



Bright Futures

EDUCATIONAL TRUST

The best *for* everyone, the best *from* everyone

Why join Bright Futures?





Why join Bright Futures

Bright Futures Educational Trust is an organisation committed to a strong and purposeful **vision**: ‘The best for everyone, the best from everyone’. Everything that we do is underpinned by our values of **community**, **integrity** and **passion**. We never forget that we are here in the service of children, families and communities. In order to get the best from our young people we need to invest in our workforce providing opportunities for people to work collaboratively, to share best practice, to support and challenge one another, recognising that we are always learning.



Community

We work together for a common purpose acknowledging our diversity as strength.



Integrity

We do the right things for the right reasons.



Passion

We take responsibility, work hard and have high aspirations.

We are an inclusive and collaborative organisation that takes local accountability seriously. We are uncompromising about our values, but we recognise that the expression of those values will have a local flavour, appropriate to different contexts. The way we do things and the positive relationships we build are key.

We are **committed to**:

Collaboration and strong relationships | Strong governance and accountability
Professional learning | Value for money | Being supportive, challenging and fair
Being united behind decisions | Effective communication | Equality, diversity and inclusion



Across our schools at Bright Futures we encourage cross-collaboration and the sharing of best practice with a commitment to help schools and all our children and young people to have high aspirations and achieve success, ensuring that every child and young person has a pathway to succeed.

We focus on:

- Giving our children the best possible start in life
- Equipping our children with creativity, spirit and confidence
- Enabling our children to appreciate life and life-long learning
- Ensuring we support our children in becoming responsible citizens and contributing to the local community
- Ensuring we celebrate diversity and individuality



At Bright Futures we have a particular set of **Aims and Outcomes** that we will continue to work towards:

| Aims 2020-2023 | Outcomes |
|---|--|
| Improved progress, participation and achievement for all pupils equitably via a rich and diverse curriculum. | All schools to be improving at an ambitious pace, and have the capacity for sustainable continuous improvement in all aspects of the curriculum and wider offers. |
| Sustained financial viability enables flexible investment in school improvement. | Achievement of long term sustainable viability, managed within a robust governance environment with clear and effective financial controls that yield opportunities to support improvements by targeted investment. |
| Our staff advocate Bright Futures as an excellent and equal opportunities employer. | All staff are positively engaged, enjoy equitable treatment, are held to account, supported and challenged. People's wellbeing and development are evident through compassionate behaviours, strategies and decision making. |
| Through growth, influence, collaboration and partnerships, the Trust's vision and mission are embedded in everything we do. | Any growth adds value to the rest of the Trust, the school system and our communities. Governance and organisational systems are sufficiently strong and flexible to deliver and exceed our vision and mission. |





Excellent progress and achievement for all pupils

We have high aspirations for all. From the moment you join us, your school will have the opportunity to contribute to school improvement both within the Trust and beyond. You will also benefit from access to outstanding leaders and practitioners. We believe that school improvement is a continuous journey. Working together we aim for a sustainable approach that secures excellence.



Our school-to-school support works through a strong network throughout Bright Futures schools as well as through the wider partnerships of our Teaching School Hubs and our commercial offer 'Alliance for Learning'. We have a strong team of recognised leaders in education through our National, Local and Specialist Leaders of Education. We are involved in a wide range of exciting projects which make Bright Futures a really exciting place to work. Our Director of Education and our Director of Development, Partnerships and Teaching School Hubs work together to commission the services we need to provide schools with the tools they need in order to flourish.

We strive to get the best from external partnerships with an executive team committed to actively learning from the best practice of others. School leaders will have new and wider opportunities to work beyond their current contexts as well as access to expertise.



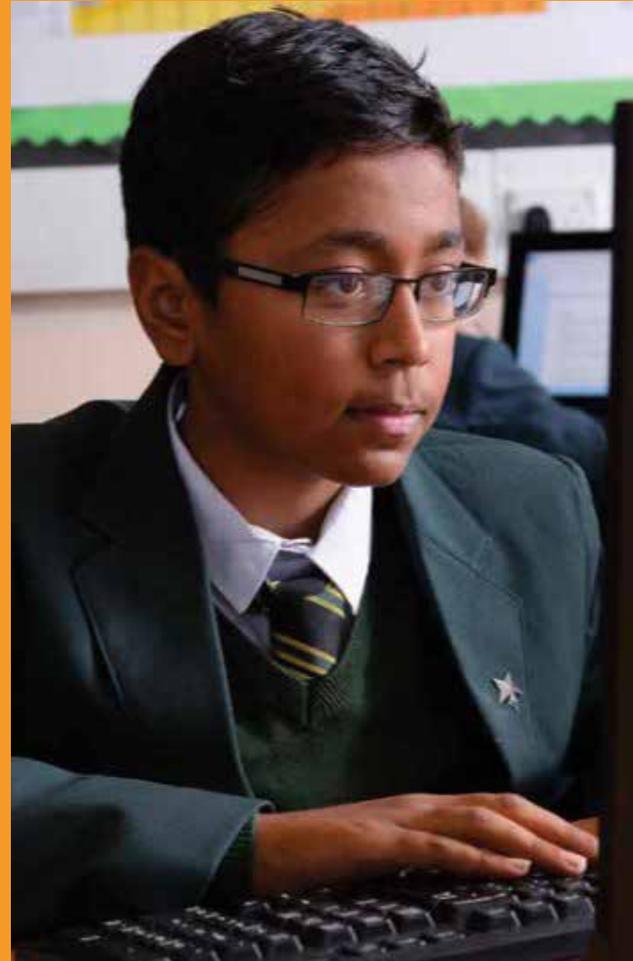
Education and School Improvement Strategy

Bright Futures school improvement promotes effective, evidence-based practice across the Trust. We believe that leaders should, first and foremost, be empowered to innovate in the best interests of their students and communities. Whilst each of our schools is unique, all our leaders are driven by a shared and empowering vision to provide 'the best for everyone, the best from everyone'.

The school improvement work is led by the Director of Education and our Director of Development, Partnerships and Teaching School Hubs. Our strategy is an empowering one with school improvement analysis at the heart of it.

We gather 'intelligence' through a well-planned series of meetings, reviews, discussions and data collection points. We then work on capacity building and innovation for school improvement through our multiple and varied offer.

The bespoke offer is shaped during school improvement review, challenge and support meetings and fine-tuned through ongoing dialogue.



Bright Futures

DEVELOPMENT NETWORK





Bright Futures School Improvement – Key Features:

System and Systemic Leadership: Our educationalists have the opportunity to become SLEs, LLEs, NLEs through our Alliance for Learning for their specialisms. We allow time out of school to do work in and beyond the Trust. Peer Review is a fundamental aspect of this. Within our team we have an Ofsted Inspector, 2 LLEs, 5 NLEs and 200 SLEs with a proven track record of school improvement.

Quality Assurance: Knowing individual school need through rigorous/analytical school self-evaluation, Trust evaluation, School Risk Registers, Trust Risk Register, external QA and Ofsted.

Improving Standards: Via Bright Futures Development Network including our Teaching School Hubs, Maths Hub etc. and Alliance for Learning we have a range of professional development programmes and school-to-school support packages to improve pedagogy, subject knowledge and pastoral work streams. These are often tailored in the Trust to support specific developments and align with school development planning.

Research and Evidence-Informed Practice: Evidence-informed practice so that our staff can confidently utilise educational research and evidence in order to become experts in their classroom. We work in partnership with the Chartered College of Teaching and the FE sector to provide access to useful research as well as initiating our own research pieces.

Coaching and Mentoring: Within the Trust we have an embedded coaching culture, in practical terms a three-tier coaching model of training is delivered via our Alliance for Learning and then the building blocks across the Trust ensure our Bright Futures-wide coaching model improves conversations, feedback and relationships.

Networks/Hubs/Partnerships: Our schools share good existing practice and we create and mobilise knowledge through networks and our subject and thematic hubs which include specific CPD and expert input.

Hosting Trainee Teachers: We train the workforce of the future helping to shape the early career experiences of a trainee which play a vital part in the recruitment and retention of a strong and highly skilled workforce. Using the latest teaching and learning ideas from current educational, action research forums, our SCITT allows for the sharing of pedagogical approaches and a real community of learning within and beyond the Trust.

Early Career Teacher/NQT Support: Our Teaching School Hub is an Appropriate Body and supporting the Early Career Teachers programme is a blended learning experience that provides teachers and their mentors with high quality, evidence-informed training and materials alongside scaffolding to ensure effective mentoring.

Partnerships: As a Trust we have a number of significant partnerships to underpin school improvement e.g. Mental Health First Aid, Youth Sport Trust, Teach First, Challenge Partners, Leeds Beckett University and other Teaching School Hubs, schools and MATs. We believe partnerships add a richness to our Trust and cross-sector working helps us learn from the best.

Educational Psychology and Specialist Outreach (EPSO) Team

At Bright Futures we place high priority on meeting the needs of all children and young people. To help us ensure that we are meeting students' needs using the most appropriate and effective approaches we have an Educational Psychology and Specialist Outreach (EPSO) Team.



The team is led and managed through Melland High School and comprises two full time Educational Psychologists, and two Specialist Leaders of Education from Melland's senior leadership team. Our Educational Psychologists are recognised as leaders and innovators within their field, and our Specialist Leaders of Education have provided high quality specialist outreach support to other schools over many years. As well as providing expert and highly specialised advice, supervision, strategic planning and training for staff, students, parents and carers, our Educational Psychologists are also tutors on the Educational Psychology doctoral training programme at the University of Manchester. This enables schools in the Trust to access and take part in the very latest research and means that we can also deploy Trainee Educational Psychologists, increasing the capacity of the core team.

The EPSO Team has built a strong reputation for their innovative and impactful work and they are held in high regard. Access to these services represents a significant benefit.

Mental Health

Bright Futures has real expertise in mental health work. In addition to the EPSO team we also have a lot of expertise in our Development Network and Teaching School Hubs team. We have 70 trained Mental Health First Aiders which provides additional capacity to support both students and staff and intervene early. We have also trained students in Mental Health First Aid and we led the Greater Manchester Mentally Healthy Schools Programme.

We have a huge mental health CPD offer and have developed a strong mental health offer with a proven track record of delivery in this area: Mental Health First Aid, Emotion Coaching, Advanced Mental Health, Trauma and Attachment, Bereavement CPD, Mindfulness and the work of our RSHE Hub on Wellbeing and health too.

Post COVID19 'lockdown' the focus on mental health is greater and having this extensive experience and expertise to hand will be a significant benefit for our Trust.



Sport and Physical Activity

Bright Futures enjoys a real passion for wellbeing and all our schools work closely with the Youth Sport Trust. We use PE, Physical Activity and Sport as a driver for school improvement and student leadership. Our Trust Sport Days, the level of competition, Outdoor Ed and talent in Dance has led to a number of both local and national awards.

All of our Primary schools take part in the Daily Mile and are part of the 'Well Schools Movement' which our Director of Development, Partnerships and Teaching School Hubs Chairs. We have championed Girls Football and work closely with Manchester FA and the Girls Outreach team at the FA working with the Girls Football SuperHub model.



Investing in professional learning

At Bright Futures we know that investment in the learning of our staff is central to achieving our vision. We are committed to harnessing the strengths of all staff, supporting their career development and also ensuring that staff wellbeing is a priority.

Good professional development helps to retain good people and gives them opportunities to grow and develop and, in some cases, to move to different roles across our family of schools, or elsewhere. We recognise that professional learning will also be important in bringing staff teams together around a shared vision, values and ways of working.

Our Development Network is a vibrant, innovative organisation at the heart of Bright Futures and provides a range of CPD opportunities for all staff at all stages of their careers. Our School-Centred Initial Teacher Training (SCITT) is also an integral part of the Teaching School Hubs. We are proactive about the supply and recruitment of teachers both for Bright Futures and for our partner schools. We continue to review, refine and grow our current ITT offer responding to the needs of our Trust and our network.

We also offer programmes specifically for associate staff such as coaching, appraisal training, Mental Health First Aid and our HR workshops. In terms of leadership development we have strong partnerships with Teach First and are a recognised provider of all nationally accredited programmes such as NPQ and NPQSL. Our Maths Hub NW1 also provides innovative and highly regarded maths-specific CPD.

Strong governance and accountability

Robust governance lies at the heart of Bright Futures, providing the necessary strategic direction and robust accountability. Our Board of Trustees includes people of the highest calibre who hold (or have held) professional corporate roles in the public and private sectors. Their experiences include senior leadership in education, finance, commerce, law, children's services, the voluntary and community sectors and health. The Trustees meet a minimum of six times a year and provide invaluable support, insight and challenge to the executive team and principals.

Each school has a local governing body that supports the leadership in improving outcomes and in ensuring that the budget agreed at the beginning of the year is managed effectively for maximum impact. Local governing bodies each have a chair appointed by the Trust as well as members that represent parents/carers, staff and the wider communities. In this way, Bright Futures ensures good community representation and local accountability.

Finance

Bright Futures' strategic financial management is provided by a highly qualified professional team of accountants and trainee accountants. We pride ourselves on our philosophy of investment in young people, teaching and learning. We do this by achieving value for money, through lean and efficient models that generate revenue reserves which we then invest further in meeting the needs of our young people.

Our team provides expert advice on funding, grant funding, budget management and financial modelling for new proposals.

We measure our financial success not just in terms of numbers on the balance sheet, but in the difference we make to the lives of children and young people. Our methodology has led to multi-million pound investments in our schools' infrastructure, facilities, playgrounds, technology and teaching materials during the past 24 months. Our current estate capital investment projects exceed £10 million.



Human Resources

Our Human Resources team, led by our Director of HR and Strategy, comprises of qualified HR professionals and a virtual team of support staff who provide HR administration services using standard HR and payroll processes and systems.

We pride ourselves in being a Great Place to work. In order to get the best from our young people we need to invest in our workforce providing opportunities for people to work collaboratively, to share best practice, to support and challenge one another, recognising that we are always learning. Staff development is an important aspect of our employment offer and we provide many opportunities using our networks and our own schools and expertise, to enable staff to grow in their existing role and progress beyond it. It is an exciting place to work. The diversity of our schools is a huge asset that brings expertise across many different aspects of teaching and learning. Equality, diversity and inclusion is a thread that weaves through all our employment practices. Together we make a strong, vibrant and exciting team.

Our HR strategy focuses on continuous improvements to our policies, practices, and systems to ensure high levels of inclusion and equality of treatment. The HR team lead on the relationship with the Trade Unions that represent our staff. We have a recognition agreement with these unions and use our Joint Consultation and Negotiation Body (JCNB) to consult on key HR policies which then apply consistently across all of our schools. We also have consistent contracts of employment and a set of terms and conditions of employment, which are formed around either the School Teachers' Pay and Conditions Document (STPC&D) or the NJC (Green book) terms for our Associate (non-teaching) staff. Some of these terms exceed the burgundy and green books.

Specialist HR advice is always available to leaders in schools to support them in planning, and managing change projects, or in handling individual cases, including staff absences and safeguarding matters, with a strong emphasis on being fair, reasonable and supportive.

We also offer bespoke HR training to school leadership teams. The sessions have been very well received and have impacted positively on staff welfare, engagement and reducing absence.

We continue to improve staff wellbeing at Bright Futures and asking for staffs' views is really important to us. Our staff survey results (March 2020) managed by an external research company on our behalf achieved a 68% response rate from 700 staff. Overall staff engagement has improved considerably since our last survey in 2015.

In April 2021, we surveyed the five new schools who joined the Trust and again received some great feedback:

When asked **"What could we have done better in the transition to Bright Futures?"**
54% of those surveyed said: **"Nothing, happy with what was done..."**

Other comments in response to the questions: **"What are Bright Futures' strengths?"** were:

"A sense of community and teamwork across all the different schools. It feels like we will be supported by our colleagues as we develop our school further. The leadership of the Trust have been very clear with their messages about their hopes for our school and how we will continue to improve."

**"Clear vision and values.
Great leadership and management, children at the centre of everything they do."**

High quality HR advice has enabled Bright Futures to carry out re-structures that have yielded improved outcomes for students, sustainable savings and better job satisfaction/access to career development. Disciplinary and capability issues are handled professionally, considerately and with the aim of achieving the most positive outcomes for all parties.

Staff sickness levels have declined significantly in the last three years. Introducing an in-house, professional HR service represents a significant benefit for schools. It brings consistency of approach and a professional service to refer and resolve 'people' issues. It also provides clarity and a framework within which leaders can work minimising the risk of litigation or protracted and costly disputes.

Apprenticeships

Over the last few years, we have actively appointed apprentices and supported many staff to undertake professional qualifications using our apprentice levy. These staff are from our Finance, HR and IT departments, as well as primary learning assistants and business support staff in our schools. We are also using our levy monies to support three leaders to study for a Masters in Education.

In our most recent apprenticeship report we noted that we had 22 staff studying for an apprenticeship. This is an area of staff support and development that is continuously growing.

This proactive approach to apprenticeships and effective use of the levy represents a benefit to schools in terms of providing structured career pathways for staff in associate roles.

IT and Estates

Working with our strategic partners, we are developing a technology strategy, a roadmap to first class digital technologies that pave the way for creative and inspiring teaching and learning-led IT approaches. This will inform our strategic investment in the coming years, having already invested significantly in our server infrastructure, networks, high speed internet connectivity, security and desktop assets. Continuing to grow presents the opportunity to achieve greater economies of scale and to bring in fresh expertise.

Led by three highly experienced Hub Estates Managers and their teams, our estates are maintained to a high standard and are attractive, purposeful learning environments.

Our investment in conditions surveys, planned preventative maintenance and health and safety compliance will now inform our developing estates strategy and the scale of Bright Futures means we have capacity for investment in planned or urgent improvement work.



Marketing Strategy

Bright Futures Educational Trust has a strong record of using marketing strategies to improve communication, embed values and share our vision of 'the best for everyone, the best from everyone'. We have a strong media profile for the Trust, our individual schools and our Teaching School Hubs, Maths Hub and SCITT.

MAT Cohesion: our ambition is to embed our vision and values as one organisation, not through surface level 'branding' of brochures or leaflets, but to make any school or MAT joining us part of the fabric of life at Bright Futures.