

Quality of Education Handbook

October 2025

**Transforming the lives of
children and their communities**

School Improvement Strategy

Introduction

This School Improvement Strategy outlines how ACT will achieve its vision of excellence across all its schools. It aligns with the nationally recognised MAT Assurance Framework. The MAT Assurance Framework breaks school improvement capacity into 14 elements under six themes, based on research about what works in effective school networks. In line with ACT's philosophy, our approach emphasises "inside-out" improvement focusing on school culture, leadership, and teaching practices within each school before seeking external solutions. Each school's unique context is respected, and the Trust's role is to champion and support individual schools to drive improvement in their own communities.

At the heart of this strategy is the Trust's vision and values, particularly the principle of Relational Inclusion. Relational Inclusion means building strong, positive relationships within the entire school community to ensure every child feels safe, valued, and included. We recognise that when pupils feel personally accepted, respected, included, and supported by others in the school environment, their engagement and motivation increase. Research shows that a strong sense of belonging in school has powerful effects on students' academic, behavioural, and psychological outcomes. Likewise, student well-being and mental health are critical foundations for learning, students struggling with mental health challenges often face poorer academic outcomes. Therefore, improving pupil engagement by strengthening mental health, well-being, and sense of belonging is a primary focus of our work.

This strategy is also informed by the latest educational research on effective teaching, leadership development, and system-level improvement. Evidence consistently shows that high-quality teaching is the most important in-school factor for improving pupil attainment. Ensuring every lesson is effective and every teacher is supported to excel is essential, particularly for raising outcomes among disadvantaged learners. Additionally, strong leadership at all levels is crucial, school leadership is second only to classroom teaching in its impact on student learning. Great leaders create the conditions for sustained improvement,

develop teachers, and drive a positive school culture. Finally, as a multi-school organisation, ACT leverages system-level improvement strategies: collaborative networks, shared best practices, and robust oversight. Studies indicate that when underperforming schools join strong trusts and receive coordinated support, they improve more quickly, over 70% of previously underperforming schools in trusts moved to a “good” or “outstanding” rating after receiving trust support. This strategy sets out how ACT will use its collective capacity as a trust to achieve such improvements at scale.

The following sections detail ACT’s vision, values, and the strategic priorities for school improvement over the next three years. We then present a three-year action plan with measurable objectives and initiatives to continuously improve the quality of teaching and educational outcomes for all our pupils. This strategy is intended to be a clear and accessible public document for both our internal staff and external stakeholders, demonstrating our commitment to excellence, equity, and inclusive education.

Vision, Values, and Guiding Principles

Vision:

To be a centre of excellence in evidence-informed and innovative relational education, in Greater Manchester, where children experience nurture and success, going on to lead happier, more productive lives.

This vision statement drives everything we do in the Trust. It signals our aspiration to combine evidence-based educational practice with a relational approach that nurtures each child’s potential. By achieving this vision, we aim to improve not only academic outcomes but also our pupils’ life chances and well-being.

Values:

Compassionate Relationships

We foster positive, understanding, and respectful connections, encouraging empathy, a sense of belonging and the capacity to build strong relationships within and beyond the school community.



Ambition
Community Trust



Every pupil is known, valued, and supported through trusting relationships. This compassionate, relational inclusion informed approach underpins our behaviour policies and inclusion practices, reflecting our belief that relationships are the foundation of learning.

Quality Through Collaboration

We believe that partnerships with families, communities, and professionals foster innovation and achieve the highest standards of education, whilst nurturing socially aware and compassionate individuals.

We believe that working together leads to better outcomes. Within the Trust, schools collaborate and share best practices, and teachers and leaders work in teams across schools. This culture of collaboration extends to engaging with external experts and research institutions to continually refine our practice.

Equity and Excellence for All

We are dedicated to personal growth and achievement, celebrating diverse strengths and backgrounds to ensure every individual can thrive and succeed together.

We are committed to providing a high-quality education for every child, without exception. We celebrate diversity and tailor our support to meet different needs so that every learner can thrive. ACT is dedicated to closing achievement gaps for disadvantaged pupils and those with Special Educational Needs and Disabilities (SEND), ensuring all students benefit from excellence. We set high expectations for all, because we believe every child can succeed with the right support.

These values inform relational inclusion, which is at the heart of our approach. Relational inclusion means we actively include every learner through strong relationships and a sense of community. It rejects punitive or exclusionary practices in favour of restorative approaches and understanding the underlying needs of each child. By living our values, showing compassion, working together, and never giving up on any child,

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children and their communities**

we create school environments where students feel safe, supported, and ready to learn. This positive ethos is not just an ideal, it is a practical strategy to boost engagement and outcomes. When students feel they belong and are cared for, they attend more regularly, participate more actively, and push themselves to achieve. Our inclusive culture thus lays the groundwork for academic excellence.

School Improvement Key Principles

In implementing this strategy, a few key principles will guide all our actions:

- *Evidence-Informed Practice*

We commit to using educational research and data to inform decisions.

Teachers and leaders are encouraged to engage with research and use proven strategies in teaching, curriculum design, and assessment. We will continue to pilot innovative practices (for example, through collaborations like our Relational Inclusion research project with Manchester University) and scale up what works. At the same time, we will remain flexible and responsive to the evidence from our own schools' performance data and observations.

- *Continuous Improvement*

We view improvement as an ongoing process.

Each school is expected to self-evaluate honestly and identify areas for growth, with the Trust providing guidance and support. We foster a culture where staff at all levels reflect on their practice, welcome feedback, and strive for incremental improvements every day. Small, sustained changes will accumulate to significant gains over time ("every lesson, every day" mindset).

- *Contextualised Support*

While we maintain common standards and expectations, we recognise that each school's context (phase, community, intake) is different. Our

strategy will be applied across all phases, primary, special, and PRU, in a way that is sensitive to those differences.

The Trust will differentiate support based on need, schools facing greater challenges will receive more intensive support, but all schools will benefit from some level of guidance and shared resources. This is aligned with the MAT Assurance Framework's diagnostic use, identifying strengths and areas for development so that support can be targeted where it's needed most.

- *Accountability with Care*

We uphold high standards through a supportive form of accountability.

Clear targets and performance indicators are set (and detailed in our Action Plan), and progress towards them will be closely monitored. However, our ethos is *supportive challenge* rather than *punitive pressure*. We use accountability as a tool to celebrate successes and pinpoint where more help is required. Leaders at Trust and school level will engage in regular constructive dialogue about improvement, framed around "How can we all help this school get better?" And "How effective is our support to schools?", rather than blame the school. This principle ensures we maintain urgency and focus, but in a way that motivates and builds trust among staff.

By adhering to our vision, living our values, and following these principles, ACT is determined to provide an excellent and inclusive education for every pupil. In the next section, we outline the strategic priorities that will translate these ideals into concrete action.

Strategic Priorities

To achieve our vision over the next three years, Ambition Community Trust will focus on five strategic improvement priorities. These priorities are interrelated and together address the key components of school quality identified in the MAT Assurance Framework and our own analysis of needs. The priorities are:

Relational Inclusion and Pupil Wellbeing: Strengthen pupil engagement by promoting mental health, wellbeing, and a strong sense

of belonging in every school. Ensure all learners, including the most vulnerable, those with SEND, and those in alternative provision, feel safe, included, and supported to succeed.

High-Quality Teaching and Learning: Continuously improve the quality of teaching and learning in every classroom through evidence-based practice and professional development. Prioritise “quality first teaching” as the main driver of pupil achievement and ensure a rich curriculum and effective assessment to support progress for all pupils.

Leadership Development and Talent Management: Develop highly effective leadership at all levels (trust, school, middle leadership, classroom) and build capacity for sustained improvement through our ‘Strong People Strategy’. Invest in recruiting, training, and retaining excellent staff, and foster a culture of collaborative professionalism where teachers and leaders grow together.

Curriculum and Assessment Excellence: Ensure an ambitious, coherent curriculum in every school that meets pupils’ needs and is aligned with the Trust’s high standards. Strengthen the use of assessment (both formative and summative) to inform teaching, provide targeted interventions, and monitor progress. Use comparative data and moderation across the Trust to raise expectations and outcomes in all phases, from Early Years to Key Stage 4.

Collaborative Partnerships and Accountability: Enhance system-level improvement through robust quality assurance, governance, and partnerships. This includes effective Trust oversight, supportive challenge to schools, sharing of best practice across schools, and engagement with parents, communities, and external partners (e.g. mental health services, local authorities). Strong governance will ensure accountability and alignment with the Trust’s vision, while partnerships will enrich the support available to pupils and staff.

Each of these strategic priorities is detailed below, with key initiatives and how they will be implemented across our primary, special, and AP settings. Together, they form a comprehensive strategy to drive continuous improvement in the quality of education and outcomes for all our learners.

Relational Inclusion and Pupil Wellbeing

This work is detailed in our Relational Inclusion Strategy which is overseen by the Director of Relational Inclusion and includes:

- Development of a Therapeutic Team
- High-quality training covering Relational Inclusion, Conflict Resolution, Restorative Practices, etc
- PSHE programme
- Improving attendance through supporting children with Emotional Based School Non-Attendance and ensuring robust attendance procedures operate in all of our schools

High-Quality Teaching and Learning

Objective: *Ensure consistently high standards of teaching and learning in every classroom, so that all pupils experience challenging, engaging lessons that lead to excellent progress. Continuously develop teachers' practice through evidence-based professional development and collaboration.*

- Subject networks across each sector to coordinate professional development and collaboration
- Embed an evidence-informed pedagogy through high-quality training
- Assessment for Learning
- All pupils have their needs met through making reasonable adjustments and an adaptive curriculum

Leadership and Talent Management

Objective: *Build a pipeline of highly effective leaders and staff who can drive improvement and sustain excellence across the Trust. Develop leadership skills at every level, from senior staff and headteachers to middle leaders and aspiring teachers and create an environment that attracts, develops and retains talented individuals committed to our vision.*

- Develop a 'Strong People Strategy'
- Leadership Development Programmes

- Mentoring and Coaching
- Professional Development and Qualifications
- Distributed Leadership and Collaboration

Curriculum and Assessment Excellence

Objective: *Deliver a rich, coherent curriculum in every school that meets the needs of all learners and is underpinned by effective assessment. Ensure that curriculum design and implementation lead to deep learning, and that assessment is used intelligently to support pupil progress and school improvement.*

- Maintain a focus on delivering an ambitious curriculum that meets the needs of all learners
- Cross-trust collaboration through the subject networks leads curriculum development
- Focus on Literacy and Numeracy
- Develop robust assessment systems both summative and formative
- Moderation and quality assurance of assessment

Collaborative Partnerships and Accountability

Objective: *Leverage the collective strength of the Trust and its partners to achieve improvement at scale. Maintain robust quality assurance and governance systems that hold all parts of the Trust accountable for performance, while providing the right support where needed.*

- Supportive challenge and quality assurance based on school self-evaluation
- Quality assurance visits and reviews
- Risk assessment and tiered support
- Effective governance oversight
- External Partnerships and support

School Improvement Implementation Plan

This plan implements the School Improvement Strategy through the coordination of three key pillars, each led by Deputy Headteachers (School Improvement Team Leads) from across the trust. It is structured for clarity, accountability, and impact, and uses a shared implementation template for each action strand.

Pillar 1: Trust-Wide Strengths and Areas for Improvement

Purpose: To identify and analyse common strengths and development needs across the Trust and map support either internally or externally.

Action	Lead(s)	Timeline	Success Criteria / Monitoring
Conduct a Trust-wide mapping of school strengths and development needs using SEFs and development plans	School Improvement Team (SIT) + CEO	July	All schools submit updated SEFs. Areas of strength and need clearly identified
Match schools with strengths to those with corresponding areas for development	SIT + CEO	Autumn 1	Support pairings in place and recorded

Source external support where internal capacity is unavailable	CEO + SIT	Ongoing	Gaps filled within one term of identification
Deputies responsible for developing/ delivering peer-to-peer school support in mapped areas	Deputy Heads (nominated)	Autumn 2	Clear record of interventions and outcomes shared via implementation plans
Review impact of support via Standards Panel and report termly	Standards Panel	Termly	Minutes reflect impact; adjustments made where needed

Pillar 2: Individual School Development and Support

Purpose: To support individual school improvement priorities and enhance the effectiveness of school-led initiatives.

Action	Lead(s)	Timeline	Success Criteria / Monitoring
Collect all school SEFs and development plans	SIT + CEO	Summer 2	100% submitted and uploaded to School Improvement SharePoint
Assign each school one of the Deputy team for bespoke support	CEO + SIT	Autumn 1	Support leads allocated and briefed

Deputies to facilitate support, co-develop and monitor	Assigned Deputies	Autumn 2, onward	Action plans visible and reviewed; improvements noted
Hold termly school progress meetings	Heads + Deputies	Termly	Consistent QA reporting cycle established
Use Quality of Education Reviews to refine support focus	SIP + Head	Autumn & Spring	Improvement actions aligned to QA findings

Pillar 3: Subject and Thematic Learning Circles

Purpose: To drive curriculum excellence, pedagogy, and assessment through professional networks and collaborative development.

Action	Lead(s)	Timeline	Success Criteria / Monitoring
Launch Learning Circles across subjects and themes	SIT + CEO	Autumn 1	Leaders recruited from DHTs; subject focus confirmed
Provide coaching and leadership support to Learning Circle leads	SIT	Autumn 2	All leads have a mentor; programme reviews held
Use evidence-based approaches (EEF, etc.) to inform content	Learning Circle Leads	Ongoing	Practice aligned with current evidence and

			evaluated for impact
Produce a costed 2-year development plan	Learning Circle Leads	Autumn 2	Development plan has clear milestones and is fully funded
Share outcomes and innovations via newsletter and CPD events	Learning Circle Leads	Termly	High engagement and visibility of impact across the Trust
Report Learning Circle progress to Standards Panel	Learning Circle Leads	Termly	Structured feedback loop embedded in governance

Governance, Monitoring & Infrastructure

Structural Elements

- School Improvement Team (SIT): CEO, SIP, three Heads (rotating annually)
- Standards Panel: Academy Headteachers, CEO; responsible for termly progress review of all pillars
- School Improvement Team Leads (Deputy Head Roles): To be matched to one pillar initially (Trust-wide, school-based, or subject-based); job description and expectations circulated
- Meeting Frequency: School Improvement Team Leads to convene meetings every half term and share updates to the Standards Panel

Leadership Development – Underpinning All Pillars

Strategic Intent:

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To build leadership capacity and embed mentoring, coaching, and succession planning.

Action	Lead(s)	Timeline	Success Criteria / Monitoring
Design and launch a Trust mentoring and coaching framework	CEO	Autumn	Framework published and adopted; coaching logs in place
Develop structured outcomes and discussion topics for coaching	CPD Lead	Autumn	Mentoring/coaching logs used Trust-wide
Identify leadership talent (NPQ, aspirant leaders) and showcase via newsletters	CEO + Communications Lead	Termly	Engagement and visibility of talent across schools
Launch Stronger People Strategy	CEO	Spring	Strategy reviewed; new talent initiatives initiated
Map experienced heads to support new/insecure leaders	CEO	By Autumn	Leadership pairings in place with monitoring plan

Key Priorities and matched School Improvement Team Leads 2025

Assessment and Progress Tracking	Team made up of Nazia, Jane, Lousie (Thompson) and Julie
- Foundation subject assessment. - In specialist/AP settings, assessment is developing, with some need for deeper formative assessment practices (e.g. EFA, Arbor usage, reducing cognitive load). - To further develop data led interventions to improve pupil outcomes and well-being	Nazia Suleman and Jane Evans (SN/ABR) Louise Thompson (ABR/SN) Julie West (SN)
Writing and Oracy	Jenny Ruddock (ABE)
- Oracy remains a strategic focus across the trust - Writing attainment remains a strategic focus across the trust - To further develop the mechanics of writing (SPAG) with clear reference to the writing framework	
SEND and Adaptive Teaching	Alan Parrish and Lauren Anderton (NC)
To develop a comprehensive CPD training plan which addresses classroom adaptation for disadvantaged and SEND/EAL pupils.	
EYFS to KS1 Transition	Louise Goodison (ET)
Alignment of early learning goals with KS1 progression.	

Sequencing and depth of early curriculum.	
Trust wide Subject Learning Circles	Leanne Ashton (with Jenny and Lousie to support)(KB)

Detailed Timeline 2025

w/b	Activity	Notes
23rd June	Strategy Panel Meeting	SIT Teams agreed, 2 Heads from each group, also discuss the subject and thematic learning circles
30th June	School Improvement Primary Team meet	SDP and SEFs considered, and Areas of Strength and need identified
	School Improvement Special/AP Team meet	SDP and SEFs considered, and Areas of Strength and need identified
7th July	Executive MAT meeting	Agree the Subject and Thematic Learning Circles
	Trust Board Meeting	Agree the trust-wide priorities and the foci for each individual school support
14th July	CEO to meet with each headteacher	Discuss the Pillar 2 school support and any capacity to support school improvement from the Deputies
9th September	School Improvement Team - Deputies meeting	Introduce the role, JD, Process, expectations, planning documentation, timescales, feedback to Standards Panel and Trustees

29th September	Initial Learning Circle meetings for pillar 3	Introductions, current position, identify need/priorities
	Meetings with each school in pillar 1	Begin action planning and agree timescales
6th October	QA Visits	QA professional to discuss outcomes from previous year and school improvement focus
	Planning meetings for Pillar 2 - whole trust priorities	Each Deputy Lead to meet with groups of heads to plan the approach and do initial planning
13th October	Quality of Education Committee	Introduce the School Improvement Strategy, Feedback from the SIT's to discuss the school support programme
3rd November	Standards Panel Meeting (All Heads)	Feedback from each of the pillars
17th November	Learning Circle meetings for pillar 3	Plans for the year introduced and work begins
19th January	Learning Circle meetings for pillar 3	Work ongoing
26th January	Standards Panel Meeting (All Heads)	Feedback from each of the pillars
2nd February	Quality check on Pillar 2 with each headteacher	Individual School Development and Support
9th February	Quality check on Pillar 1 with Deputy Leads	Trust-Wide Areas for Improvement
2nd March	Quality of Education Committee	Feedback from the SIT's and in-depth feedback from Pillar 2
16th March	Standards Panel Meeting (All Heads)	Feedback from each of the pillars
23rd March	Learning Circle meetings for pillar 3	Work ongoing

4th May	Learning Circle meetings for pillar 3	Work ongoing
1st June	Standards Panel Meeting (All Heads)	Feedback from each of the pillars
29th June	Review of support in each pillar and evidence of impact (SIT)	Deputy Leads to submit review of impact, plans for next year and resources required
6th July	Quality of Education Committee	Feedback from the SIT's and in-depth feedback from Pillar 1

School Improvement Lead Roles

Deputy Head: Pillar Lead – Trust-Wide Strengths and Areas for Improvement

(Pillar 1 – Coordinating Trust-Wide Training and Strategic Priorities)

Purpose:

To coordinate trust-wide improvement initiatives, training programmes, and professional learning strategies that respond to collective needs across schools, as identified through shared evaluation processes.

Key Responsibilities:

- Work with the School Improvement Team (SIT) to analyse SEFs and School Development Plans across all schools, identifying themes, trends, and priority development areas.
- Design and coordinate training and improvement initiatives that address trust-wide priorities (e.g. reading, attendance, adaptive teaching).
- Lead the planning and delivery of central CPD sessions, ensuring alignment with evidence-informed practice and trust values (e.g. relational inclusion).

- Broker and oversee high-quality external support where internal capacity is limited.
- Monitor the implementation and impact of trust-wide training and intervention.
- Report progress and outcomes to the Standards Panel each term.

Expected Outcomes:

- A coherent and strategic training programme aligned to identified trust-wide needs.
- Strong participation and engagement in central CPD activities.
- Evident impact of training on practice and outcomes across schools.
- Improved consistency and quality of education across the Trust.

Deputy Head: Pillar Lead – Individual School Development and Support

(Pillar 2 – Bespoke School Improvement and Peer-to-Peer Work)

Purpose:

To provide tailored support to individual schools based on their unique needs and context, co-developing improvement plans and facilitating peer-to-peer support.

Key Responsibilities:

- Collaborate with SIT to analyse SEFs and SDPs and identify individual school needs.
- Act as improvement partner for an allocated group of schools, building supportive relationships with Heads and senior leaders.
- Support schools to co-develop action plans aligned to their improvement priorities.
- Identify and facilitate peer-to-peer partnerships (e.g. linking a school with strong teaching of writing with one needing support).
- Monitor progress against school-specific targets and provide regular feedback to Heads and the SIT.
- Participate in QA visits, progress meetings, and standards reviews.

Expected Outcomes:

- Schools receive tailored, effective support that drives improvement.
- Peer-to-peer partnerships are purposeful, focused, and impactful.
- Action plans are well-implemented and lead to measurable improvements.
- Strong collaboration between schools, driven by mutual trust and high expectations.

Deputy Head: Pillar Lead – Subject and Thematic Learning Circles

(Pillar 3 – Curriculum and Pedagogy Leadership through Learning Circles)

Purpose:

To lead the development of Learning Circles in key subject and thematic areas across the Trust, promoting curriculum coherence, pedagogical development, and collaboration.

Key Responsibilities:

- Recruit and support Learning Circle leads for key subject and thematic areas (e.g. English, PE, Forest School, SEND).
- Provide coaching and leadership development to Learning Circle leads.
- Coordinate the creation of a 2-year costed development plan for each Circle.
- Ensure Circle activities are informed by educational research and aligned with EEF guidance and the Trust's Relational Inclusion Strategy.
- Create mechanisms for the sharing of outcomes (e.g. newsletters, CPD events, presentations to the Trust Board).
- Evaluate impact of Learning Circles and report to the Standards Panel.

Expected Outcomes:

- High-quality, collaborative Learning Circles that support curriculum development and teacher expertise.
- A growing culture of shared professional learning and innovation.
- Curriculum improvements aligned with evidence-based practices.
- Visible dissemination of best practice across the Trust.

Coaching Model

Supporting aspiring our school leaders requires a structured coaching or mentoring frameworks that provide clear guidance for conversations over time. Below we outline the GROW model for coaching with suggested structures for coaching conversations and topic planning.

The GROW Model for Coaching

One widely used framework is the **GROW model**, developed in the UK by John Whitmore and colleagues. GROW stands for **Goal, Reality, Options, Will** (or *Way Forward*). This four-step model structures each coaching conversation as follows:

- **Goal:** Identify and clarify the coachee's objective for the session or the overall aim. (e.g. "*What leadership skill or challenge do you want to focus on?*")
- **Reality:** Discuss the current situation and context. Encourage reflection on what is happening now, what has been tried, and any obstacles.
- **Options:** Brainstorm possible solutions or approaches. The coach prompts the aspiring leader to consider different strategies or actions they could take.
- **Will (Way Forward):** Commit to concrete next steps and the coachee's intentions. This closes the session with an action plan – *who will do what by when*

The GROW model's strength is its simplicity and versatility. **Session structure:** Every coaching session follows the GROW sequence, ensuring a focused discussion that moves from goal-setting to action planning. **Topic coverage:** GROW does not prescribe specific topics – the content depends on the coachee's goals. For an aspiring leader, one session might focus on improving their delegation skills, another on designing a school improvement plan, etc., but each session uses GROW to explore that issue systematically. **Flexibility:** This model is highly adaptable; coaches can use it for virtually any leadership topic or problem. It's commonly used in UK schools' leadership coaching because it's easy to learn and provides consistency across different coaching pairs.

Mentoring Themes that might be covered:

Theme	Focus Areas / Coaching Prompts
Vision, Values & Ethos	What kind of school culture do you want to lead? How do you align your leadership style with school and trust values?
Understanding Your Leadership Identity	What kind of leader are you (or aspire to be)? What are your strengths, and where are your blind spots? Use 360 feedback or self-audit tools.
Leading Teaching & Learning	How do leaders support high-quality teaching? What does effective monitoring look like? Explore lesson observation, feedback, and CPD approaches.
Building a High-Performance Team	How do you build trust and collaboration? What does distributed leadership look like in practice? What makes teams effective?
Behaviour, Belonging & Attendance	What systems and cultures support good behaviour and inclusion? How do you lead relational and restorative approaches?
Using Data to Drive Improvement	What data do you use to make leadership decisions? How do you balance data with professional judgement and context?
Curriculum Leadership	What makes a curriculum coherent and ambitious? How do you quality assure it? Discuss subject leadership and intent-implementation-impact.
Managing Change and Innovation	How do you lead sustainable change? Explore change models, staff buy-in, risk management, and evaluating impact.
Coaching, Developing & Holding Staff to Account	How do you challenge and support staff performance? When and how do you use coaching vs performance management?
Safeguarding and Ethical Leadership	How do leaders model integrity and protect children? Reflect on ethical dilemmas, statutory duties, and difficult decisions.

Working with Stakeholders	How do you communicate and build relationships with parents, governors, the trust, and external agencies?
Strategic Planning and Next Steps	What is your leadership development plan for the next 12 months? What are your goals and career intentions? Reflect and plan forward.