

The 10 Guiding Principles of Leading Improvement in a Trust

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One Guiding Principle.....

- **The trust is its schools and the schools are the trust**
 - Every school leader is also a trust leader
 - Every trust leader contributes to the school they are working with
 - Every leader has to care about the outcomes for every child, every family, every member of staff and every community
 - Not just the ones you know the best!

What are the central school improvement responsibilities of Trust and School leaders

Overseeing the educational experience of **children** in the school. Their happiness, wellbeing, safety and educational performance

Ensuring that there is a school improvement **strategy** that promotes trust cohesion and accelerates change for all schools

Overseeing and Contributing to the **improvement** of every trust school so that every child gets access to the best possible educational experience

Being part of the **capacity solution** by developing talent, intellectual understanding of improvement themes and ensuring that the plan delivers

Thinking and Reflecting during the keynote

| Statement of Intent and Action | What is the current situation? |
|--------------------------------------|--------------------------------|
| We do this as a trust/School | |
| We talk about doing this | |
| We don't do this | |
| I have never even thought about this | |
| We should do this as a trust/school | |

Principle No 1-Culture

- The role of Trust & School Leaders is to.....
 - To be able to articulate what the trust stands for so that change is enacted against these core principles
 - To embed the culture of beliefs and values that are important to the trust within its schools whilst fostering a community focused culture within each school
 - To build a way of working that values family, team work, integrity and success but does not compromise on standards
 - To be curious about what happens in all of the schools and to care about the quality of education every child receives
 - *"The trust is its schools and the schools are the trust"*

Principle No 2-Children First

- The role of Trust & School Leaders is....
 - To be the voice of young people who have very little agency in strategic decision making
 - To be passionate advocates for the children who are falling behind and becoming dis-engaged
 - To ensure that every plan developed and delivered is filtered through the lens of the needs of dis-advantaged children
 - To ensure that every decision that is taken and every pound spent has an ultimate benefit for the children who attend trust schools

Principle No 3-Community

- The role of Trust & School Leaders is....
 - To expect the leaders in every academy to be advocates for their communities, understanding the needs and challenges and championing change that makes lives better
 - To be demanding of the teams you work with to ensure that every school receives the support it needs to be the best it can be
 - To ensure that community dis-advantage never defines a group of people and that supporting people out of poverty is a key focus for educational leadership

Principle No 4-Clarity

- The role of Trust & School Leaders is....
 - To explain in simple and clear terms what the educational delivery model is in the trust and where alignment across schools should exist
 - To share across the trust the successes and challenges that schools are experiencing- *how else do you build a collegiate mentality that says we are in this together?*
 - To talk about and share the key strategic aims of the trust so that schools can evolve their own responses but contribute to the wider goals

Principle No 5-Communication

- The role of Trust & School Leaders is....
 - To ensure that there is effective communication between the trust and the schools so that what is working well and what the key challenges are get raised as part of a positive and collaborative debate
 - To make sure that the most junior or least influential member of staff in every school understands the decisions and the motivations being undertaken by the trust that impacts on their work
 - To expect the school leadership teams to communicate well with parents and families and be ambassadors for the trust

Principle No 6-Collaboration

- The role of Trust & School Leaders is.....
 - To place a high premium on the trust being a powerful collaborator with other trusts as well as key partners across the system
 - To ensure that there are opportunities for school leaders and staff to collaborate with their peers in other schools
 - Observe each others leadership meetings,
 - Invite teachers to observe, team teach, engage in learning walks and book scrutiny sessions with each other,
 - Build joint assessment and moderation into the CPD calendar
 - Take advantage of the scale of the trust to do trust wide induction or leadership development for example
 - To be clear about the outcomes of collaboration that will impact on the educational attainment of children

The 5 Tests that underpin strong Collaboration

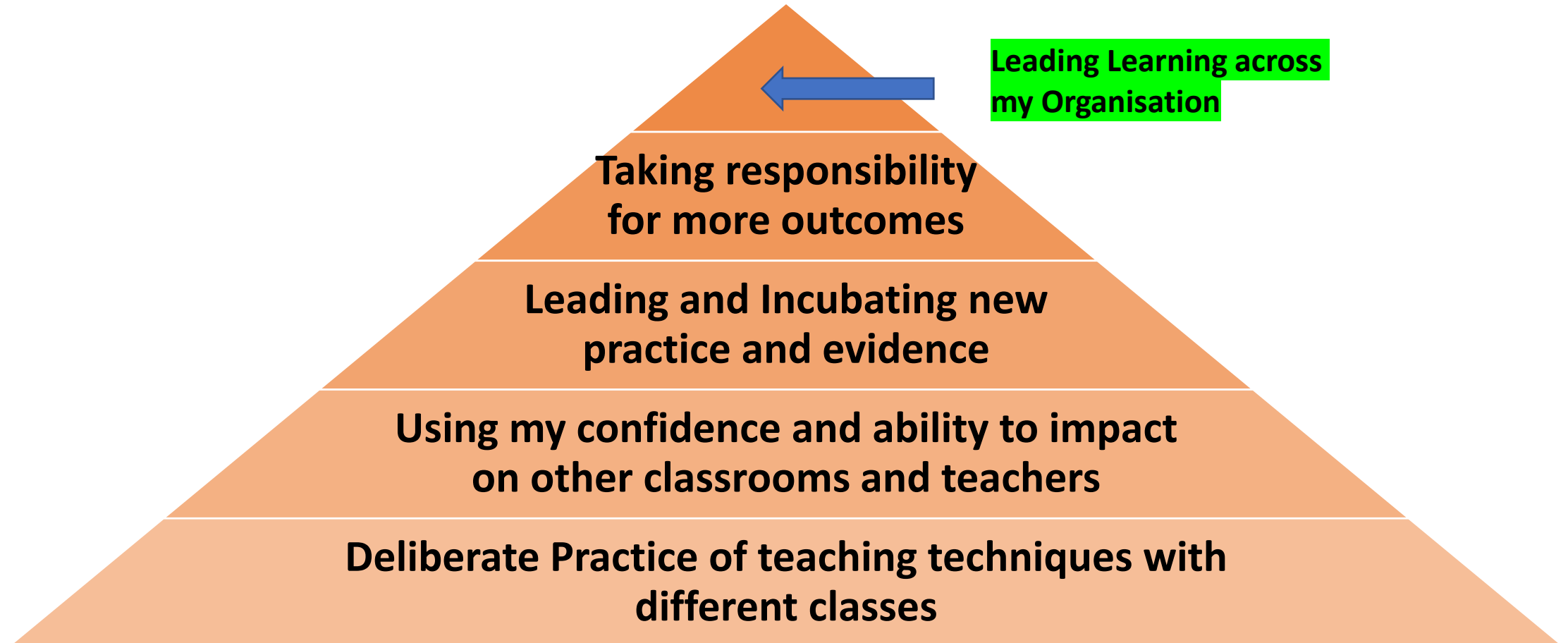
- When there is a clear set of agreed goals about the intended outcome of the collaboration-**PURPOSE**
- When there is recognition that giving and receiving is expected of all partners-**MUTUALITY**
- When there is an understanding that practice might need to change even if it is not a performance issue (yet)-**CHANGE**
- When there is a clear timescale for the collaboration to deliver its objectives-**PACE**
- That there is an opportunity cost in terms of finance, resources and time-**PRIORITISATION**



Improving Teaching and Learning through collaboration

- Teaching and Learning improves in and across a trust when some of the following is in place
- Strong guiding principles about pedagogy that are understood by the leaders in the schools-not to the extent that every lesson is planned for teachers but a clear exemplification of what every lesson or sequence of lessons might contain
- Strong subject and phase leadership focused on teaching and outcomes
- A strategic balance between monitoring data and performance and improving that which is weak
- A clear understanding of the different responsibilities of school leadership teams and the trust-the school SLT cannot absolve itself of responsibility for standards in a MAT

How do we build a ten year career plan for new teachers?



Why is the Talent Dimension so Critical?

Leading at scale presents challenges but it also presents some extraordinary possibilities for creating an equitable education offer for every child

75-80% of a Trust budget is allocated to people- Why would we not want to develop and nurture our most valuable resource?

Staff wellbeing and development cannot simply be left to chance and the individual experiences of school leadership teams

If you approach HR through the lens of Talent Development, we reduce the frequency of weak performance and poor behaviours

Principle No 7-Change Management

- The role of Trust & School Leaders is to....
 - Oversee and Monitor change being delivered at trust level that will impact upon the schools
 - To understand how change is enacted so leaders work to make the process better and not just be a recipient of it
 - *What is the expectation that staff can have of how they will be consulted with when change is being prepared?*
 - To understand the cost implication of the changes being enacted

Principle No 8-Capability

- The role of Trust & School Leaders is to....
 - See the entire workforce as the Trust “Faculty of Education”
 - Ensure that the trust has sufficient capability across the leadership teams to lead change at pace
 - To recognize that some expertise might need to be shared beyond the school where it was developed
 - To build a cohesive talent management strategy to achieve this
 - Talent Identification
 - Talent Development
 - Talent Deployment
 - Anticipate the skills gaps that the trust might need to address within the next 3-5 years as it grows or supports the schools to perform better

Principle No 9-Consistency

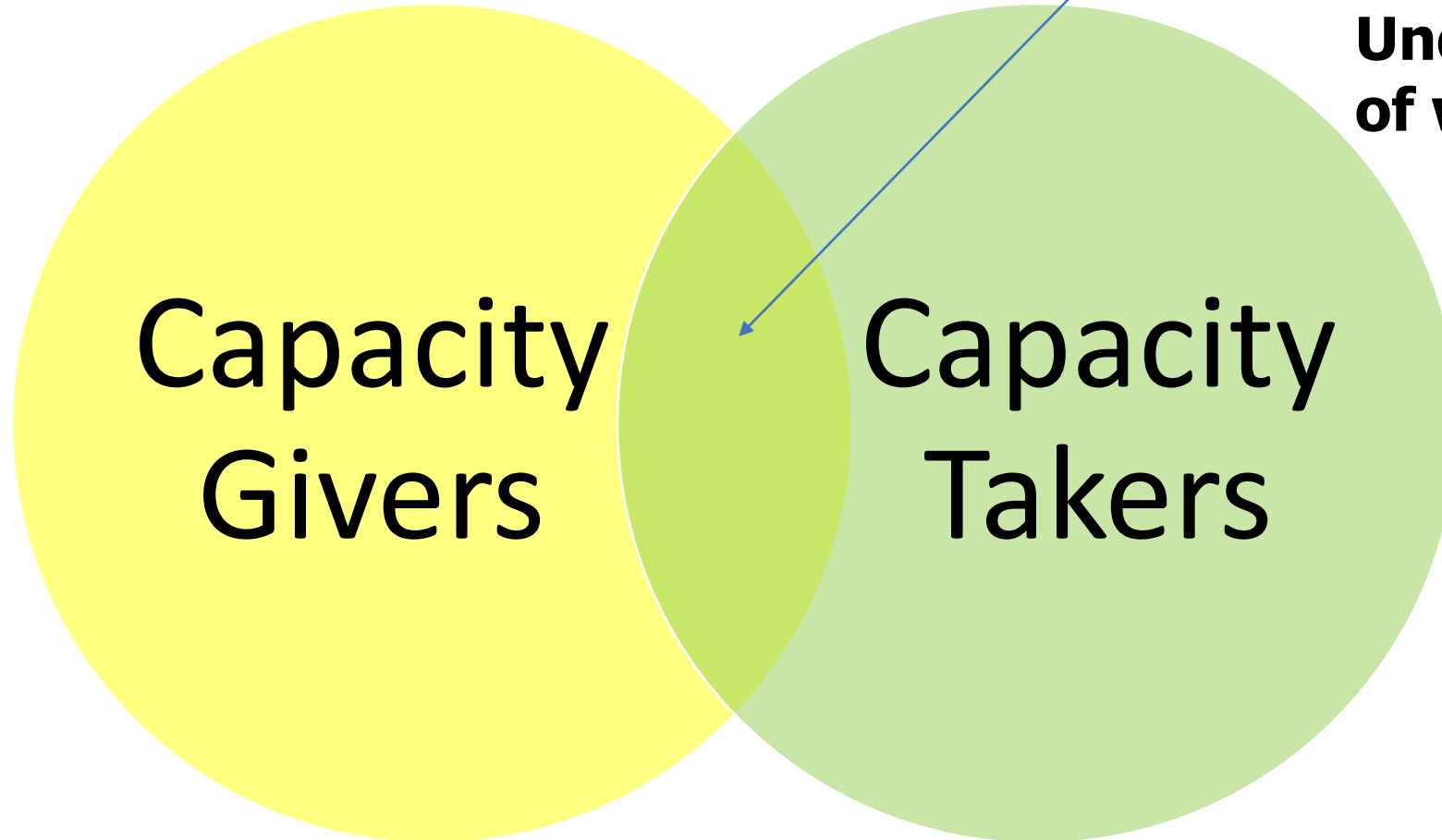
- The role of Trust & School Leaders is to....
 - Ensure that the trust articulates the operating frameworks, systems and processes that it wants the schools to adhere to and why these systems are important
 - Build an operating model that brings consistency to the work of the trust and the schools. For example;
 - Build a trust CPD calendar that integrates trust and school training so that any member of staff knows where to access it and how
 - Standard agenda item(s) for leadership team meetings so that the trust can get instant feedback on key areas of focus
 - A consistent approach to senior leader one to one meetings
 - A reporting mechanism back to trust leaders after school LT meetings have taken place

Principle No 10-Capacity

- The role of Trust & School Leaders is to....
- Ensure that the trust has enough capacity to deliver the improvement plan that has been agreed
- Understand that schools in the trust will be capacity givers and takers depending on their own performance trajectory and the nature of the change being delivered
- Understand and consider that Capacity is multi-dimensional & is made up of some of the following...
 - People and Talent Development
 - The way that Time is used by staff , trustees and governors
 - Intellectual Capacity and further educational study (Masters, MBA, etc)
 - Financial Resources and Allocation
 - Purposeful Collaboration

**Each Trust should
build a Capacity
Building Strategy**

**Improvement,
Collaboration
and
Understanding
of what works**



**Capacity
Givers**

**Capacity
Takers**

The 10 Guiding Principles of Educational Leadership in a Trust

1. Culture

2. Children

3. Community

4. Clarity

5. Communication

6. Collaboration

7. Change Management

8. Capability

9. Consistency

10. Capacity

