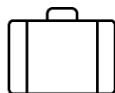
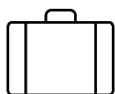


THE CONVENING (AND MOTIVATING) GROUP OF ADVANTAGES



The Collaborative Advantage

- A reservoir of knowledge, skills and experience has constant uplifting impact
- Other resources become more readily available (including physical ones that can be lent school to school)
- Leaders (and other staff) feel less isolated e.g shared SLT meetings for groups of small schools who don't have senior teams of their own
- Immediate back up (e.g. safeguarding, IT, HR, facilities) and rapid response capacity
- Pooled financial reserve (*depending on Trust model*) and ongoing access to DfE grants for group enhancement projects
- Peer review can be managed internally through the family at no cost in a relationship of trust and collaboration
- A broad governance community encompasses all oversight functions



The Improvement Advantage

- Maintaining a focus on raising standards is fundamental to the thriving of the whole as well as to each individual school
- Can offer a bespoke professional development curriculum which is then further enhanced by career progression deployments and extension of individuals' responsibilities (e.g. subject leaders lead across several schools rather than each having to have their own)
- Performance management run by professionals for professionals
- A forge for supported curriculum development and innovation with the expertise of Trust personnel who provide strategic headroom for widening improvement advantages ever further
- Heritage as turnaround agents embeds high calibre diagnostic skills and improvement toolkits
- Teachers work and learn together to improve the way they teach (CST quotation)



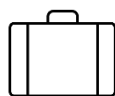
The Systems Advantage

- Talent map / people strategy captures and articulates Skills/Knowledge/Experience matrix and ambitions
- Mature and responsive support helps enable all staff to keep their main thing as their main thing (with the associated well-being dividend)
- Efficiencies continually realised through smoother running of operations
- Contract (re)negotiations occur Trust-wide and usually through Trust-employed specialists (e.g. estates managers, IT managers, HR leads)
- Marginal gains made possible through organisational system effectiveness accumulate leading to an increasingly significant felt effect
- Trust wide recruitment and retention approaches maximise benefits of being in a family.
- Trust wide development and mentoring programmes enable better accommodation and environmental conditions for ECTs to thrive
- Cross Trust roles relating to SEND, attendance, behaviour and other support needs deliver real world impacts felt by all parties



The Resilience – Protective Advantage

- Achieving greater organisational resilience and an ability to sustain (all schools and the whole organisation - in the long term) are critical motivating purposes
- Having a Trust-wide focus on things like staff wellbeing, recruitment and retention, achieving net zero, and becoming an employer of choice become increasingly significant factors
- The structural imperative for the whole organisation to continually live within its means drives further collaboration and release of family advantages leading to a carefully formed ‘Trust dividend’ – aka, the Trust manages to enable its schools to stay skating on the thin ice of a balanced budget in an era when the funding pot is insufficient nationally
- The welfare of pupils and staff is culturally and structural integral to the viability of the organisation as lived out through its charitable objects, which mandate the cherishing of each school’s distinctive character as instigated through its Anglican and Christian foundation
- Individual schools and personnel find a greater place of safety within the context of a family group – indeed creating and maintaining a ‘circle of safety’ (*Sinek*) is paramount to thriving throughout the family
- Being part of a ‘large boat’ enables even ‘freak’ waves to be better navigated – recent examples would include the pandemic, unfunded teacher and support staff pay rises, cost of living increases, response to national scale rioting and unrest, and the falling pupil numbers issue
- Marketing and promoting each school (and the Trust) is a (whole) family commitment



The Civic Advantage

- Trust to Trust collaboration further broadens organisational learning and development and begins to exert influence on the wider system e.g. through large scale projects on critical issues, such as attendance
- Leadership headroom facilitates thinking and implementation of practices and policies that have the potential to deliver impacts beyond the current boundaries of the organisation
- Outreach activities (through working with an ever increasing circle of stakeholders and partners) become vital to the ongoing sustainability and success of the pupils within the schools and thereby to the organisation as a whole
- The Trust has the capacity to operate as an ‘anchor institution’ offering civic leadership by working ‘in purposeful collaboration...with other civic actors to ensure the value of the child in the locality, and that the collective actions of all civic actors protect high quality education’ (CST, ‘Systems of Meaning: Three Nested Leadership Narratives for School Trusts’, p.7)
- The mature Trust is able ‘to foster collective leadership in order to build local systems, particularly in areas where the quality of education has been poor for years or even, decades’ (CST, ‘Systems of Meaning...’, p.8)