



Ethos Academy Trust

# Strategic Development Plan

2021-2026

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**ETHOS**  
ACADEMY TRUST

Nurturing inclusive learning communities

# Foreword

Ethos Academy Trust formed in 2018, with a mission to nurture inclusive learning communities in order to maximise the life chances of all our children and young people.

Founded by three alternative provisions in Kirklees, Ethos Academy Trust has since expanded beyond Kirklees, with a sustained focus on our specialism of pupils with wide-ranging SEMH needs and other SEND.

This five-year strategic plan (2021-2026) will allow us to confidently approach the next stages in our development. It has been created in consultation with a range of key stakeholders, all of whom are committed to working within the following vision, mission and core values.

Our **vision** at Ethos Academy Trust is to create **nurturing inclusive learning communities**.

To enable us to achieve this, our mission is that **Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.**

Underpinning our mission and vision are **our core values**:

## ETHOS CORE VALUES

### LEADING



with integrity

- Championing honesty and transparency
- Building trusting relationships

### THINKING



innovatively

- Finding creative solutions
- Meeting individual needs

### IMPROVING



continuously

- Raising standards
- Developing strong and effective leaders

### ENCOURAGING



freedom and responsibility

- Working collaboratively
- Investing in effective partnerships

### CELEBRATING



achievement

- Improving academic progress
- Enriching personal development

**These core values permeate our ideology, conversations and practice across our teams.**



**We are thrilled and excited to become the newest member of the Ethos Academy Trust family.**

**David Kiss**

Headteacher of  
Evolve Academy





# Strategic Objectives

The Ethos Academy Trust Board has identified three key strategic business objectives which will steer our growth and development over the next five years. These are:

1

## **Become leaders in inclusive practice.**

Increase the quality and breadth of Ethos Academy Trust provision by further enhancing meaningful and personalised opportunities for all pupils to sustain positive engagement in lifelong learning.



2

## **Change the wider public narrative regarding SEMH pupils and provision.**

Develop Ethos Academy Trust's role as an expert and influencer on inclusion in relation to SEMH policy and practice at a local, regional and national level, contributing to wider sector improvement activity.



3

## **Develop expert practitioners in inclusive, SEND practice.**

Ethos Academy Trust will invest in the development of a strong, healthy, engaged and motivated workforce of inclusive leaders, teachers and support staff who excel at securing outstanding outcomes for pupils with SEMH needs within and beyond the Trust.





We have a range of strategies which link and contribute to our 5 year strategic plan including:

- **Trust Business Plan**
- **Trust Capital Plan**
- **Academy Self Evaluation and Strategic Development Plans**
- **Delivery Plans (eg Board and Academy Performance Review Committee Work Plans)**
- **Regularly reviewed policies, procedures and risk registers**







Strategic Objective 1:

**Become leaders in  
inclusive practice.**



## Why is it important?

In order to support the increasing numbers of pupils with complex SEMH needs within and beyond the Trust, there is a need to further increase the quality and breadth of Ethos Academy Trust provision, in order to further enhance meaningful and personalised opportunities for pupils to sustain positive engagement in lifelong learning.

## How will we meet this objective?

We will develop and implement a Trust school improvement framework to ensure that all our academies are effectively supported to deliver a broad, exciting and aspirational curriculum, characterised by key specialisms, to enable pupils to secure outstanding outcomes in their academic and SEMH development and progress. Underpinning this framework will be our Trust-wide SEMH strategy which will contribute to and draw upon outstanding SEMH research-led policy and practice. Increased quality of provision and leadership capacity and specialism will enable the Trust to share and embed inclusive practices effectively within and beyond the Trust.

### Success Criteria Years 1 - 2

- | Development and implementation of a Trust-wide school improvement framework.
- | The Trust has accurate and meaningful self-assessment processes to measure its overall effectiveness at Trust and academy level.
- | The Trust secures access for all pupils who need it to timely, high quality therapeutic support and provision.
- | The Trust has an effective capital plan which details clearly how the Trust estate will be developed and improved to support ongoing curriculum developments in all academies.
- | The Trust develops a clear business plan that will support the growth strategy.
- | Strategically driven financial health is secured and underpinned by key metrics, KPIs and reporting systems to enable Trustees to make informed decisions.

### Success Criteria Years 3-5

- | The Trust-wide school improvement framework and SEMH strategy connect and add value to all academies' strategic development plans, as well as to some external partners.
- | KPIs develop over time to reflect:
  - i. the changing priorities of the community served by the Trust;
  - ii. the ever-evolving external regulatory frameworks the Trust operates within.
- | The Trust has developed a specialist therapeutic team (including a sustainable extended schools offer) to meet the needs of pupils in the areas it serves.
- | The Trust capital plan is delivered successfully, maximising the potential of external funding opportunities.
- | The growth of the Trust is measured and successful at every stage, with investment in central capacity and services effectively timed and delivered.
- | Growth of the Trust enables us to develop financially secure, sustainable academies that serve the needs of their communities effectively.



Strategic Objective 2:

**Change the wider public  
narrative regarding SEMH  
pupils and provision.**



## Why is it important?

There remain some outdated misconceptions in the public domain in relation to:

- **Pupils with SEMH needs (and other SEND).**
- **The remit, purpose and quality of specialist and alternative provision.**

As a Trust, we secure outstanding outcomes with our pupils and their families and therefore recognise our responsibility to challenge stereotypes and share and celebrate effective practice.

## How will we meet this objective?

Ethos Academy Trust will develop its role as an expert and influencer on inclusion in relation to SEMH policy and practice at a local, regional and national level, contributing to wider sector improvement activity. We will build upon and invest in key strategic partnerships and forums with a shared sense of purpose in order to achieve the greatest impact.

## Success Criteria Years 1 - 2

- Local and regional SEMH networks / conferences are established and run by the Trust.
- The Trust is an established strategic partner in a Teaching School Hub within the region and is actively contributing to strategic developments within the wider educational landscape.
- The Trust develops a Communications Strategy, securing regular and relevant opportunities to raise the profile of the Trust and its successes at a regional level across a range of media.
- The Trust sponsors at least one Inadequate or Requires Improvement school within an 18 month period, where the opportunity arises.
- The Trust works in partnership with other schools, Trusts, local authorities and organisations to establish new and improved models of supporting learners with SEMH needs.

## Success Criteria Years 3-5

- The Trust leads regional networks and contributes actively to national conferences and events within the SEMH / AP / SEND arena.
- The Trust is working in partnership with Teaching School Hubs outside of the immediate region, actively contributing to the development of SEMH and SEND wider school improvement initiatives.
- The profile of the Trust is raised nationally, with wide-ranging avenues established through which to share practice and key messages regarding alternative and specialist provision and SEMH needs / SEND.
- The Trust continues to sponsor one Inadequate or Requires Improvement school within subsequent 18 month periods.
- The Trust demonstrates improved quality of provision and outcomes in sponsored academies, with self-evaluation and external quality assurance demonstrating an upward trajectory against the grades within the Ofsted framework.
- Existing provision grows effectively to meet increasing demand and / or additional provision is created where necessary.

A close-up photograph of a young boy with short brown hair, blue eyes, and freckles. He is smiling and looking towards the camera while sprinkling a fine white powder from his right hand. He is wearing a dark t-shirt with a camouflage pattern. The background is a warm, orange-toned wall.

Strategic Objective 3:

**Develop expert  
practitioners in inclusive,  
SEND practice.**



## Why is it important?

As the complexity of pupils' SEMH and wider SEND increases (within and beyond the Trust), it is vital that we ensure that our staff teams remain at the forefront of cutting edge inclusive teaching, learning and wider SEMH practice.

## How will we meet this objective?

Employee development will be a priority across the Trust, enabling staff teams to lead and develop research-led effective practice. Ethos Academy Trust will invest in the development of a strong, healthy, engaged and motivated workforce of inclusive leaders, teachers and support staff who excel at securing outstanding outcomes for pupils with SEMH needs.

### Success Criteria Years 1 - 2

Systems for talent mapping and succession planning are developed and implemented across the Trust, supported by relevant training opportunities.

Practitioners are recruited to with key specialisms to further enhance the quality of SEMH / SEND specialisms across the Trust.

The targeted recruitment and ongoing professional development of exceptional teaching professionals and support practitioners enables the Trust to lead effective teaching and digital strategies.

Ethical leadership model is effectively rolled out across senior leaders, Trustees and governors and is used to inform decision-making.

The Trust makes strong and effective progress towards establishing itself as an employer of choice through the development of clear and effective policies in relation to:

- Flexible working
- Health and wellbeing
- Rewards
- Career development and training opportunities

The Trust establishes opportunities for external colleagues (including mainstream staff) to access experience and professional development in alternative / specialist settings through:

- Student / staff work placements
- Induction programmes
- Shadowing opportunities
- Secondments

A coaching culture is introduced and piloted across the Trust to support the personal and professional growth of staff.

### Success Criteria Years 3-5

Clear career paths and progression routes are embedded across the Trust, resulting in improved retention rates.

A pipeline of skilled staff is developed to continue to take the Trust's development forward.

Staff across the Trust are effectively supported to develop specialisms within their roles, enhancing the professional development of their colleagues and the quality of provision and outcomes for pupils.

The Trust's digital and learning strategies align fully to secure innovative practice and exceptional outcomes that are externally recognised.

The principles of ethical leadership:

- i. inform the partnerships we develop and commit to.
- ii. are embedded in the Trust business plan.
- iii. Inform decision making at all levels of the Trust.

Increased rates of career progression and retention across the Trust are secured annually.

Increased numbers of external colleagues access training and development on site annually across the Trust.

Coaching is effectively embedded into the culture of the Trust at all levels of the organisation, with a clear strategy established in relation to the introduction of coaching within the on-boarding process for new schools.



**Thank you for your  
support, my son's  
behaviour is  
improving at home,  
thanks to Ethos.**





# Audit, Plan, Do, Review

Our five-year strategic plan will be translated on an annual basis into our annual Trust development plan by the Executive Team, with progress in each area reported formally to Board on an annual basis.

Within the annual development plan, the key aspirations for the academic year will be mapped under the following four areas, all of which will contribute to the Trust progressing towards achieving its three strategic objectives over the next five years:

- **Increasing the quality of provision to better meet the needs of all pupils.**
- **Maintaining a sustainable, financially viable and ethically driven Trust.**
- **Developing our organisation internally and externally.**
- **Developing our people – building an inclusive Trust.**

We will ensure that we have a clear understanding of the need we are meeting and consult with key stakeholders during the development of our plans. We will reach the point of delivery as soon as is reasonably possible, evaluating our progress and impact on an ongoing basis.





## Risk Management

We recognise risk as a part of everyday life which cannot be avoided, only mitigated. Where necessary, external expertise is sourced to enhance our capacity to analyse, understand and mitigate risk. Effective governance structures and systems enable us to have a clear understanding of the risks we face and the steps taken to address them. We will ensure that this overview of risk is used to inform our strategic decision making.

We have forward plans which structure the work of our Members, Trustees and Academy Performance Review Committee members. Executive and senior leaders model behaviours which create a culture of openness and transparency with all stakeholders.

## Our Partnerships

We recognise the key role our external partners play in enabling Ethos Academy Trust to succeed and thrive in order to maximise the life chances of all our children and young people. Our partnerships support and inform our ongoing development. We enter into partnerships with a commitment to have a positive impact on the lives of children and families. Within this spirit, we welcome dialogue with schools, organisations and individuals who would like to work with us in a variety of ways.





**Staff have been absolutely fantastic. They really take on board my child's needs and are really flexible.**





Nurturing inclusive learning communities

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