

The Yare Education Trust: Our Ambition and our Culture

Our aim is for The Yare Education Trust to be an exemplary provider of inclusive education, rich in aspirational values, committed to meeting the needs of our people and providing an outstanding education to children, so that all can strive to achieve the best possible opportunities in life. We will make sure that our schools can do things better together, than alone.

The Trust is founded on the four principles of:

- Shared accountability
- Openness
- Collaborative practice
- Aligned and Earned autonomy

To achieve our aim our schools will:

- Offer an inspirational, ambitious and broad curriculum that is rich in knowledge, skills and experience, promotes excellence for all children and young people and enables them to develop an understanding of their own personal identity, their roles and responsibilities in the world, in a safe and sustainable environment.
- Engage effectively with the wider community to broaden horizons and provide high quality learning experiences, both in and out of school, that help children develop a love of learning new things
- Promote an inclusive learning culture that values and respects all people equally, where diversity is seen as a rich source of learning and all demonstrate tolerance and mutual respect
- Provide stimulating learning environments, where positive learning behaviours are the norm and all young people are safe, challenged in their thinking and encouraged to explore, create, dream and discover their world in order to open up their career and life choices
- Build an attractive talent management programme to recruit, retain and develop staff through clear career progression opportunities

The Trust offers its schools the opportunity to work in an environment of supportive collaboration, not prescription, as an autonomous school is a school that takes responsibility for itself. **A clear focus on the responsibility for improvement and accepting accountability for the outcomes** are key components of success in schools, so the Trust team will work in partnership with schools so that the best tools, peer support, training and opportunities are available to ensure that this happens.

Earned Autonomy

The idea of autonomy is central to the Trust's ethos but is rooted in robust and transparent structures and methodology, aligned to provide high quality support. These strong systems provide schools with the capacity to focus on the substance and quality of education, which will be **characterised by high academic rigour for all children and young people, no matter their circumstances.**

If these ambitions are achieved, then we value individuality, not conformity.

Our aim is to support and challenge schools to become even better than they have ever been. We recognise the importance of **ownership** in inspiring schools to achieve beyond their previous best,

alongside **the strategic oversight and accountability inherent in our Trust's structures.**

Not all schools are the same and the Yare Education Trust embraces a philosophy which recognises and encourages schools to develop their own uniqueness within a supportive collaboration of like-minded professionals. Our approach is based on the principle of **earned autonomy** for Local Governing Boards, who we believe are best placed to know what their children need. Schools themselves are the best body to take decisions and control the education of the students/pupils in their care. They best understand the unique challenges and opportunities facing the children and young people they are working with, and the talents of their staff. This local community knowledge will then be supported within the wider Trust networks of expertise for the benefit of the children.

However, the Trust reserves the right to take more control if results and performance indicate that agreed educational, financial or welfare targets are being missed, or are in danger of being missed.

Where a school is able to operate autonomously as above, it will also have the option to maintain more oversight of administrative functions, such as premises and finance. However, the Trust offers these services centrally and school leadership teams may choose to concentrate their efforts more on improving the quality of education.

Aligned Autonomy

We will share a collective responsibility to improve the life chances of every child. Our schools will be recognised as the most forward thinking and innovative, within the communities they serve. We will always work hard to improve and do things better. There will be no complacency and our schools will always strive to be outstanding for communities they serve. There will be no excuses for underperformance.

We have developed an annual **self-review cycle** which enables schools to look at their own practices and development alongside additional advice and guidance from the Trust. Consequently, each school is able to set a very clear School Improvement and Development Plan. Uniquely, school plans build into the underpinning Trust Improvement and Development Plan, directing the support and actions by the Trust. These enable each school to deliver the best possible education for its pupils/students and ensure the Trust focuses its support on the things that really matter to individual schools.

Focusing on the overall quality of learning and teaching is at the core of every action and decision we make.

The Director of Schools leads on this work, offering support and challenge to every school. However, there is no set approach that must be followed and school leaders are encouraged to design their unique school curriculum, based on the best evidence of what works and what is appropriate for their young people and the community they serve.

This autonomy is supported by much inter-school discussion, high quality professional development, sharing good practice and engagement in deep professional dialogue, with a willingness to help and be helped by others in the team.

Our **experienced Central Team** provides Headteachers with HR, Finance, Estates and Facilities and IT services, allowing Headteachers to spend a greater proportion of their time focussing on teaching and learning.

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Headteachers need to be empowered to focus on their pupils/students and the quality of education in their schools. Each Trust Officer works in partnership with schools to challenge and support their business, school improvement planning and compliance functions, ensuring **financially strong and resilient organisations**.

The voice of schools is embedded in our governance model.

This means a strong school can make decisions locally, focused on their immediate community, yet with all the benefits of being supported by a wider 'family,' with a shared, ambitious vision for all the young people entrusted to their care.

Points of accountability are agreed, to ensure our earned autonomy structures are robust and transparent.

Aspiring to be the **'local employer of choice'** is another key element of our plan and why we engage with many Initial Teacher Training providers, have a career plan model across the Trust and champion staff wellbeing. We value our staff and will support them as they grow within our family.