

STEP Compass

2020-2021



STEP Mission	STEP Academy Trust is committed to improving the life chances of all children. Where we have the capacity to make a difference we are morally bound to do so.
STEP Vision	To develop a united partnership of excellent academies, where empowered leaders place our children at the heart of what they do and all are supported to be successful.
STEP Values	Passion Urgency Positivity Aspiration Commitment
STEP Compass	At the heart of the organisation are the STEP Mission, Vision and Values. Everything derives from them. The four points of the STEP Compass extend from the mission, vision and values, with the outer ring, the STEP Standard, providing the measure of our success. The STEP Compass is the strategic plan which guides our Trust's development.

STEP Standard
#Expectation
We strive together for excellence in partnership
Excellence is defined through the STEP Standard, so that there is clarity about what must be achieved.

STEP First
#Unity
We are all one team

The mission, vision and values are shared by all stakeholders. As a result, there is a strong commitment that we operate as one team, albeit we serve many different communities. We are **united**. All stakeholders must believe in STEP First.

STEP Way
#Consistency
We agree to do things like this

As a united team, it is right that we should agree to do certain things in a **consistent** way, the STEP Way. What constitutes the STEP Way for each academy is determined by empowered leaders who are supported and challenged to develop approaches that are right for their contexts.

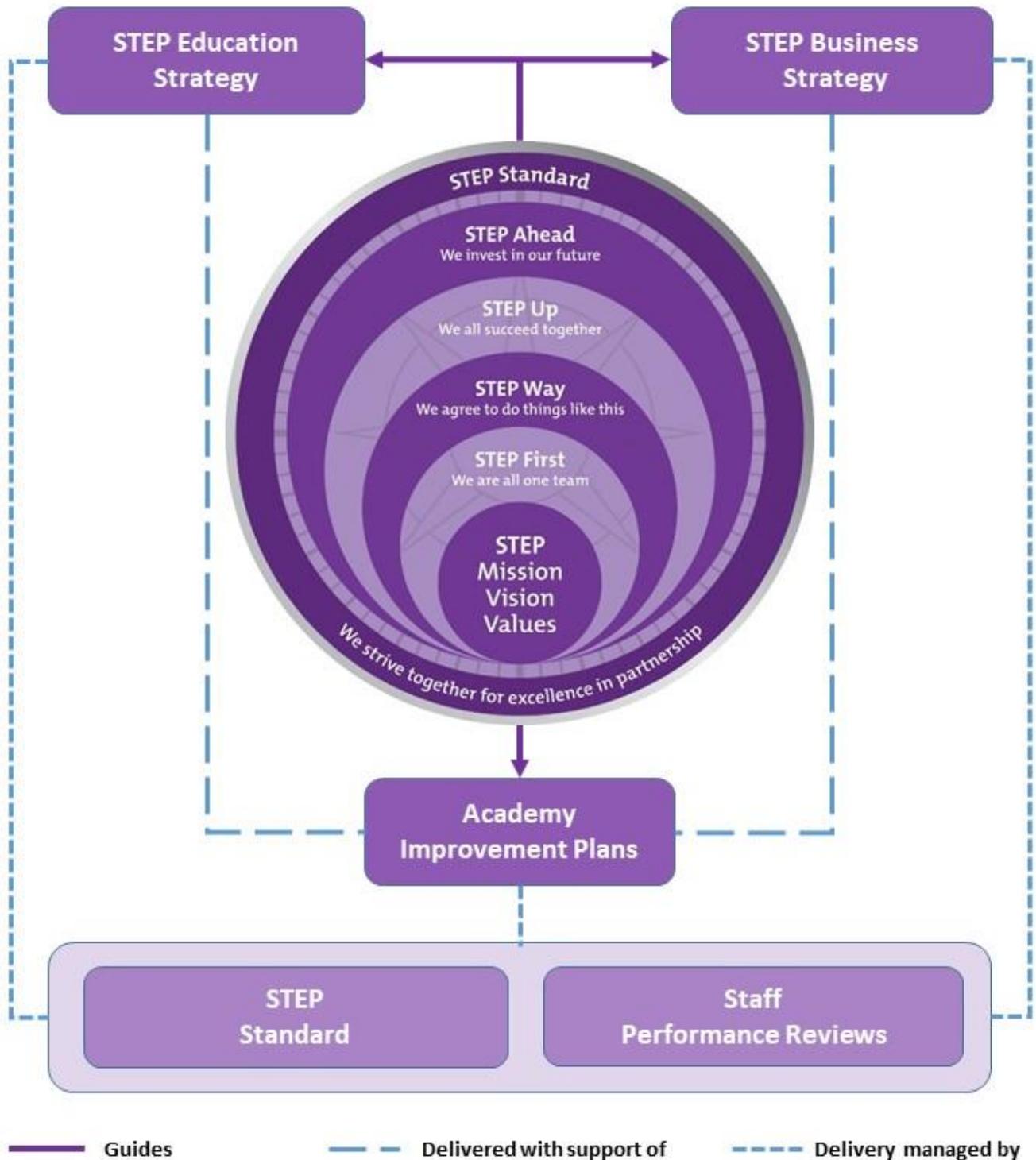
STEP Up
#Support
We all succeed together

Given that STEP is a community, all of its members - academies, groups and individuals - must be successful. STEP Up is the process by which we all succeed together, enabling additional **support** to be targeted according to identified need.

STEP Ahead
#Development
We invest in our future

Individually and collectively, we must ensure one eye remains firmly fixed on the future, anticipating and preparing for our next stage of **development**. This commitment requires a strong focus on strategic planning and CPD.

Delivery Process



We are all one team

Key Foci

Foster a strong sense of *unity* across the STEP Community, so that all stakeholders see themselves as being part of the one team.

This will be achieved by:

- Ensuring STEP’s mission, vision and values - including our commitment to equality and social justice - are understood by all stakeholders and that the STEP Compass is consistently applied across the Trust.
- Encouraging the personalisation of the STEP Compass, so that #ourstory becomes #mystory;
- Ensuring all stakeholders feel valued and that their well-being, mental and physical, is prioritised;
- Maintaining a strong focus on communications, both internal and external, particularly through the use of technology and social media;
- Refining and/or adapting communications so that the educational, financial and operational performance of STEP Academies and the Trust as a whole are known to the Board at this time of particular challenge.

What success looks and feels like

We will know we have been successful when all trustees, governors and staff can speak confidently about their role in ensuring every child receives a high quality education, the STEP Standard.

This will mean that trustees and governors work together to ensure appropriate strategic challenge of the Executive Team and Academy Leadership Teams. In turn, the Executive Team works with Academy leaders to embed outstanding practice across all aspects of Academy life and achieve the STEP Standard.

For children this will mean that in each STEP Academy they have access to the best possible education within the best possible environment.

Key roles and responsibilities

Board of Trustees

- Safeguard the mission and vision of STEP Academy Trust.
- Agree and regularly review the STEP Compass as the vehicle for delivering the Trust’s mission and vision.
- Support, challenge and hold to account the Executive Team to deliver the STEP Compass, including the Education Strategy and Business Strategy.
- Agree and regularly review the STEP Standard, against which the success of the Trust is measured.

Academy Committees

- Ensure alignment to STEP First, the “one team” ethos, across the whole Academy community.
- Support, challenge and hold to account Academy leaders to deliver the AIP and achieve the STEP Standard.
- Promote STEP Academy Trust, including in the local community, so that all stakeholders feel connected to the organisation.

CEO, Deputy CEO and CFOO

- Ensure the mission, vision and values of STEP are reflected through its branding and communications.
- Ensure the STEP First culture is constantly reinforced so that it is embedded across the Trust.
- Ensure the STEP Standard is clearly defined and permeates all parts of the organisation.
- Ensure that finance and operations are directed towards achieving the STEP Compass priorities.

Academy Leaders/SLTs

- Ensure the mission, vision and values of STEP are celebrated and made known to all staff, children and their families.
- Ensure the language of the STEP Compass is reflected in daily Academy life.
- Ensure all stakeholders are clear about the STEP Standard and are working towards achieving it.

Executive Team

- Articulate the mission, vision and values of STEP Academy Trust.
- Define the STEP Standard in teaching and learning, and operational functions
- Identify outstanding practice inside and outside the Trust.
- Embed a culture of effectiveness and sharing of best practice, ensuring that staff at all levels are encouraged to work with colleagues in other STEP Academies.

Academy and Central Staff

- Support the mission, vision and values of STEP Academy Trust.
- Use the language of the STEP Compass in daily work.
- Understand the STEP Standard and their responsibility to strive towards it.

Children and Families

- Know that their Academy is part of the wider community, STEP Academy Trust.
- Articulate the PUPAC values.
- Be clear about the STEP Standard and how it relates to them.

We agree to do things like this

Key Foci

To ensure **consistency**, continue to develop an appropriate STEP Way for each academy, informed by both context, including the impact of Coronavirus, and the STEP Standard.

This will be achieved by:

- Reviewing and, where necessary, revising the STEP Standard to take account of the current context. For example, the STEP Standard for online learning;
- Ensuring all STEP Academies clearly articulate the pedagogical approaches that constitute their agreed STEP Way, particularly in relation to the recovery curriculum;
- Ensuring each academy's STEP Way accommodates the reintegration of Key Skills, Child Protection and SEND approaches for all children;
- Enabling resources to be distributed more equitably across the Trust;
- Benefitting from consistent business processes and joint procurement to maximise the resource directed towards teaching and learning.

What success looks and feels like

We will know we have been successful when all trustees, governors and staff respond in a unified way to situations that arise - whether that be as a result of planned activity or unique circumstances.

This will mean that trustees and governors understand their roles to ensure the adoption and implementation of agreed strategies and policies. In turn, the Executive Team is working with Academy leaders to ensure an environment of continual improvement and sharing of best practice.

For children this will mean they have consistent access to opportunities, experiences and learning that might otherwise not have been possible.

Key roles and responsibilities

<p>Board of Trustees</p> <ul style="list-style-type: none"> • Agree and regularly review the Scheme of Delegation to ensure roles and responsibilities are clear and to enable the STEP Compass to be delivered. • Ensure there is effective communication between all layers of governance, particularly between the Board and Academy Committees. • Education and Operation/Audit Committees support and challenge the Executive Team and Academy Committees. 	<p>Academy Committees</p> <ul style="list-style-type: none"> • Understand the STEP Way for their Academy's context and evaluate its appropriateness and impact. • Assess the impact of Trust policies and procedures on the quality of provision in STEP Academies. • Supported by the Executive Team, undertake regular reviews of governance effectiveness, both individually and collectively.
<p>CEO, Deputy CEO and CFOO</p> <ul style="list-style-type: none"> • Oversee the design and implementation of the Trust's strategic plan, the STEP Compass. • Coordinate a programme of quality assurance at all levels of STEP Academy Trust. • Ensure financial and operational systems are robust, enabling the Education Strategy to be delivered. 	<p>Academy Leaders and SLTs</p> <ul style="list-style-type: none"> • Implement Trust policies and procedures. • Clearly articulate the Academy's approach to teaching and learning through the STEP Way Statement. • Enable outstanding leaders of teaching and learning to support the development of a STEP Way for teaching and learning. • Ensure the Academy budget remains within its agreed spend and saving targets are met.
<p>Executive Team</p> <ul style="list-style-type: none"> • Work with Academy leaders to develop and agree a STEP Way which is appropriate for their context. • Identify and promote the most effective approaches to achieve the STEP Standard. • Develop and refine STEP approaches to the management and analysis of performance data. • Ensure Academy and service budgets remain within their agreed spend and saving targets are met. • Ensure operational processes are clearly understood and consistently applied across the Trust. 	<p>Academy and Central Staff</p> <ul style="list-style-type: none"> • Respect the need for Trust consistency in order to achieve the STEP Standard. • Where appropriate, engage in the design and implementation of the Academy's STEP Way. <p>Children and Families</p> <ul style="list-style-type: none"> • Support the Academy's Home School Agreement, including the Uniform Policy.

We all succeed together

Key Foci

Generate the educational and operational capacity required to support all STEP Academies to recover from the impact of Coronavirus and achieve the STEP Standard.

This will be achieved by:

- Implementing comprehensive and bespoke support for each STEP Academy, based on regular assessments against the STEP Standard;
- Ensuring that all learners, particularly disadvantaged pupils, are assessed with urgency and that gaps in knowledge and learning are identified and addressed with appropriate levels of support;
- Ensuring all learners benefit from a STEP SEND provision that draws on the strengths and expertise that exist across the Trust and through external partners. Focusing on key areas where necessary, e.g. SEMH, MLD;
- Developing executive roles which can be deployed flexibly to enable targeted support and the embedding of teaching and learning specialisms;
- Ensuring that there are sufficient strategies in place to support all STEP communities and, in turn, that these promote well-being, school engagement and address specific community challenges;
- Through STEP Up Services and STEP Ahead TSA, utilising excess capacity to support the recovery of other schools and trusts.

What success looks and feels like

We will know we have been successful when support provided by the STEP community enables all stakeholders to achieve the STEP Standard.

This will mean that whether an Academy is a long standing member of STEP Academy Trust or a new joiner, there is a strong commitment to the improvement of the whole and not just the individual parts.

For children this will mean that additional support is provided so that no child, in any Academy, underachieves.

Key roles and responsibilities

Board of Trustees

- Agree a strategy which generates capacity to enable targeted STEP Up, as required.
- Assess the impact of STEP Up on the performance of individual Academies and the Trust as a whole.

Academy Committees

- Ensure Academy leaders are allocating resources effectively to enable effective STEP Up, particularly for disadvantaged individuals/groups.
- Regularly review the AIP and its impact on raising standards of achievement.

CEO, Deputy CEO and CFOO

- Ensure processes and resources are in place to identify and address under performance and accelerate progress.
- Design and coordinate bespoke support packages for each STEP Academy, dependent on need.
- Ensure STEP Up is financially viable and sustainable.

Academy leaders/SLTs

- Through the analysis of assessment data, identify and provide for those individuals and groups in need of additional support.
- Commission STEP Up from the Central Team, other STEP Academies and/or external sources.

Executive Team

- Develop a STEP teaching and learning support offer, where appropriate, identifying Trust curricular leads.
- Have a programme in place which utilises best practitioners as coaches and mentors.
- Coordinate targeted CPD activities to further develop the quality of teaching and learning across the Trust.
- Encourage the use of best practice to improve finance, operations and governance.
- Ensure arrangements are in place for transitioning new Academies.

Academy and Central Staff

- Be committed to giving every child an outstanding education.
- Support colleagues within and, where appropriate, beyond the Trust.

Children and Families

- Support and work collaboratively with other children and adults.

We invest in our future

Key Foci

Ensure STEP Academy Trust continues to invest in the future in preparation for its next stage of *development*.

This will be achieved by:

- Investing in continuing professional development, with a particular focus on leadership and initial teacher training through the STEP Ahead Teaching School Alliance;
- Formalising career paths at all levels across the organisation, including the development of strategies and targets for BAME and Gender equality in leadership positions;
- Developing the offer for secondary, educational and operational, in readiness for an appropriate growth opportunity;
- Extending STEP's influence by playing a leading role in the development of local, regional and national networks, for example TSA Hubs.

What success looks and feels like

We will know we have been successful when all internal stakeholders demonstrate a commitment to developing; themselves, their Academy, our Trust and the wider education system.

This will mean that STEP trustees, governors and staff are engaged in on-going CPD and networking opportunities within and beyond the Trust.

For children this will mean they are taught and learn in an environment of continual improvement.

Key roles and responsibilities

<p>Board of Trustees</p> <ul style="list-style-type: none"> • Agree and review the Education and Business Strategies. • Ensure effective succession planning is built into the overall Trust strategy. 	<p>Academy Committees</p> <ul style="list-style-type: none"> • Ensure STEP Ahead plans for the Academy are robust e.g. capacity building and succession planning.
<p>CEO, Deputy CEO and CFO</p> <ul style="list-style-type: none"> • Ensure that effective succession plans are in place at all leadership levels. • Liaise with academy leaders to facilitate capacity building, in accordance with the Education and Business Strategies. 	<p>Academy Leaders/SLTs</p> <ul style="list-style-type: none"> • Build teaching capacity in their Academies to support the Trust's future development. • Ensure the language of the STEP Compass is reflected in the appraisal process.
<p>Executive Team</p> <ul style="list-style-type: none"> • Offer a comprehensive range of continuing professional development and leadership development opportunities, particularly for underrepresented groups e.g. BAME. • Ensure STEP's recruitment processes reflect the organisation's commitment to equality and diversity. • Develop STEP as a teacher training provider. • Review appraisal policies and processes to ensure they are fully aligned to the STEP Compass. • Implement development strategies and plans for all service areas. • Ensure succession and capacity planning is in place and aligned to the strategic objectives of the business services. 	<p>Academy and Central Staff</p> <ul style="list-style-type: none"> • Demonstrate a commitment to their own continuing professional development. • Through the appraisal process, identify an objective (STEP Ahead Objective) which will further the aims of the Trust. <p>Children and Families</p> <ul style="list-style-type: none"> • Set and work towards aspirational short, medium and long term personal goals.