



Assistant Headteacher
Within the Blessed Edward
Bamber Multi Academy
Trust Primary School

St. Cuthbert's Catholic
Academy



or

Christ the King Catholic
Academy



Information to Candidates
March 2019

Blessed Edward Bamber Multi-Academy Trust BEBCMAT

Christ the King Catholic Academy

Rodwell Walk, Blackpool FY3 7NJ

01253 395985

NOR: 242

www.ckacademy.co.uk



St. Cuthbert's Catholic Academy

Lightwood Ave, Blackpool FY4 2AU

01253 403232

NOR: 237

www.stcuthbertsacademy.co.uk



Assistant Headteacher : L5-9

Required for September 2019 – appointment at either site

Christ the King Catholic Academy and St Cuthbert's Catholic Academy are popular, improving and caring schools with happy, friendly children. Both schools enjoy strong links with their local communities and enjoy the benefit of on-site nursery provisions. They also enjoy active collaboration within the wider cluster of the Blackpool Catholic Schools.

- We believe that this position provides a great opportunity for a talented and enthusiastic aspiring leader to join our forward-looking team and play an active part of our proven and sustained improvement journey.
- Directors are seeking to appoint a leader to contribute to the leadership of one of the Catholic primary schools within the trust. The successful candidate will join the existing cross trust leadership team but would be based on one of the primary school sites: either St Cuthbert's or Christ the King.
- Our trust is proud of the three "good" schools within its family and enjoys a happy and well-motivated staff team, ambitious to move forward and take on new ideas.

St Cuthbert's

- "..... values the work their teachers do and feel very much part of a school family." (Ofsted Inspection 2017)
- "The dedication and drive of the Executive Headteacher, staff and Directors leads to continuous improvement with secure and improving outcomes for all pupils." (Diocesan Inspection October 2018)

Christ the King:

- "..... pupils feel happy and safe and love coming to school." (Ofsted Inspection 2017)
 - "Christ is at the centre of the school community and gospel values permeate everything that the school strives to achieve (Diocesan Inspection July 2014)
- We would be delighted to receive an expression of interest from you. You would be very welcome to visit one or both of our primary schools to gain a sense of what our schools, pupils and staff have to offer you!

For further information about this post and an application form please contact Mrs Vikki Cullen (PA to Mrs Sarah Smith) or visit www.bebcmat.co.uk. The post is subject to DBS (formally CRB), Asylum and Immigration and Medical Clearance. Closing date for applications is: Wednesday 27th February 2019 at 12:00 pm. Interviews - Wednesday 13th and Thursday 14th March 2019



Executive Director: Mr Stephen Tierney BSc (Hons), BPhil
Company No: 9111449
Registered Office: St. Walburga's Road, Blackpool FY3 7EQ
Telephone: 01253 396286
Website: www.bebcmat.co.uk
Registered in England & Wales

16th February 2018

Dear Colleague,

Thank you very much for your interest in the post of Assistant Headteacher. We hope you find this pack informative and that it will encourage you to apply for the position.

We formed as a Catholic Multi Academy Trust in September 2014. The Trust's Academies are Christ the King and St. Cuthbert's Catholic Academy, both one form entry primary schools, and St. Mary's Catholic Academy which is an 11-18 school. Christ the King and St. Mary's Catholic Academies are co-located on the same site, in new or newly refurbished buildings, following a large capital programme. The parish church of Christ the King is also on the same site. St. Cuthbert's Catholic Academy is just under three miles away across the town. It has also benefitted from significant capital investment.

The Trust has been deliberately set up with one Board of Directors to help maximise the opportunities for the three academies to work closely together. There is an increasing amount of co-ordinated work between the two primary academies and transition work with St. Mary's. This builds on the work undertaken with the family of Catholic Schools across Blackpool. We aim to ensure that all children's learning journeys are supported and challenging. The Trust seeks to minimise the administrative burden on senior leaders so they may focus all their time and efforts on the learning, personal and faith development of our young people.

Our schools all benefit from the work in the Blackpool Opportunity Area; the funding and opportunities to network with other local schools is augmented by work we are also engaged with at a regional and national level. With St. Mary's recent designation as a Research School and CPD Centre of Excellence, we are excited about the opportunities to develop further the staff and young people, who work in our academies, as we seek to provide an outstanding education for those we are called to serve.

We look forward to receiving your completed application.

Yours sincerely,

Stephen Tierney
Executive Director
On behalf of the Board of Directors

Christ the King Catholic Academy

Rodwell Walk, Blackpool FY3 7NJ

01253 395985

www.ctkacademy.co.uk



St. Cuthbert's Catholic Academy

Lightwood Ave, Blackpool FY4 2AU

01253 403232

www.stcuthbertsacademy.co.uk



February 2019

Dear Colleague,

Thank you for your enquiry about the post of Assistant Headteacher within our Trust. This position offers an exciting opportunity for aspiring senior leaders to join our team of dedicated staff. The role would be based within one of the Blessed Edward Bamber Multi Academy Trust (BEBCMAT) primary schools - St Cuthbert's Catholic Academy (currently 237 pupils on roll) or Christ the King Catholic Academy (currently 242 pupils on roll)

The position involves making a positive contribution to the continued success of our rapidly improving schools, whilst working in collaboration with other senior leaders and staff across the trust's other primary school.

Trust Directors are looking to appoint an enthusiastic, skilled leader who will support the schools' aspirations for improving the life chances of the children and families we serve.

The position would have a responsibility for an area of teaching and learning, involve the day to day leadership and management of a key stage team as well as a teaching commitment. The post is permanent and the successful candidate would take up position from 1st September 2019.

As part of the Cross Trust Senior Leadership Team the successful applicant will be responsible for delivering strong academic standards in the classroom (with a responsibility for a key stage) and high-quality pastoral care. This role would have up to a 60% teaching commitment. The leadership time would focus upon working with colleagues on curriculum design within the key stage. This would either be a core subject (RE, English or Mathematics) or may involve exploration of topic-based learning. It may also involve some safeguarding leadership responsibility or whole school attendance role. Expressions of interest and skills base should be shared in the letter of application.

Both schools are unique and individual in their own right and work together well, to share good practice for the benefit of all. I now share with you a flavour of each site.

Our goal at **St Cuthbert's** is to create, with our pupils, a loving Catholic learning community in which they are able to thrive and reach their potential, growing into confident, thoughtful and happy young people. This is the heart of our Catholic identity and is the basis of our children's spiritual and moral education. We encourage pupils to "choose life" in all that they do, to work hard, make the best of their talents and develop their appreciation of the gifts of others.

The academy's capacity for sustained improvement in all areas is outstanding because of rigorous assessment and monitoring processes leading to clear, challenging targets and appropriate priorities. (*Diocesan Inspection October 2018*)

"Pupils are well behaved around school and in lessons. They value the work their teachers do and feel very much part of a school family." (*Ofsted Inspection July 2017*)

Our motto at **Christ the King** is: "Believe, Belong, Become" and embraces the vision for our pupils and school. We work hard to engage our pupils to believe in themselves, belong to our community in faith and strive to become the best that they can be. Pupils and staff at the school are lucky to enjoy the benefits of a brand-new building offering high quality resources and outdoor space for our children to play and learn in. A unique addition to our site is our new parish church which is adjacent to our building but can be accessed from within school.

"Central to improving the lives of pupils is the care and support (school) provide(s) to children and their families. It is evidence that all school leaders and staff share this ambition." (*Ofsted Inspection June 2017*)

"The Catholic life of the school is good. Opportunities for prayer and liturgy are a strength of the school. Christ is at the centre of the school community and gospel values permeate everything that the school strives to achieve" (*Diocesan Inspection July 2014*)

Our close links with our feeder high school allow us to work with colleagues from a range of backgrounds and specialisms for the benefit of our primary pupils. The current cross trust leadership structure enjoys the benefit of skills from an acting Executive Deputy Head and a permanent Assistant Headteacher. These leaders continue to work on the development of the English and Mathematics curriculum, lead on SEND as well as manage their respective key stage teams. The Directors and I are eager to appoint a permanent Assistant Headteacher on each site to further support this leadership structure and to help guide us in the next chapter of our development.

The leadership team are responsible for leading teams of primary colleagues in the development and refinement of our schemes of learning. Their efforts over the last few years have transformed the teaching and learning across these subjects. We look to the successful candidate to learn from the experiences of these senior leaders and develop the next curriculum area in a similar way. The potential and desire for innovation and curriculum development is genuinely evident across both schools. Directors will look for particular areas of strength and subject specialisms in your letter of application as well as your preference for site location.

The work we undertake here in Blackpool will always be challenging, but the co-operative and tireless approach of our two schools, growing together over the last few years, has been fundamental to our success. Both schools secured "good" gradings last academic year, within a month of each other. They were also some of the highest performing schools across the town, for their Key Stage Two results in 2018. We are quite rightly very proud of the work our directors, staff and pupils have done to achieve this, but are now eager to look to the next chapter in the life of the two schools. There is, as always, much to do as we continue to be ambitious for all children to experience the very best teaching and achieving well.

Our mission across both schools is to strive towards providing a place that is filled with fun, laughter, enjoyment and discovery. We aim to remove as many barriers to learning as possible, to ensure our pupils achieve their full potential. Despite being rightly very proud of these recent achievements we are now focused on our journey beyond these grades.

Yours sincerely,



Sarah Smith
Executive Headteacher

Key Dates

Thursday 7th February 2019 - Advert Placed

Wednesday 27th February 2019 - Advert Closes 12 noon

Tuesday 5th March 2019 - Shortlisting

Wednesday 13th and Thursday 14th March 2019 - Interview Days

St Cuthbert's Catholic Academy or Christ the King Catholic Academy

Job description:	Assistant Headteacher	Responsible to:	Executive Headteacher
Salary Scale:	L5-9	Contact Ratio:	0.60 Full Time Equivalent

Main purpose of post

This Senior Leader has a key strategic role in leading teaching and learning across the school. In addition, they will have specific responsibility for managing a Key Stage. This leader has responsibility for helping preserve the existing strengths of either Christ the King Catholic Academy or St Cuthbert's Catholic Academy and providing day to day leadership in order that the staff and pupils can fully contribute to the school's Mission & Vision. These duties must be discharged in such a manner as to actively enhance the Catholic nature of the school and further develop its distinctive mission with the Catholic Church.

The key elements of the Senior Leader's role are:

Collectiveness

S/he ensures all staff within their respective department work collectively in pursuit of the school's stated Mission and Vision. S/he realises and ensures everyone in the department understands that their individual contribution is valued. S/he will formulate the aims and objectives of the school in partnership with the Executive Headteacher and other senior leadership team members. Working with others to create a shared strategic vision for the school which motivates pupils and staff

Rigour

S/he is persistent and insistent that policies and procedures are consistently, properly and fully implemented. Within the authority given s/he leads and guides the staff in the department and further distributes leadership within it. S/he is a powerful people developer.

Accountability

S/he holds the respective of the whole staff team to account for high standards of learning, achievement and or behaviour enriching relationships, personal development and the well being of all. S/he is responsible for leading a subject effectively ensuring teaching and learning strategies, across the school are evaluated adequately and that curriculum provision has a strong impact on learning outcomes. S/he will demonstrate a confidence and ability in making management and organisational decisions ensuring equity, accountability, access and entitlement to learning.

Capacity Building

S/he maximises and fully engages the resources available - people, technology, learning spaces, capitation - to build the capacity within the school and enable it to contribute to the delivery of our Mission and Vision. Recruitment, deployment and monitoring of staffing levels and outcomes will also be a key area of the role.

Leading

This person has the ultimate responsibility, accountability and decision making powers within the selected Key Stage in accordance with the school's mission, vision, policies, systems, procedures or norms. At times this will mean establishing the policies through which the school's aims and objectives shall be achieved and taking the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others.

Managing and Implementing

Planning, implementing, monitoring and evaluating their department's contribution to the development of either Christ the King Catholic Academy or St Cuthbert's Catholic Academy in accordance with the school's policies, systems, procedures. Completion of relevant school self-evaluation documentation.

CORE RESPONSIBILITIES

Key Outcomes

1. A caring, Catholic ethos built on high quality relationships.
2. A shared vision throughout the school.
3. A school in which the unique talents and contributions of each individual is recognised and celebrated
4. Significantly enhanced basic skills and levels of attainment for disadvantaged/less able pupils particularly those on the school's SEN and vulnerable trackers.
5. Co-ordinated and staged provision for students with SEN (literacy & numeracy/behaviour).
6. A well-disciplined and stimulating learning environment.
7. To improve the behaviour and learning capacity of all pupils/students.

These key outcomes will be achieved by:

A. Developing a Common Mission and Shared Vision through:

- Leading the continuous development of the school through effective self-evaluation and development planning process.
- Leading effective formal and informal communication systems within the key stage.
- Implementing the school's agreed policies, systems and processes (for example Curriculum, Teaching & Learning, Assessment, Planning, Reporting, SEN, Behaviour, Rewards, Promoting Positive Behaviour) as line manager to teaching and support staff.
- Assisting the Executive Headteacher with the implementation of the school's agreed Personnel Policies (for example Performance Management, Disciplinary, Capability, Grievance, Sickness Absence Management) as line manager to departmental teaching and support staff as required.
- Implementing the school's Safeguarding Policies and procedures.

B. Developing a commitment to learning in the Department by:

- Implementing data analysis and pupil tracking procedures across department/key stage to identify underachievement and implement strategies to raise individual pupil's achievement and attainment.
- Co-ordinating the development of programmes of study, schemes of learning and lesson plans, within the department, which fulfil and enrich the requirements of the national curriculum, and assist in the development of pupils spiritually, morally and socially.
- Co-ordinating quality assurance processes to ensure that information sent to parents and stakeholders are of the highest quality.
- Leading the development of a safe and stimulating learning environment within the department.

C. Leading the Religious, Spiritual, Moral, Personal and Social Development of Students in the Department by:

- Leading high pupil standards with respect to behaviour, uniform, attendance, punctuality and homework.
- Leading and actively supporting the development of high quality of Acts of Collective Worship and charitable activities within the department. Leading assemblies as specified within the school's assembly rota.
- Leading and monitoring pupil discipline within the department through implementation of behaviour policy. This will involve recognising and rewarding positive pupil behaviour and dealing appropriately with unacceptable behaviour using the school's agreed systems and procedures.
- Leading re-integration meetings with parents, following a period of fixed term exclusion, and implement engagement programmes for students in danger of permanent exclusion or disengagement within the department.

D. Co-ordinating the Development of the Key Stage staff by:

- Leading and/or sourcing high quality professional development opportunities for school staff, including mentoring and coaching staff, newly qualified teachers and students on teaching practice.
- Managing the implementation of procedures for appointing staff to the Department.

- Implementing Performance Management Policy & procedures as the reviewer to members within the Department in the Performance Management Cycle and making pay progression recommendations as required.

E. Monitoring, Evaluating and Challenging the work of the Department by:

- Co-ordinating within the school’s validated self-review process including:
 - The annual review of SATS results.
 - The monitoring and evaluation of the quality of teaching and learning.
 - The monitoring and evaluation of pupil progress, development and welfare, behaviour, attendance and punctuality.
 - Student voice opportunities through pupil council.

ADDITIONAL RESPONSIBILITIES

- Assisting the Executive Headteacher and Executive Deputy Headteacher with the effective and efficient deployment of department staff.

In addition, to the specific duties outlined above you will be expected to carry out the duties of an Assistant Headteacher as stated in the current School Teachers’ Pay and Conditions Document.

- This post is subject to the CES (Catholic Education Service) form of contract and also to a satisfactory CRB (Criminal Records Bureau) Enhanced Disclosure Certificate, medical clearance and verification of qualifications and National Insurance number.

Employment Conditions and Professional Standards

All teachers are subject to the Conditions of Employment set out annually in the School Teachers’ Pay and Conditions Document and achievement of Professional Standards. These detail the professional and particular duties required of teachers.

Full Name:.....	Position:.....Assistant Head Teacher
Signed:.....	Date:.....
Line Manager Name:.....	Line Manager Signature:.....

WHAT MAKES AN OUTSTANDING LEADER?

In essence they get everyone into the Trust boat, all rowing in the same direction!

Outstanding leaders act at the pivotal point of the Trust's Catholic Mission ensuring that our vision and goals are implemented - minute by minute, day by day, week in and week out - through working effectively with people in their teams and beyond. They lead others and conduct themselves, at a personal and professional level, within the Catholic ethos of the schools within the Trust. Holding those children with greatest needs "closest to their heart" they provide an educational option for the poor and disadvantaged we are called to serve.

Seeing the big picture, they engage with complex whole school/trust issues and understand that our strength as an organisation lies in our connectedness and being "one body". They are able to bring a subject specialism, departmental or pastoral perspective to discussions and decision-making, where relevant, whilst seeing well beyond their individual team goals and aspirations. Their words and actions show that they understand the whole is always more important than and takes a precedent over the individual parts. We are interdependent, connected and no team is an island.

Operating both laterally and vertically to support and co-construct the future success of our school(s), outstanding leaders, alongside other middle and senior leaders, are a power house of innovation and organisation and act as standard bearers within them. They think creatively, are open to radical ideas and willing to seek mandates to act on them, enjoying solving problems before other people even realise there is one!

Their no excuses approach starts with themselves and extends to holding their teams and individuals accountable for high standards of learning and achievement, enriching relationships, personal development and the well being of all. They have an "abundance mentality" believing that very high academic achievement, outstanding pastoral care and enriching faith and personal development are powerful allies. Like the best parents they appreciate the need to find time for their colleagues, showing a unified public face whilst putting the needs of the children first.

Their personal and professional standards, passion for their subject, service and work ethic and ability to build enriching relationships act as an example to others within their team and beyond. They inspire trust and respect from the staff they work with on a "day to day" basis. Their significant influence is due to a personal and professional credibility with staff who value their input and appreciate that when a difficult situation arises they are the first to take responsibility and assume control of the situation. They manage administration effectively ensuring things run smoothly and the job gets done. Put simply they teach well, achieving better than expected progress with their classes, have excellent attendance, actively engage in promoting pupil and staff well-being and personal development and support students and staff on their faith journey.

Our outstanding leaders have a curiosity and desire for their own learning, supporting and using innovation as a source of learning in addition to other effective forms of CPD. They encourage others within their team and beyond to do the same and have a profound pedagogical and pastoral understanding based upon models, principles and research as well as their own experience. As powerful people-developers, the induction of staff new to our Trust schools, continuous professional development of colleagues and generation of new leaders are all matters of the highest importance and priority. They invest time in coaching, knowing that it is a time investment that will be paid back many times over and are appreciated by colleagues and the pupils who will benefit from it.

Highly emotionally intelligent, literate and resilient our outstanding leaders are able to perform effectively in difficult, pressurised situations taking their team with them through the challenging times. They achieve this by explaining and emphasising the vision and goals; coaching colleagues to help develop their skills; involving staff in decision making; leading by example; putting an arm around someone's shoulder or, on occasion, doing some straight talking. They are adept at choosing the right leadership style for the context they find themselves in, often using a combination of these approaches as appropriate. At difficult times they act as a "reservoir of hope and optimism", maintaining high morale, positive relationships and a sense of togetherness in the team and more widely in the Trust as a whole. They keep a focus on the goals to be achieved and ensuring a sense of well proportioned perspective by individuals.

**Being an outstanding leader within the Trust is a challenging role.
Let's not pretend otherwise!**

APPOINTMENT OF ASSISTANT HEADTEACHER

PERSON SPECIFICATION/SELECTION CRITERIA

[A] QUALIFICATIONS, TRAINING AND EXPERIENCE

	Essential	Desirable
Qualified Teacher Status	✓	
Catholic Certificate of Religious Studies		✓
Commitment to obtaining the Catholic Certificate of Religious Studies	✓	
Degree	✓	
Commitment to actively contribute and support the school's Catholic ethos	✓	
Professional Development in preparation for a leadership role	✓	
Recent and relevant leadership and management experience in a school (Examples include: subject leadership, TLR responsibility, middle leadership experience)	✓	
Ability to deliver high quality teaching and learning and evidence of impact on pupil achievement	✓	

[B] PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Applicants should be able to demonstrate a good knowledge and understanding of the following areas relevant to the phase and their implications for a Catholic Academy:

	Essential	Desirable
<p>Shaping the Future</p> <ul style="list-style-type: none"> • In partnership with the Directors, Executive Headteacher and Senior Leadership Team, develop the educational mission of one of the primary schools within • Share in the vision of Christ the King Catholic Academy & St. Cuthbert's Catholic Academy • Develop high expectations and standards of achievement for all • Lead innovation and creativity • Lead learning fit for 21st Century 	✓	
<p>Learning and Teaching</p> <ul style="list-style-type: none"> • Demonstrate strategies that model exemplary learning and teaching • Show good understanding of: curriculum design in a primary school, personalising learning, assessment to improve teaching and learning and monitoring and evaluation of all aspects across the school • To promote the distinctive Catholic nature and aims of Christ the King Catholic Academy & St. Cuthbert's Catholic Academy through the principles and practice of high-quality faith, personal, spiritual, moral, social and cultural education. 	✓	
<p>Developing Self and Working with others</p> <ul style="list-style-type: none"> • Ability to develop individual and team development through interpersonal relationships and strategies • Establish effective collaboration and networking within the Trust and when appropriate with our partner schools and wider community. 	✓	

Managing the organisation <ul style="list-style-type: none"> To assist with the establishment and sustaining of effective routines, systems, policies and practices to reflect the school's Catholic values. To assist with the management of Christ the King Catholic Academy & St. Cuthbert's Catholic Academy School effectively and efficiently on a day to day basis. To have a knowledge and commitment to the Safeguarding Agenda to ensure effective implementation. 	✓	
Securing Accountability <ul style="list-style-type: none"> Analyse and use the full range of evidence to support, challenge, monitor, evaluate and improve aspects of individual, key stage and school performance. 	✓	
Strengthening Community <ul style="list-style-type: none"> Effective engagement with pupils, parents and parish to enhance the education of all pupils and enrich the school as a faith community. 	✓	

[C] INTERPERSONAL SKILLS AND PERSONAL QUALITIES

Applicants should be able to demonstrate from their experience an ability and desire to:

	Essential	Desirable
Respect the dignity of each person valued and loved by God	✓	
Inspire, challenge, motivate and empower teams and individuals to achieve	✓	
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	✓	
Build and maintain quality relationships through interpersonal skills and effective communication	✓	
Demonstrate personal and professional integrity, including modelling vision and values	✓	
Manage and resolve conflict	✓	
Prioritise, plan and organise self and others	✓	
Think analytically and creatively and demonstrate initiative in solving problems	✓	
Be aware of own strengths and areas for development. Listen to, and reflect upon feedback and act appropriately	✓	
Empathise	✓	
Demonstrate a capacity for sustained hard work	✓	
Demonstrate resilience, high attendance and optimism	✓	
Demonstrate impact and presence	✓	

[D] EXPERIENCE AND KNOWLEDGE OF TEACHING

	Essential	Desirable
Recent teaching experience within the primary phase	✓	
To be able effectively to use assessment data and target-setting to raise standards	✓	

[E] PROFESSIONAL ATTRIBUTES

	Essential	Desirable
Excellent written and verbal communication skills	✓	
Ability to demonstrate excellent class room practice	✓	
Fully ICT competent	✓	

[F] APPLICATIONS, CONFIDENTIAL REFERENCES AND REPORTS

	Essential	Desirable
Written reference(s) only	✓	
Letters should address the criteria identified in the person specification	✓	
Application forms should be completed in full	✓	
Letters should be clear and concise and no longer than two sides of A4 (minimum font size 12)	✓	
Two supportive written references confirming professional & personal knowledge, skills & abilities referred to above.	✓	
Positive and supportive faith reference		✓



Strategic Business Plan 2018-2023



Blessed Edward Bamber

Catholic Multi Academy Trust

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Introduction

The Blessed Edward Bamber Catholic Multi Academy Trust was formed on the 1st September 2014 from Christ the King Catholic Primary School, St. Cuthbert's Catholic Primary School, both one form entry schools, and St. Mary's Catholic College, an 11-18 school. As part of a coherent vision to act together in a deep partnership, the trust was formed with a single Board, an Executive Director and no local governing bodies. Two of the academies were convertors and the other a sponsored academy. The Trust is open to other Catholic schools joining as determined and agreed by the Lancaster RC Diocese Trustees.

In developing this strategic business plan the directors and senior leaders, of the Trust's academies, were aware of the potential reduction in teacher supply over the next five years. Its determination to improve the educational outcomes of all the children and young people, it is directly responsible for, will only be achieved through the recruitment and retention of a high quality and committed workforce. To this end the Trust is aspiring to become the *employer of first choice* within the area. We intend to develop, implement and embed a recruitment and retention strategy based on a positive ethos within all our academies, delivering workload reform, outstanding professional development and enhanced career opportunities for staff.

This plan is deliberately focussed on a few objectives that we believe will have a significant impact on the quality of teaching and learning, removing barriers to achievement and enhancing educational outcomes. As Ofsted implements its short inspection programme and external accountability is replaced by greater internal responsibility, the Trust will develop, implement and embed a Quality Assurance Programme with external validation/peer review to ensure its processes and outcomes are of a consistently high quality.

The Trust is a strategic partner in the Catholic Teaching Alliance (North) and the Fylde Coast Teaching School Alliance. It is active in supporting the delivery of leadership programmes and providing places for initial teacher education trainees. The Blackpool Challenge initiative offers opportunities to further the Trust's work in meeting its stated vision. The academies' head teachers and staff are members of a series of local and regional networks and the Executive Director is charged with developing alliances, at a national level, which will add value to the Trust's work.

Object

The Company's object is specifically restricted to the following:

to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing Catholic schools designated as such which shall offer a broad and balanced curriculum and shall be conducted in accordance with the principles, practices and tenets of the Catholic Church and all Catholic canon law applying thereto including any trust deed governing the use of land used by an Academy both generally and in particular in relation to arranging for religious education and daily acts of worship and having regard to any advice and following directives issued by the Diocesan Bishop.

Vision

The Blessed Edward Bamber Catholic Multi Academy Trust seeks to be the place of first choice for children to learn and staff to work. Through an extensive challenging curriculum and best practice in teaching and learning, informed by research and the experiences of our staff, we will enhance children's life chances by maximising their educational outcomes. A rich Catholic ethos in which all grow in wisdom, responsibility, respect of others and love of God will be our hallmark.

The Trust will be a powerful developer of people delivering coherent and stage appropriate teaching & learning, leadership and technical knowledge and skills enhancement programmes alongside focussed and impact orientated staff development projects, opportunities and experiences. Robust and rigorous quality assurance processes will help leaders across the Trust further develop and enhance their leadership skills and increase their influence and impact.

The Trust's ability to look and work cross phase will enable us to become a centre of excellence in transition. Moving beyond social and management issues, we will develop strong curriculum, pedagogy and learning transition processes, in core subjects, to ensure enhanced progression in children's learning from the primary to the secondary phase.

Alongside local parishes, with whom we share deep historic links, we seek to be a powerful advocate for Catholic Education within the locality and region, serving the needs of vulnerable children and their families and the wider community, as part of the educational mission of the Church. Prioritising our local family of Catholic schools, we are committed to supporting the evolution of a school-led system through connecting, working with and supporting schools and educational organisations, locally, regionally and nationally.

Distinctive Catholic Ethos

Further strengthening the distinctive Catholic ethos of the academies within the Blessed Edward Bamber Catholic Multi Academy Trust is a priority for the Board and will be achieved through focussing on the four dimensions of the pastoral mission of the church:

- a. Kerygma (Announcing – distinctiveness of witness, religious contribution to every aspect of our education. The Proclaiming School).
- b. Leitourgia (Liturgy – Grace builds on nature but must acknowledge the sphere beyond the natural world. The work of the Christian assembly to adore God in prayer, thanksgiving and penitence. The Worshipping School).
- c. Diakonia (Ministry - Culture has to be changed and transformed by the Christian Gospel. This emphasises social activism and the service of the poor. The Serving School).
- d. Koinonia (Community – Christian community existing in reasonable harmony with the surrounding society. Christian school plays a part in the country's general education provision. One mission of all Christians is the creation of community which inevitably involves at times compromise and creating common ground with the surrounding culture. The Civic School).

All of these elements are part of the Mission of the Church and all these elements will be found in an authentically Catholic school. Kerygma and Leitourgia give the essential "roots" to the community and help define our distinctiveness. They provide the opportunities to gather and centre ourselves around a core of beliefs. The Trust will be respectful of parents as the first and foremost educators of their children and seek to engage them in their child's education.

Both Diakonia and Koinonia give the opportunity for our faith to take "wings" and reach out beyond our own community in order to have a positive impact on other communities, particularly those suffering from poverty, and society in general. The service and civic nature of our schools helps give witness and richness to our distinctive way of living. This will include an education rich in the spiritual, moral, social and cultural and supportive of British Values.

Proclaiming, worshipping, service and civic duty are essential elements of the Catholic school. We need both roots and wings to ensure we deliver an education in faith and wisdom which is the hallmark of a Catholic school.

Teaching, Assessment & Learning Strategy

The Blessed Edward Bamber Catholic Multi Academy Trust is seeking to further improve the quality of teaching, assessment and learning through developing a data and feedback informed approach to teaching and learning across its academies. This will build on aspects of current good practice and a further convergence of curriculum through collaborative planning and shared schemes of learning, teaching approaches and programmes across its primary academies. There will be a specific focus on transition arrangements, initially from Key Stage 2 to 3, in Mathematics & Numeracy and English & Literacy followed by Religious Education and Science.

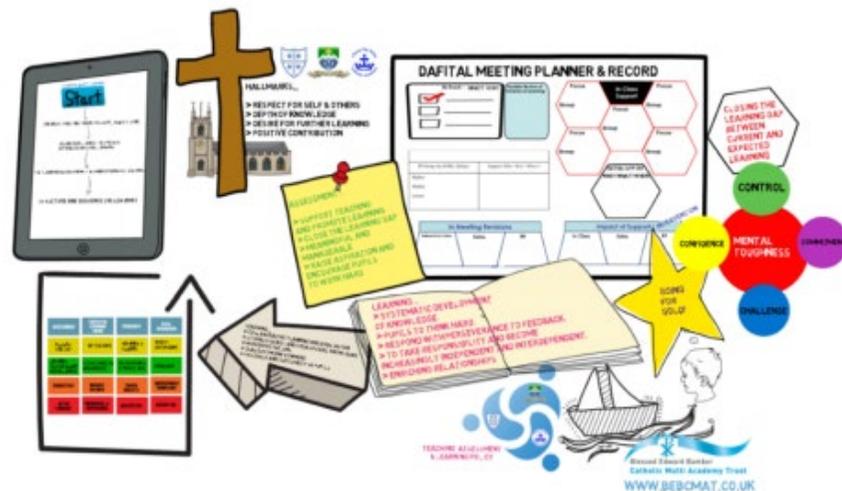
A short video explaining the key elements of our approach to teaching, assessment and learning can be found [here](#). Time will be built into “directed hours” for collaborative planning of a challenging curriculum and forensic analysis of the pre-planned assessments.

Planning schemes of learning is a complex task which benefits from the additionality and diversity that a team brings. Our collaborative planning will be informed by experience, research and in time data, from the outcomes of pupil assessment and lesson study projects, so that we redefine and capture curriculum excellence and share it as widely as possible. Getting this right will mean that best practice becomes available to all staff so all children may benefit from it. We will plan learning not lessons, starting with the key concept or main idea to be taught, determining challenging milestone and end point success criteria and pre-planned common, cumulative assessments which exemplify the expected level of challenge will be brought by everyone to the planning process. After this the learning intentions and flow can be determined though in reality the whole process tends to be more iterative in nature. Identification of common pupil misconceptions will be part of the planning process as will how to address them, non-negotiable activities and assessment and strategies which may have been more successful previously or with certain groups of pupils can be discussed and explored.

Teachers will receive feedback on the quality of teaching and learning in their classes through formative and summative lesson observations, the outcome of pre-planned assessments and the use of lesson study. A range of professional development will be provided to assist teachers in their desire and efforts to improve.

Pupils will receive feedback through the formative use of summative assessments and via written and oral comments on their work, against shared and challenging success criteria. Time will be given, as appropriate, to reteach elements of the scheme of learning or for pupils to improve their work to a higher standard

Objectives 2018-2023



New Objectives		Academic Year				
		2018/19	2019/20	2020/21	2021/22	2022/23
1	Implement a challenging spiral Mathematics & Numeracy Curriculum from EYFS to post-16	Embed				
2	Develop & Implement a challenging spiral English & Literacy Curriculum from EYFS to post-16	Implement	Implement	Embed		
3	Develop & Implement a challenging spiral Religious Education & HRSE Curriculum from EYFS to post-16	Implement	Implement	Embed		
4	Develop & Implement a challenging spiral Science Curriculum from EYFS to post-16	Develop	Implement	Implement	Embed	
5	Implement a Data & Feedback Informed Teaching Approach directed towards challenging next stage ready assessments and associated closing the gap processes	Embed				
6	Implement a stage appropriate professional development curriculum for teachers	Develop	Implement	Embed		
7	To develop St. Mary's Catholic Academy as a Research School for the Blackpool Opportunity Area	Implement	Implement	Embed		
8	Implement a Quality Assurance Programme across the Trust with external validation/peer review	Embed				
9	Implement a Healthy Minds, Healthy Mindset Strategy to address mental health and resilience barriers to achievement	Implement	Embed			
10	Implement a recruitment & retention strategy based on a positive ethos, workload reform, professional development and enhanced opportunities for staff	Embed				
11	Implement an Effective Strategy to Increase the Number of Post-16 Students in St. Mary's Sixth Form	Implement	Implement	Embed		

Actions 2018/19

New Objectives		Actions 2017/18				
		1	2	3	4	5
1	Implement a challenging spiral Mathematics & Numeracy Curriculum from EYFS to post-16	Embed Phase: Significant work has now been completed on developing a Mathematics Curriculum from EYFS to post-16. Further refinement is required to further slim down the curriculum to give even greater focus on developing pupils as mathematical thinkers and problem solvers around core subject concepts.				
2	Develop & Implement a challenging spiral English & Literacy Curriculum from EYFS to post-16	To effectively implement the "Literary Canon" across both primary academies, in KS2, as the reading scheme of learning	To explore the design of a scheme of learning for reading in Year 2 for those children that leave the phonics scheme early	To further develop the writing scheme of learning across both primary and develop an outline scheme of learning for speaking & listening	Develop and implement a KS3-5 approach to reading a literary canon, supported by comprehensive training for staff.	Develop and embed a KS3-5 approach to the reading of texts and the teaching of tier 2 and 3 vocabulary through the work of Lexonic and Bedrock Learning.
3	Develop & Implement a challenging spiral Religious Education & HRSE Curriculum from EYFS to post-16	Develop supplementary resources to support each year group, in their delivery of the new RE scheme of learning.	Provide INSET and other training opportunities for EYFS and KS 1 & 2 teachers on planning from the scheme of learning and developing core curriculum knowledge	Evaluate the effectiveness of the scheme of learning each half term, recording evaluations in preparation for the following year's delivery	Design a set of common, cumulative assessments for RE in Year 6, to support the planning/delivery of the scheme of learning	Review KS3 provision in light of GCSE results from Summer 2018
4	Develop & Implement a challenging spiral Science Curriculum from EYFS to post-16	Cross phase staff to plan and develop a spiral curriculum from EYFS to Y6 which flows into Y7 for materials science to trial from January 2019	Cross phase staff to plan and develop a spiral curriculum from EYFS to Y6 which flows into Y7 for "Biology" strand to trial from September 2019	Cross phase staff to plan and develop a spiral curriculum from EYFS to Y6 which flows into Y7 for "Physics" strand to trial from January 2019	Staff involved to plan joint CPD for primary and secondary staff to help staff develop a better understanding of how to deliver Science content in primary.	
5	Implement a Data & Feedback Informed Teaching Approach directed towards challenging next stage ready assessments and associated closing the gap processes	Embed Phase: DAFITAL is now an established process across the three academies within the Trust. It is central to curriculum development, assessment and increasingly the professional development of teachers. The Headteachers' will be required to ensure that DAFITAL practices are maintained and lead to further improvements in progress and standards over the years ahead.				
6	Implement a stage appropriate professional development curriculum for teachers	To agree a process for reviewing current professional development across the Trust and evaluate its impact	To consult with staff on current and future professional development needs, for different stages in their careers, and seek to devise a model to meet these needs.	Develop and implement a logic model at a Trust and individual academy level for a stage appropriate professional development curriculum	Depending on outcomes of the review process develop a strategy to inform staff of the opportunities available	
7	To develop St. Mary's Catholic Academy as a Research School for the Blackpool Opportunity Area	Deliver a programme of in-house professional development for staff at St. Mary's, Christ the King and St. Cuthbert's and co-ordinate the work of the research leads at St. Mary's	To provide coaching support for in scope Blackpool schools as part of the Teacher Development Trust project funded through the Teaching & Leadership Innovation Fund	Support the Blackpool Opportunity Area Key Stage 3 Literacy (Reading) Programme by delivering research lead, literacy and leading learning training and evaluate the programme's impact	To provide launch events for Education Endowment Foundation Guidance papers published this year and training programmes for Blackpool schools and those in the wider area	To provide commissioned training programmes to Cumbrian schools
8	Implement a Quality Assurance Programme across the Trust with external validation/peer review	Embed Phase: The quality assurance programme has been refined over three annual cycles of implementation. It is now consistently implemented, understood by leaders and directors and rigorously monitored by the CEO.				
9	Develop a Healthy Minds, Healthy Mindset Strategy to address mental health and resilience barriers to achievement	Deliver Essential Life Skills projects following successful funding from Headstart (CTK Resilience/SCCA Outdoor Learning)	Integrate the HRSE programme into the RE scheme of learning, across both primary academies.	Use Pupil Attitude to Self and School survey to establish baseline data. Use data to plan interventions for a cohort of the most at need pupils.	Introduce a system for collating adverse childhood experiences in Y7 cohort and triangulate with PASS data to assess risk for students.	Embed the resilience curriculum within St Marys through HumanUtopia, Duke of Edinburgh and A level mindset work.
10	Develop a recruitment & retention strategy based on a positive ethos, workload reform, professional development and enhanced opportunities for staff	Embed Phase: This work remains on-going but significant work has been done on workload reform, particularly with respect to: marking, increasing the collaborative planning time available to staff and reducing the number of initiatives being introduced by the Trust. In 2017/18 academic year approximately 35-38 hours of directed time was introduced for personal professional development for teachers (pro-rata for part-time teachers); this was allowed by an equivalent reduction in contact time.				
11	Implement an Effective Strategy to Increase the Number of Post-16 Students in St. Mary's Sixth Form	Review recruitment and retention strategy for the sixth form in order to increase numbers.	Review marketing plan to improve internal and external marketing strategies for the sixth form.	Explore increasing cap on numbers from the health authority relating to Health Academy	Explore potential for additional academy routes - e.g. Digital & Legal/Law - at St Mary's.	

Key Performance Indicators

Performance Area	Performance Measure
Academic Standards	<ul style="list-style-type: none"> ➤ Christ the King and St. Cuthbert's Catholic Academies to be at or above the national average for expected progress in Reading, Writing & Mathematics and a KS2 value added score in the top 25% of primary schools nationally. ➤ St. Mary's Catholic Academy to attain at or above national average for students attaining EM at grades 9-4 and a Progress 8 score in the top 25% of secondary schools nationally. ➤ The gap between pupil premium and non-pupil premium children (on the above two measures) to be below the national average. ➤ St. Mary's Catholic Academy to have a post-16 value added outcomes to be at or above national average ➤ All A-level subjects, at St. Mary's Catholic Academy, to have a value added ALPS residual of grade 5 or better. ➤ All academies to be graded as good or better in Ofsted inspections
Attendance & Behaviour	<ul style="list-style-type: none"> ➤ Overall attendance in all academies to be above national average. ➤ Persistent absence to be below national average in all academies. ➤ The level of permanent and fixed term exclusions (as a percentage of the pupil group and enrolment) to be below national averages. ➤ The gap between pupil premium and non-pupil premium children, on attendance & behaviour measures, to be below the national average.
Recruitment & Retention	<ul style="list-style-type: none"> ➤ All academies to be over subscribed for entry into reception and Year 7 as appropriate. ➤ All academies to be full in all year groups. ➤ All academies to have a full staffing establishment in September of each academic year. ➤ The number of staff leaving due to retirement & promotion is greater than all other reasons for leaving the Trust's employment ➤ Positive data in pupil, parent and staff voice surveys.
Finance	<ul style="list-style-type: none"> ➤ The Trust to maintain an annual outturn of between 3-5% of its annual income. ➤ Audit reports identify no high risk aspects to the functioning of the Trust or its academies. ➤ Rolling three year finance & capital strategies are used to make key spending decisions and identify efficiencies.
Governance	<ul style="list-style-type: none"> ➤ Full and timely submission of Annual Report to Companies House. ➤ Attendance at Full Board and Committee Meetings to average 90% or higher over the academic year. ➤ Formal schemes of delegation are produced and reviewed annually.
Vision & Ethos	<ul style="list-style-type: none"> ➤ The Trust has a clear three to five year vision which has been used to identify strategic priorities. ➤ All academies to be graded as good or better in Section 48 inspections.

Key Performance Indicators Report (2017/18)

Performance Area	Performance Measure
Academic Standards	<ul style="list-style-type: none"> ➤ Christ the King results were all above/well above the national average for expected progress in Reading, Writing & Mathematics. Results at St. Cuthbert's were in line with the national average for expected progress in Reading, Writing & Mathematics. ➤ St. Mary's Catholic Academy attain an A*-CEM (grades 9-4) and the Progress 8 score were both broadly in line with national averages.

Performance Area	Performance Measure
	<ul style="list-style-type: none"> ➤ In both primary academies, attainment in Maths for disadvantaged pupils was above the attainment for all children nationally and broadly in line for Writing. In reading it was in line with all pupils nationally at Christ the King but below at St. Cuthbert's. Progress of disadvantaged pupils was below that of their more advantaged peers at St. Mary's. National data sets are not yet available for more detailed analysis. ➤ St. Mary's Catholic Academy achieved an ALPS grade 5 in 2018. ➤ All A-level thirteen out of twenty one subjects had a value added ALPS residual of grade 5 or better. ➤ All academies were inspected by Ofsted in Summer Term 2017 and were graded good.
Attendance & Behaviour	<ul style="list-style-type: none"> ➤ Overall attendance at all academies was above national average. ➤ Persistent absence was below national average in all academies. ➤ There were no permanent or fixed term exclusions at either primary academy in the 2017/18 academic year. There was a fall in fixed term exclusions at St. Mary's in 2017/18 with figures being broadly in line with national averages. ➤ There was no gap between pupil premium and non-pupil premium children, on behaviour measures, in both primary academies, as there were no exclusions. The gap for attendance and exclusions at St. Mary's is broadly in line with national averages but this is too large a gap; the data for FSM students is of a particular concern.
Recruitment & Retention	<ul style="list-style-type: none"> ➤ St. Cuthbert's and St. Mary's were over subscribed for entry into reception and Year 7 respectively. Christ the King was undersubscribed by one place based on first choices. ➤ Christ the King is full in six out of seven year groups and St. Mary's is full in two out of five (8 places available across the three undersubscribed year groups). St. Cuthbert's has places in all year groups (12 places available across the academy). ➤ All academies had a full staffing establishment in September 2018. ➤ The retention of staff continues to be very high with the majority of teaching staff leaving due to retirement or left for promotion to senior posts. There is a slightly higher turbulence with respect to support staff. ➤ A new survey was used this year to gather pupil, parent and staff views. These very detailed reports will be analysed over time to identify common themes within and across the academies.
Finance	<ul style="list-style-type: none"> ➤ The Trust had an annual outturn of 12% (down from 17% the previous year) which is still well above the target of between 3-5% of its annual income. ➤ No high risks were identified in audit reports identify. ➤ Rolling three year finance & capital strategies continue to be used to make key spending decisions and identify efficiencies.
Governance	<ul style="list-style-type: none"> ➤ The Annual Report to Companies House was filed in good time for the 2016/17 academic year and the current submission is on course to be submitted on time this year. ➤ Attendance at Full Board and Committee Meetings averaged 86%. ➤ Formal schemes of delegation continue to be produced and reviewed annually.
Vision & Ethos	<ul style="list-style-type: none"> ➤ The Trust has a clear three to five year vision which has been used to identify strategic priorities. ➤ St. Mary's was graded as outstanding in its Section 48 Denominational inspection in Lent Term 2017. Both primary academies were graded good in their previous Section 48 Denominational inspections.

