best practice across all academies Improve the quality and impact of the LABs / Trust Board through external reviews. 	<p>Establish strong, high quality system leadership at every level across the Trust with the capacity to inform practice beyond their setting, through;</p> <ul style="list-style-type: none"> — CPD / professional development — Coaching — Recruitment
<p>3. To have a compelling offer for our workforce to attract, recruit, develop and retain the best people who meet high professional standards and have uplifting, purposeful careers.</p> <p>CEO</p>	<ul style="list-style-type: none"> Review Trust policies and ensure these are family friendly and promote good working practice. Establish a Trust Mental Health Lead. Develop a clear idea of the professional needs of key Trust leaders. Establish a programme of coaching for all senior leaders. 	<ul style="list-style-type: none"> Ensure a clear approach to recruiting and developing the best staff in line with its vision; talent, succession, recruitment. 	<p>Ensure there is a clear development pathway for all staff, with consistent expectations for the standards teachers are required to meet from their ECT years onwards.</p>
<p>4. To grow the Trust with more pupils, and more schools with whom we know we can be stronger together.</p>	<ul style="list-style-type: none"> Work with the DDE to develop a systematic approach to growth to allow additional Church schools 	<ul style="list-style-type: none"> Develop a further enhanced offer for new academies in challenging circumstances. 	<p>To review Central Team support and practices to ensure efficient, effective support for increased numbers of academies.</p>

CEO	within the Diocese to benefit from strong MAT provision.		
5. To ensure a rigorous focus on curriculum and assessment to improve pupil outcomes and maximise progress for all. Academy Improvement Lead ACADEMY IMPROVEMENT TEAM	<ul style="list-style-type: none"> • Implement a systematic approach to moderation across all Trust academies. • Establish a Trust Pupil Premium lead to review current strategies and improve practice for PP pupils. 	<ul style="list-style-type: none"> • Review the impact of the DoWMAT curriculum offer on standards for all pupils. • Facilitate opportunities for subject leads to develop excellent subject pedagogy and the alignment of good practice. 	<p>Develop shared expectations of pupil progress which are regularly benchmarked within the MAT and externally.</p> <p>Ensure performance and progress for each school and the MAT as a whole is specifically benchmarked against schools/MATs regionally and nationally with similar characteristics.</p>
6. To develop deep collaboration in subject areas to drive continuous improvement in the quality of teaching and learning. Academy Improvement Lead ACADEMY IMPROVEMENT TEAM	<ul style="list-style-type: none"> • Establish an effective programme of events to drive collaborative support and challenge across the Trust, to include; <ul style="list-style-type: none"> — Trust Leads — Teaching and Learning Partners — The evaluative work of the School Improvement Advisors — Peer Reviews 	<ul style="list-style-type: none"> • Ensure a fully comprehensive offer of support for all professionals working within DoWMAT promoting knowledge transfer through coaching, modelling and enquiry led learning. 	<p>Further engage with external networks to enable;</p> <ul style="list-style-type: none"> — the sharing of good practice — the delivery of enhanced CPD offer — external reviews
7. To have efficient and effective shared services enabling teachers and school leaders to focus on school improvement. Director of Operations OPERATIONS TEAM	<ul style="list-style-type: none"> • Ensure a robust WiFi infrastructure is in place to allow for efficient working practices and communications in each academy and across the Trust. • Work with Headteachers and suppliers to ensure HR, Payroll and H&S are providing appropriate support to each Trust academy. 	<ul style="list-style-type: none"> • Review Trust provision for the following; <ul style="list-style-type: none"> — Estates Management — Payroll — HR services — Health and Safety • Establish a digital strategy that will enhance the digital education of all Trust pupils safely. 	<p>Further develop collaborative practices with other MATs / educational partners to share best practise and reflect on existing provision.</p>
8. To ensure strong and efficient financial management, ensuring every pound works as hard as	<ul style="list-style-type: none"> • Develop a formalised Trust Financial Strategy which details need, outcome and costings within Trust schools with noted relevant 	<ul style="list-style-type: none"> • Investigate new opportunities to secure efficiencies – and therefore the financial resilience of the Trust 	<p>Investigate and implement innovative strategies to generate additional income for the Trust</p>

<p>possible in improving outcomes for pupils.</p> <p>Director of Finance FINANCE TEAM</p>	<p>funding streams for priorities in the short, medium and long term.</p> <ul style="list-style-type: none"> • Ensure greater accuracy and consistency through the efficient centralisation of all aspects of Trust finances. • Fully embed financial accountability in line with the ESFA Academies Financial Handbook. • Formulate a strategic plan for managing the reserves. • Map out a timescale for growing the Trust finance and operations teams to ensure the needs of an increased number of academies can be fully met in a sustainable way. 	<p>– in the medium to longer term as the Trust grows.</p> <ul style="list-style-type: none"> • Ensure estates are efficiently managed and that the premises of our schools reflect well on the Trust. • Oversee centrally all procurement and contracts in order to secure best value. 	<p>Fully utilise benchmarking and Integrated Curriculum Financial Planning (ICFP) to inform our strategic budgeting</p>
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Priority 1: To ensure all aspects of DoWMAT provision are informed and strengthened by our Christian foundations.

<p>Years 1-2</p> <ul style="list-style-type: none"> • Set up expectations and remit for Trust SIAMs Champions, provide training and ensure academies know how to benefit from this strand of support. • Review DBE SLE and explore ways of making this more effective – joint CPD for key aspects ie Visioning, Spirituality. 	<p>ACADEMY ACTIONS</p> <ul style="list-style-type: none"> ✓ Leaders to ensure the academy has a theologically driven Christian Vision established and promoted by leadership at all levels, which enables its pupils and adults to flourish ✓ To ensure the Christian Vision of the academy underpins every aspect of the academy and are clearly articulated to all stakeholders ✓ HTs to ensure all stakeholders are aware of and are mindful of the Vision and Values of the academy ✓ HTs to ensure all learning is centred in relationships based upon Christian Values ie compassion, generosity, truth-telling, forgiveness and reconciliation ✓ Each academy to place a high focus on ensuring excellence of provision for RE, Collective Worship, Spiritual Development and Christian Leadership (These aspects are judged to be at least ‘Good’ By SIAMS) ✓ Each academy to be proactive in taking up the opportunities provided through the Diocesan Board of Education School Improvement Team SLA ✓ All academies to work collaboratively with a collective responsibility for supporting and ensuring best practice across each academy within the Trust
<p>Years 2-4</p> <ul style="list-style-type: none"> • Embed SIAMs champions across the Trust, to ensure the Christian Vision, Values and distinctiveness informs all aspects of MAT / academy provision. 	
<p>Further Development</p> <ul style="list-style-type: none"> • Explore ways DoWMAT can extend the offer to support schools beyond the MAT. 	

<p>Outcomes</p> <ul style="list-style-type: none"> ✓ The MAT has a clear and compelling Christian Vision, which informs practice and enables all adults and pupils to flourish. ✓ Trust Vision and Values are fully embedded into every aspect of the MAT, directly influencing relationships, decisions and actions throughout the everyday practice of all DoWMAT academies and across the Trust. ✓ Each DoWMAT academy has a strong Christian Vision, established and promoted by leadership at all levels which enables all adults and pupils to flourish. ✓ The Trust’s strategic and operational systems are fully in line with the Trust’s Values and core purpose. ✓ All aspects of academy provision are fully influenced by a strong, clearly articulated Christian Vision; aligned with the DoWMAT Vision and the Church of England Vision for Education: Deeply Christian, Serving the Common Good. ✓ DoWMAT pupils grow and learn in DoWMAT academies where, as children of God their individual qualities are nurtured to give them fulfilment, self-worth, the skills to contribute to society and confidence in the future. ✓ DoWMAT is increasingly attractive to Diocesan schools as an academy home. ✓ The DoWMAT offer is substantial and meets the needs of each Trust academy. ✓ DoWMAT is able to onboard small schools in a financially sustainable manner. ✓ DoWMAT has the capacity and strength to continue to serve schools in an Ofsted Category 4.

Priority 2: To have the highest standards of collective **leadership and governance** to deliver sustainable school improvement and safeguarding.

<p>Years 1-2</p> <ul style="list-style-type: none"> • Review the Safeguarding expectations, procedures and provision in each academy to ensure high quality provision and issue renewed guidance. • Review the steps taken to ensure all DoWMAT leaders are fully supported to be highly effective in their role. • Clarify the decision-making responsibilities through the SODA. 	<p>ACADEMY ACTIONS</p> <ul style="list-style-type: none"> ✓ Leaders to ensure job descriptions and Performance Management processes are robust and fit for purpose ✓ HTs ensure the LABs are provided with the relevant information to hold the academy to account effectively and have an impact on school improvement ✓ HT to identify staff in the academy who are ready for further leadership development and to support and engage in DoWMAT leadership training, as appropriate ✓ HTs support their LABs to put in place effective monitoring for key aspects of provision ✓ HTs signpost LAB members to appropriate training ✓ Leaders to engage in DoWMAT learning groups where appropriate
<p>Years 2-4</p> <ul style="list-style-type: none"> • Establish a rolling programme of Academy Reviews to secure best practice across all academies. • Improve the quality and impact of the LABs / Trust Board through external reviews. 	
<p>Further Development Establish strong, high quality system leadership at every level across the Trust with the capacity to inform practice beyond their setting, through;</p> <ul style="list-style-type: none"> — CPD / professional development — Coaching — Recruitment 	
<p>Outcomes</p> <ul style="list-style-type: none"> ✓ Performance Management of all staff is rigorous and effective in all academies ✓ Leadership teams in all academies demonstrate systematic evaluation of the quality of provision resulting in improved outcomes for all groups of pupils – including disadvantaged ✓ DoWMAT SIA team ensures self-evaluation is accurate and development plans are appropriately focussed on school development priorities ✓ School improvement is a core part of the cycle of business of the Trust board and local boards and there is strong culture of scrutiny and challenge around school improvement at all levels ✓ Academy Reviews result in demonstrably improved practice ✓ Members and Trustees fully understand their responsibilities and are clear about the legal framework within which the Trust operates ✓ Local Academy Boards are fully aware of their delegated responsibilities and carry these out effectively ✓ Local Academy Boards are effective at quality assuring standards at their academy ✓ Trust systems are in place to support LABs with academy improvement and / or finance where this is deemed necessary ✓ The MAT board and its committees (including local bodies) are provided with a clear picture of Trust / academy performance (based on performance data and qualitative information) and regularly challenge leaders. ✓ There are regular opportunities to review the skills and expertise at board level to reflect a balance of educational understanding to focus on school improvement. ✓ The board regularly reflects on its own effectiveness and there are clear mechanisms for the board to engage with local bodies and for local bodies to learn from each other and share good practice 	

Priority 3: To have a compelling offer for our workforce to **attract, recruit, develop and retain** the best people who meet high professional standards and have uplifting, purposeful careers.

<p>Years 1-2</p> <ul style="list-style-type: none"> • To review Trust policies and ensure these are family friendly and promote good working practice. • Establish a Trust Mental Health Lead. • Develop a clear idea of the professional needs of key Trust leaders. • Establish a programme of coaching for all senior leaders. 	<p>ACADEMY ACTIONS</p> <ul style="list-style-type: none"> ✓ Leaders to be mindful of staff health, well-being and workload when implementing new strategies ✓ Leaders to ensure staff have access to high quality CPD and have the opportunity to develop professionally. ✓ HT / LAB to ensure recruitment processes are robust ✓ HTs to be aware of and encourage emerging talent ✓ HTs to ensure staff have the opportunity to engage with and learn from collaborative opportunities within DoWMAT
<p>Years 2-4</p> <ul style="list-style-type: none"> • The MAT has a clear approach to recruiting and developing the best staff in line with its vision; talent, succession, recruitment. 	
<p>Further Development Ensure there is a clear development pathway for all staff, with consistent expectations for the standards teachers are required to meet from their ECT years onwards.</p>	
<p>Outcomes</p> <ul style="list-style-type: none"> ✓ The MAT has a clear approach to staff wellbeing and workload that identifies actions that the MAT and schools can take to support staff at all stages of their career ✓ The MAT has a clear approach to recruiting and developing the best staff in line with its vision; staff are attracted to a school because it is part of the MAT ✓ The MAT provides consistent expectations for the standards teachers are required to meet from NQT year onwards; there is a clear development pathway for all staff, which might include placements across the MAT ✓ A shared model for appraisal helps school and MAT leaders make informed choices on deployment and development; appraisals help staff grow as professionals ✓ Progression and promotion is clear and transparent and gives staff who demonstrate their effectiveness opportunities to progress ✓ The MAT is implementing a talent management strategy to place staff where they are most needed; middle/senior leaders are deployed strategically and supported by formal development ✓ MAT leaders foster a culture of learning in which staff can develop their practice and test the impact of their practice through structured reflection ✓ The MAT has developed the infrastructure and networks to support shared professional learning and development – e.g. through subject networks, peer- to-peer coaching and observations and reflections on classroom practice linked to the MAT’s priorities ✓ Staff gain confidence through purposeful models of observation, development of practice and exposure to outstanding practice, and can say how this has helped them to improve ✓ Practice-based learning and research are focused on areas likely to make the biggest impact on the MAT’s priorities ✓ All Trust staff feel included and supported to improve as professionals 	

Priority 4: To grow the Trust with more pupils, and more schools with whom we know we can be stronger together.

Years 1-2

- Work with the DDE to develop a systematic approach to growth to allow additional Church schools within the Diocese to benefit from strong MAT provision.

Years 2-4

- Develop a further enhanced offer for new academies in challenging circumstances.

Further Development

Review Central Team support and practices to ensure efficient, effective support for increased numbers of academies.

ACADEMY ACTIONS

- ✓ To support the growth of the Trust, providing mentoring / coaching for new members of staff, new to post leaders or new leaders to the MAT, where appropriate
- ✓ To release staff to provide additional support for new academies / academies causing concern / DoWMAT staff with developmental needs, where appropriate
- ✓ Welcome representatives from mainstream schools who wish to undertake their own due diligence into an academy world

Outcomes

- ✓ The MAT has clear and well-articulated aspirations for growth and a detailed plan to deliver them. This includes plans to build governance, leadership and school improvement capacity.
- ✓ Systems and processes for onboarding new schools are effective and efficient
- ✓ Systems for identifying the strengths and needs of new schools joining the MAT are effective so appropriate support can be quickly targeted, where needed
- ✓ Due diligence procedures are effective and efficient
- ✓ DoWMAT documentation is clear and detailed, providing a good understanding of the MAT, its Christian Vision, general working practices and expectations to all concerned
- ✓ MAT infrastructure is efficient, effective and in a secure position to scale up at pace, where necessary

Priority 5:

To ensure a rigorous focus on curriculum and assessment to improve pupil outcomes and maximise progress for all.

Years 1-2

- Implement a systematic approach to moderation across all Trust academies.
- Establish a Trust Pupil Premium lead to review current strategies and improve practice for PP pupils.

Years 2-4

- Review the impact of the DoWMAT curriculum offer on standards for all pupils.
- Facilitate opportunities for subject leads to develop excellent subject pedagogy and the alignment of good practice.

Further Development

Develop shared expectations of pupil progress which are regularly benchmarked within the MAT and externally.
Ensure performance and progress for each school and the MAT as a whole is specifically benchmarked against schools/MATs regionally and nationally with similar characteristics.

ACADEMY ACTIONS

- ✓ To fully engage with and contribute to Trust moderation / training opportunities (Annual Planner)
- ✓ To ensure there is a robust academy Pupil Premium Strategy in place and engage with Trust Pupil Premium Reviews
- ✓ Academies to ensure systems for meeting the needs of SEND pupils are robust and effective
- ✓ To take steps to ensure the progress of the most vulnerable pupils in the academy improves so that the gap between vulnerable and less vulnerable pupils reduces
- ✓ HT to establish planned programmes of monitoring events at regular intervals throughout the year with immediate feedback to staff, to support improved practice at all levels
- ✓ HTs to ensure the school curriculum is ambitious, of high quality and providing all pupils with the opportunity to achieve of their best
- ✓ HTs to ensure all staff have access to opportunities to reflect on, improve their practice and develop excellent pedagogy
- ✓ Ensure Pupil Progress meetings are purposeful and effective in ensuring pupil achieve well from their starting points

Outcomes

- ✓ Aspirations and expectations for all pupils are universally ambitious in all MAT schools and this is systematically reinforced by MAT leaders
- ✓ A clear Trust Pupil Premium strategy is embedded in all DoWMAT academies, and new schools joining the Trust, to close the gap for disadvantaged pupils
- ✓ Pupil Premium children make increased progress to be at least in line with national
- ✓ Attainment by disadvantaged pupils is at least in line with attainment of others nationally
- ✓ All academies can show the impact of their PP Strategy in closing the attainment gap between disadvantaged pupils and others
- ✓ Staff across the MAT have shared expectations of pupil progress; these are regularly benchmarked within the MAT and externally
- ✓ MAT leaders regularly review the curriculum from the perspective of pupils to ensure it provides continuity for pupils' learning and promotes effective transitions
- ✓ The purpose of both formative and summative assessment is understood across the MAT, and aligned to the vision, curriculum and age-related expectations
- ✓ Shared moderation of assessments is routine and underpins the MATs expectations of what constitutes strong progress
- ✓ A clear policy is being followed on the regularity and consistency of assessment; this is reinforced by shared training and peer review
- ✓ Data is shared widely and informs regular, honest, action- focused conversations with schools
- ✓ At all levels (classroom, subject, phase and school) there is effective use of the full range of available data to identify issues regarding progress and to target interventions effectively
- ✓ Performance and progress for each school and the MAT as a whole is specifically benchmarked against schools/ MATs regionally and nationally with similar characteristics

Priority 6: To develop deep **collaboration in all subject areas** to drive continuous improvement in the **quality of teaching and learning**.

<p>Years 1-2</p> <ul style="list-style-type: none"> ● Establish an effective programme of events to drive collaborative support and challenge across the Trust, to include; <ul style="list-style-type: none"> — Trust Leads — Teaching and Learning Partners — The evaluative work of the Academy Improvement Advisors ● Peer Reviews 	<p>ACADEMY ACTIONS</p> <ul style="list-style-type: none"> ✓ HTs / LABs and Senior Leaders to be relentless in pursuing high quality teaching and learning in all classes by robustly monitoring the quality of teaching, learning and assessment through a variety of methods of triangulation and ensuring swift follow up actions are undertaken ✓ HTs / Governors and Senior Leaders to address weak practice swiftly ✓ Ensure ECTs receive appropriate support and mentoring ✓ Ensure staff are aware of - able to access and contribute to DoWMAT professional development / learning groups where possible ✓ Ensure middle leaders have the expertise and tools to lead constructive conversations on the effectiveness of teaching and learning ✓ To host and take advantage of secondments and exchanges to other Trust academies, where possible ✓ Ensure strategies are in place to enable skilled teachers and leaders to have an input on practice across other MAT academies, where possible ✓ HT to engage in the DoWMAT Peer Review programme
<p>Years 2-4</p> <ul style="list-style-type: none"> ● Ensure a fully comprehensive offer of support for all professionals working within DoWMAT promoting knowledge transfer through coaching, modelling and enquiry led learning 	
<p>Further Development</p> <p>Further engage with external networks to enable;</p> <ul style="list-style-type: none"> — the sharing of good practice — the delivery of enhanced CPD offer — external reviews 	
<p>Outcomes</p> <ul style="list-style-type: none"> ✓ Teaching and learning support between schools, clusters and the Academy Improvement Team is based on a clear, evidence-informed theory of action and evidence of impact ✓ MAT leaders have a strong understanding of where specific expertise exists across the MAT and how it can be used to support other schools, and develop system leaders alongside key partners ✓ MAT SIAs have a clear understanding of their allocated academies and a plan for addressing areas of development ✓ The MAT adopts carefully considered approaches to using system leaders and lead practitioners and promotes knowledge transfer through coaching, modelling and enquiry led learning ✓ Quality Assurance of Peer Reviews shows that reports produced are concise, clear, accurate and of value in helping schools improve practice ✓ Phase and subject expertise across the MAT plays a vital role in developing excellent subject and phase pedagogy ✓ Fresh approaches are introduced in a carefully managed way and are forensically evaluated before being rolled out across the MAT ✓ Middle leaders have an explicit role as leaders of teaching and learning and are effectively empowered and supported with high quality professional development 	

Priority 7:

To have efficient and effective shared services enabling teachers and school leaders to focus on school improvement.

Years 1-2 <ul style="list-style-type: none">• Ensure a robust WiFi infrastructure is in place to allow for efficient working practices and communications in each academy and across the Trust• Work with Headteachers and suppliers to ensure HR, Payroll and H&S are providing appropriate support to each Trust academy.	ACADEMY ACTIONS <ul style="list-style-type: none">✓ HTs to ensure the SCR is kept updated✓ HTs to ensure any statutory compliance duties are carried out in a timely fashion✓ HTs to report any issues to the Operations team asap so relevant actions can be taken✓ HTs ensure all recommended actions regarding compliance – website audits, H&S reviews etc - are undertaken in a timely manner✓ HTs / LABs to inform the MAT any mismatch in terms of MAT policies✓ Academies to read the fortnightly newsletters and ensure relevant actions are taken✓ HTs to take part in consultations to ensure shared services meet the needs of their academies✓ To share LAB minutes with the Operations Team✓ To ensure a member of the academy staff will act as the academy DPO.✓ To report any compliance / statutory breaches to the Operations team in a timely manner.
Years 2-4 <ul style="list-style-type: none">• Review Trust provision for the following;<ul style="list-style-type: none">— Estates Management— Payroll— HR services— Health and Safety• Establish a digital strategy that will enhance the digital education of all Trust pupils safely.	
Further Development <p>Further develop collaborative practices with other MATs / educational partners to share best practise and reflect on existing provision.</p>	
Outcomes <ul style="list-style-type: none">✓ Shared services / SLAs are efficient and effective; meeting the needs of each academy so their primary focus can be on school improvement✓ There is an annual calendar to ensure a systematic Trust-wide approach to compliance✓ SLAs are reviewed on a regular basis to ensure value for money and high-quality services✓ IT systems and infrastructure are effective in supporting staff and pupils at all levels✓ Key information is shared quickly across the Trust✓ Trust management systems are robust and enable pro-active academy / Trust development✓ HR issues / Complaints are dealt with fairly and in keeping with the DoWMAT vision.✓ HTs / LABs are fully supported with difficult situations / HR procedures	

Priority 8: To ensure strong and efficient financial management, ensuring every pound works as hard as possible in improving outcomes for pupils.

<p>Years 1-2</p> <ul style="list-style-type: none"> • Develop a formalised Trust Financial Strategy which details need, outcome and costings within Trust schools with noted relevant funding streams for priorities in the short, medium and long term. • Ensure greater accuracy and consistency through the efficient centralisation of all aspects of Trust finances • Fully embed financial accountability in line with the ESFA Academies Financial Handbook • To formulate a strategic plan for managing the reserves • To map out a timescale for growing the Trust finance and operations teams to ensure the needs of an increased number of academies can be fully met in a sustainable way 	<p>ACADEMY ACTIONS</p> <ul style="list-style-type: none"> ✓ Academies take an active role in setting the annual budget, monitoring the budget on a monthly basis, checking monthly spend against the agreed budget and reporting any variances ✓ All new / replacement posts are discussed with the MAT central Team before recruitment starts ✓ To ensure academy admin / finance staff have the opportunity to develop skills and understanding ✓ To follow all MAT financial processes and systems, as laid out in the DoWMAT Financial Handbook / DoWMAT Pay Policy reporting any financial breaches to the DoWMAT Finance Team in a timely manner.
<p>Years 2-4</p> <ul style="list-style-type: none"> • Investigate new opportunities to secure efficiencies – and therefore the financial resilience of the Trust – in the medium to longer term as the Trust grows • Ensure estates are efficiently managed and that the premises of our schools reflect well on the Trust • Oversee centrally all procurement and contracts in order to secure best value 	
<p>Further Development</p> <ul style="list-style-type: none"> • Investigate and implement innovative strategies to generate additional income for the Trust • Fully utilise benchmarking and Integrated Curriculum Financial Planning (ICFP) to inform our strategic budgeting 	
<p>Outcomes</p> <ul style="list-style-type: none"> ✓ ESFA toolkits such as ICFP and SRMSA are systematically used to inform academy budget planning and re-profiling ✓ The Trust has continued to secure Condition Improvement Funding and other grants funds to improvement estate ✓ A rolling procurement programme for high-cost service areas is in place to test value for money against services received ✓ The Trust is utilising retained revenue on invest-go-grow projects with our academies, enriching the educational offer in a financially sustainable way. ✓ Growth of the Trust has allowed for the partnership contribution of 5% to be rationalised further, with either more services offered or a % reduction applied ✓ The growth of the Trust secures an annual CIF award for the Trust to utilise strategically to improve the MAT estate. 	