

# ForumStrategy

## **Improvement at Scale** **A Case Study: Transform Trust**

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# Introduction

In this series of case studies of improvement at scale in academy trusts, we use Forum Strategy's long-standing 7 Pillars of School Improvement at Scale (Pain, 2019) model to reflect on how trusts are effectively delivering their core business – that of secure, sustained school improvement (and innovation) at scale.

The 7 pillars of improvement at scale are:

- Vision for quality improvement
- Capacity
- Collective Commitment
- Robust and real-time data
- Robust processes and project management
- Disciplined innovation and cutting-edge practice
- Quality assurance

In this series we are case studying several trusts using the pillars as a guiding structure, including this latest case study of Transform Trust.

## About the trust

Transform Trust is a family of twenty-seven primary schools united by a clear moral purpose: to ensure that every child, in every community, receives the education, care and opportunity they deserve. Over recent years, the Trust has continued to strengthen its model of school improvement, combining high support with high challenge and keeping children at the heart of all decision making.

This has been reflected not only in Ofsted outcomes and improving performance measures, but also in the wider indicators that matter deeply to it: staff satisfaction and retention, the development of strong and sustainable leadership, and children's growing sense of belonging within their schools. This onus on what Forum Strategy would describe as 'pure accountability' ensures the trust continues to thrive.

The trust's approach is rooted in kindness, equity, creativity and respect, and is underpinned by the belief that schools are both united and uniquely different. This case study illustrates how intentional trust-wide systems, strong relationships and a relentless focus on doing the right things the right way can make a measurable and meaningful difference for children, staff and communities.

Transform Trust was established in 2013 to serve primary schools in the East Midlands, specifically across Nottinghamshire and Derbyshire. The trust currently comprises 27 member schools (soon to be 28) in Nottingham City, Nottinghamshire, Derby City, and Derbyshire, and is led by CEO, Rebecca Meredith.

# Generating the Vision, Collective Commitment, and Capacity for Improvement at Scale

Rebecca was headteacher of Sneinton C of E Primary School, joining the school at a time when it had been put into Special Measures by Ofsted. Within three years Rebecca had led the school to Outstanding, which led to it becoming a designated National Teaching School through the (then) National College for School Leadership (NCSL) and establishing the Transform Teaching School Alliance. This provided a strong foundation for a trust that has grown significantly and with impact over the subsequent decade or so.

Drawing on Forum Strategy's [7 Pillars of Improvement at Scale](#), defined by Michael Pain in 2019, Transform Trust has a clear and enduring commitment to shared mission and vision, collective commitment to every school's success, and a focus on ensuring the necessary capacity for improvement at scale. As CEO, Rebecca explains that she begins every autumn term with a staff briefing, during which she refers to her 'rocks' – the core of what gets her out of bed in the morning and motivated in her role – Hope, Love, Children. Modelling. She shares that articulating this is an essential part of her role, as CEO, in championing shared endeavour and a commitment to collective improvement. It forms a key part of her leadership narrative.

The trust's 'why' is perfectly described in four key words – **Children, Togetherness, Empowerment and Excellence** – and these underpin and drive the trust's mission and vision. Underpinning the 'why' are the trust's values of Respect, Creativity, Kindness and Equity, and the trust is rightly proud that the definitions for each of these were developed by the children across the trust; thus, ensuring the trust's every action comes back to its service to and for the children in its care



*The Transform Trust Values (2026)*



The trust prides itself on its consistent and clear messaging, including using 'One Pagers' to simply describe the core elements of the trust's strategic and operational

activities. Rebecca explains that the trust undertook a key project three years ago to refocus on the trust's mission, vision and values; and this provides a key foundation for the trust's annual 'Transform Plan'. The Transform Plan always contains four trust priorities, which arise from the analysis of intelligence gathered across the trust; and it also forms the basis for staff performance reviews.

Rebecca explains the shared habits and behaviours expected of all leaders across the trust, which cements its strong culture:

- Children first, always
- Live and love our values
- Choose with purpose, act with freedom
- United, yet uniquely us
- No one left behind
- Be our best, expect the best

## Setting, articulating and living out expectations

The trust has a leadership and behaviour grid against which leaders can determine whether they are acting effectively, need support, or are exceeding expectations. This approach arose from headteacher performance reviews and linked back to the trust's value of kindness – realising it was kinder to all to address issues around behaviour and competencies as soon as possible, than to let them linger and hope things would improve over time.

| Behaviours                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership / Behaviour                                                                                                                                                                                                                                                                                                                   | Not Yet Effective                                                                                                                                                                                                                                                                                                                                                                                                          | Effective                                                                                                                                                                                                                                                                                                                                                                                                                           | Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Communication with Stakeholders</b> <ul style="list-style-type: none"> <li>• Talk Straight / Clarify Expectations</li> <li>• Create Transparency</li> <li>• Listen First</li> <li>• Honesty and Authenticity</li> <li>• Dialogue not debate / Able to Voice an Opinion</li> <li>• Hope, Love, Aspiring and Ethical Motives</li> </ul> | <ul style="list-style-type: none"> <li>• Messaging is unclear or delayed.</li> <li>• Stakeholders feel disconnected.</li> <li>• Communication is selective or lacks openness, key information is withheld</li> <li>• Messages are inconsistent or lack credibility</li> <li>• Discussion is one sided or defensive, alternative views are discouraged</li> <li>• Vision lacks inspiration or ethical foundation</li> </ul> | <ul style="list-style-type: none"> <li>• Communication is regular, clear and transparent.</li> <li>• Expectations are specific.</li> <li>• Information is shared clearly and openly, stakeholders understand decisions</li> <li>• Communication is honest, authentic and dependable</li> <li>• Dialogue is open and respectful, diverse opinions are heard</li> <li>• Vision is values led, promotes aspiration and hope</li> </ul> | <ul style="list-style-type: none"> <li>• Communication builds deep trust.</li> <li>• Honest, open, empathetic dialogue shapes shared purpose and vision.</li> <li>• Transparency builds trust, communication models openness and accountability</li> <li>• Authentic leadership inspires confidence, honesty strengthens shared purpose</li> <li>• Collaborative dialogue deepens understanding, leaders voice opinions with humility and impact</li> <li>• Leadership radiates hope, love and ethical purpose, inspires ambitious collective action.</li> </ul>                            |
| <b>Deliver Results:</b> <ul style="list-style-type: none"> <li>• Keep Commitments</li> <li>• Show Loyalty</li> <li>• Extend Trust</li> <li>• Confront Reality</li> <li>• Take responsibility for own impact on others</li> <li>• Ability to make a decision</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>• Avoids ownership; blames others.</li> <li>• Trust is withheld</li> <li>• Avoids difficult conversations.</li> <li>• Avoids accountability, impact on others is overlooked</li> <li>• Decisions are delayed or avoided</li> </ul>                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Delivers results and accepts accountability.</li> <li>• Gives credit and addresses issues constructively.</li> <li>• Accepts responsibility for outcomes and relationships</li> <li>• Makes timely, well considered decisions</li> </ul>                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Leads with integrity, trust and courage.</li> <li>• Tackles challenges head-on with empathy and empowerment.</li> <li>• Models' ownership, impact strengthens trust, performance and culture</li> <li>• Decision making is strategic, courageous and inspires confidence</li> </ul>                                                                                                                                                                                                                                                                |
| <b>Impact Evaluation:</b> <ul style="list-style-type: none"> <li>• Continuous School Improvement</li> <li>• Self-Evaluation and Reflection</li> <li>• Innovation and Transformation</li> <li>• Continuously learning and reflective practice</li> <li>• Not Knee Jerk Reaction</li> <li>• Avoid Initiative Overload</li> </ul>           | <ul style="list-style-type: none"> <li>• Isolated or resistant to change.</li> <li>• Lacks effective evaluation or planning.</li> <li>• Resistant to feedback or repeats mistakes</li> <li>• Responses are impulsive or inconsistent</li> <li>• Introduces too many initiatives, priorities are confused</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>• Uses data to inform priorities; reflects and adapts.</li> <li>• Supports innovation and collective practice.</li> <li>• Reflects on practice, adapts and applies learning</li> <li>• Decisions are considered and evidenced informed</li> <li>• Aligns initiatives with strategic goals</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>• Evaluates impact strategically.</li> <li>• Leads transformative improvement grounded in evidence and context.</li> <li>• Models' curiosity, reflection drives innovation and improvement</li> <li>• Calm, reflective leadership ensures resilient, adaptive practice</li> <li>• Streamlined priorities sustain impact without overload</li> </ul>                                                                                                                                                                                                  |
| <b>People Kindness:</b> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Respect and Awareness of Others</li> <li>• People knowledge / Adapt to people</li> <li>• Flexible Professionally manage healthy conflict</li> <li>• Management of Energy, Self-regulation, Self Understanding</li> </ul>                             | <ul style="list-style-type: none"> <li>• Interactions lack empathy or awareness of impact.</li> <li>• Limited empathy, interactions may cause harm</li> <li>• Fails to adapt approach to different people or contexts</li> <li>• Leadership style is rigid or inconsistent</li> <li>• Avoids or mishandles conflict</li> <li>• Poor self-management, energy is unfocused and inconsistent</li> </ul>                       | <ul style="list-style-type: none"> <li>• Professional, fair, and respectful behaviour.</li> <li>• Professional, respectful and aware of others needs</li> <li>• Adjusts style to meet individual or group needs</li> <li>• Adapts leadership to suit context and team needs</li> <li>• Manages conflict fairly and professionally</li> <li>• Maintains balance and self-awareness, regulates own behaviour</li> </ul>               | <ul style="list-style-type: none"> <li>• Leads with humility and kindness.</li> <li>• Models' respectful resolution and relational leadership</li> <li>• Models' empathy and humility, creates a culture of respect and belonging</li> <li>• Deeply understands people, adapts with skill to empower others</li> <li>• Leadership flexibility enables resilience and success</li> <li>• Use conflict as a positive force for growth, innovation and trust</li> <li>• Models' sustainable energy, emotional intelligence and deep self-awareness, builds self-awareness in others</li> </ul> |

## A small and agile central, executive team

A key strength of Transform's operating model is the combination of a small, agile Executive Team with a broader, adaptable Director Team. The size of the Executive Team enables regular and focused check-ins, where leaders can share updates, test thinking, maintain strategic alignment and ensure that work is connected rather than duplicated. This creates space for ongoing discussion about strategic intent and keeps decision-making sharp and coherent. Alongside this, Directors each hold clear areas of responsibility aligned to our school improvement philosophy. They are the operational "do-ers": the link between strategy and practice, the conduit into schools, and the feedback loop from schools back into Trust-wide thinking. While a small Executive Team cannot always be physically visible in every school, the Director Team provides that vital, almost continuous, presence on the ground, representing Transform as a whole, strengthening relationships, and ensuring that support remains responsive, connected and rooted in the lived reality of the schools.

The Trust's three executive leaders are Chief School Improvement Officer, Kelly Lee; Chief People Officer, Rachel Hannon; and Chief Finance Officer, Steve Cox, and the Director roles are as follows:

- Chief School Improvement Officer:
  - o Director of Teaching
  - o Director of Inclusion
  - o Director of Safeguarding and Data Protection
  - o Director of Quality Assurance
- Chief People Officer:
  - o Director of Adult Learning
  - o Director of Governance
  - o Director of HR
  - o Director of Engagement
- Chief Finance Officer:
  - Director of Facilities
  - Director of Finance

In addition, the trust's School Improvement Team includes several Transform Associates (see Appendix 1 for the template job description and personal specification) – these are colleagues who provide expertise to lead on specialist areas across the trust and ensure all voices are heard at the strategic level.

Rebecca emphasises that when the trust talks about school improvement, it's about all the trust's activities – all members of the executive, director and central teams are enabled to help others flourish within a system of collective school improvement; *"it's everybody's business, we do not work in silos or separate functions."* **The 'Transform Glossary' provides a shared vocabulary which is understood by all across the trust, including school governors and the trust Board.**

Rebecca explains that improvement at scale depends on the optimal triangulation of staff expertise, accountability, and sustainability.



# Expertise

To address the staff experience element, Transform Trust has developed its **Talent Pool, Talent Directory, and Development Pool**. The **Talent Pool** is for individuals who aspire to move into a senior leadership role – with the goal of creating a pool of qualified leaders to meet the trust’s future leadership needs. The **Talent Directory** is for experienced practitioners who want to share their expertise and help others succeed. Colleagues within this directory are “quality assured” and have the knowledge and skills to enable others to do their best. The **Development Pool** is for staff who are looking to progress their career but need more experience or opportunities – with the goal to provide targeted development opportunities to bridge the gap between current skills and career aspirations.

# Accountability

Regarding accountability across the trust, Rebecca describes how the ‘Transform Indicator of Concern’ document enables a consistent approach to improvement at scale. The document for each school, complete by colleagues from the School Improvement Team, covers all elements of school improvement, including governance, and is shared with the headteacher. If five out of eight measures are red, this automatically triggers Transform’s wraparound support to the school; whilst if less than five but still some red measures, the school will enter the trust’s triage process enabling access to targeted support for the specific areas of concern.

Transform Indicator of Concern

5+ out of 8 = Indicator of Concern



|                                  | Year 6              |                    |                      |                     |                       | Indicator of Concern 5+ out of 8 |                                    |             |             |                          |                                                    |       |      |                                                              |     |                                                      |               |                                                       |                                  |           |        |                                       |
|----------------------------------|---------------------|--------------------|----------------------|---------------------|-----------------------|----------------------------------|------------------------------------|-------------|-------------|--------------------------|----------------------------------------------------|-------|------|--------------------------------------------------------------|-----|------------------------------------------------------|---------------|-------------------------------------------------------|----------------------------------|-----------|--------|---------------------------------------|
| Likely Ofsted<br>Ofsted category | Expect Read Project | Expect Read Dec 25 | Expect Maths Project | Expect Mathswatch25 | 2026 Combined Project | 2025 Combined Dec 25             | 1. Stat. data 25: R/G to National. |             |             |                          | 1a. Disadvantage – difference to all combined Yr 6 |       |      | 2. Attendance % (Nat Ave 94.81%)<br><br>Statutory school age |     | 3. Suspension % (Nat autumn 24/25 0.89% for primary) | 4. Curriculum | 5. Staff Survey Overall satisfaction 2025 85 target % | 6. Teacher Judg. 90 % effective+ | 7. People | 8. LGB | 5+ scored on the indicator of Concern |
|                                  |                     |                    |                      |                     |                       |                                  | GLD % 68%                          | Phon. % 80% | Yr6 Comb. % | Overall R/G (2 out of 3) | SEND %                                             | EAL % | PP % | All %                                                        | PP% |                                                      |               |                                                       |                                  |           |        |                                       |
|                                  |                     |                    |                      |                     |                       |                                  |                                    |             |             |                          |                                                    |       |      |                                                              |     |                                                      |               |                                                       |                                  |           |        |                                       |

Rebecca makes a point of attending all meetings where the headteacher feeds back to the Governor Standards Committee. At trust level, Rebecca provides her CEO Report to the Board of Trustees, with the themes covered arising from the trust’s SWOT analysis; and with the trust’s milestones being set over a rolling four-year period. The Board also receive from Rebecca a monthly one-pager which provides a regular snapshot in time of key developments across the trust. Rebecca explains that the trust has recently introduced Committee Evaluations to assess the performance of Board Committees, with any identified gaps feeding into the trust’s strategic plan for the year ahead. In terms of accountability to staff, the trust undertakes an annual staff survey, the results from which feed directly into the trust’s priorities for the year ahead; whilst ad hoc ‘pulse surveys’ take place throughout the year, as and when issues arise.

# Sustainability

Transform Trust secures the sustainability of its improvement at scale expertise primarily through Transform Applied – the trust’s in-house CPD arm. The trust

employs a Director of Adult Learning who leads the development of the trust's own CPD programmes; and these are all run by colleagues from the Talent Directory.

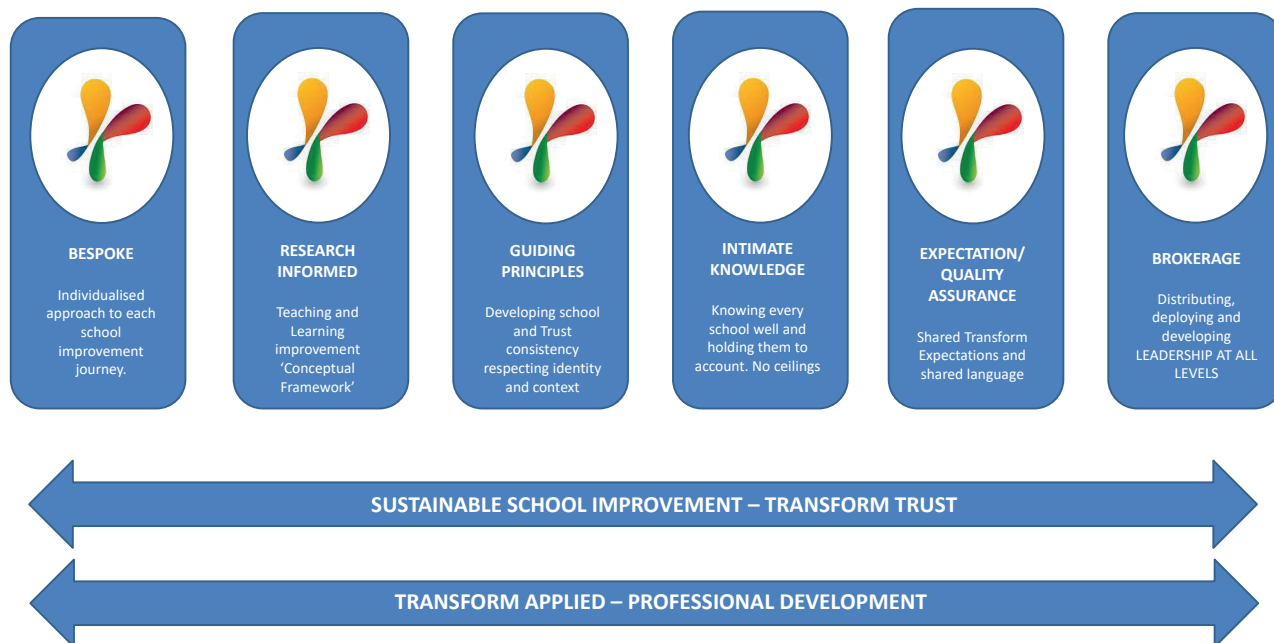
In summary, Rebecca describes how Transform Trust 'improves at scale':

- We start with a clear moral purpose, shared values and children at the centre.
- We build capacity through people, central systems and process.
- We insist school improvement is everyone's business.
- We create collective commitment through culture, consistent messaging and shared vocabulary.
- We listen to a range of stakeholders – the quiet voice is important.
- We use real-time intelligence to identify need early.
- We deploy disciplined improvement processes and plans.
- We invest in high-quality, evidence-informed improvement activity including our own CPD in Transform Applied.
- We quality assure impact through review, challenge and support.
- We go again...

## Leading Improvement at scale; the roles, processes and data that drive improvement at scale across the Trust

Transform's Chief School Improvement Officer, Kelly Lee; Director of Quality Assurance, Claire Stafford; and Associate Headteacher, Tanya White; describe the roles, processes and data that drive sustainable school improvement at scale across the trust.

As Transform Trust has grown over time, colleagues have developed a model for school improvement at scale, which remains relevant and constant no matter how many schools the trust is serving. The approach is bespoke, enabling an individualised approach to each school's improvement journey; and is also research-informed, with a conceptual framework underpinning teaching and learning across the trust. **Rather than setting a single curriculum for all schools, 'guiding principles' ensure trust-level consistency whilst respecting the identity and context of its member schools.** Intimate knowledge of every school ensures all are held to account and supported in their continuous improvement journeys. Shared Transform Expectations and a shared language underpin the quality assurance element of the trust's improvement at scale model; and its approach to brokerage enables the distribution, deployment and development of leadership at all levels. The model aims to achieve sustainable school improvement, which is underpinned by CPD for all. The trust's approach to school improvement has changed and adapted over time but remains applicable at scale.

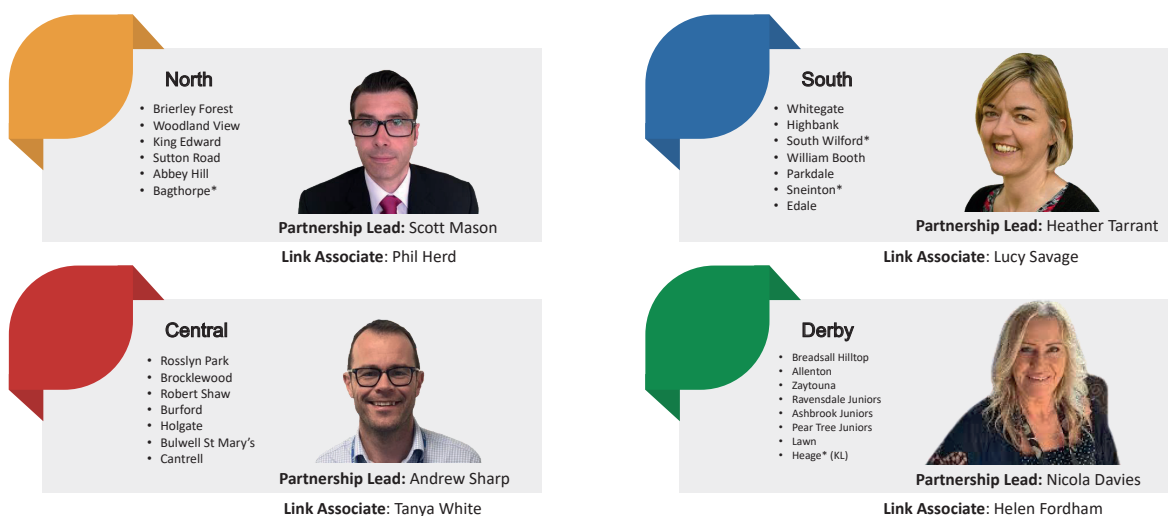


### *A structured approach through scale*

Kelly, Claire and Tanya explain how Transform has enabled sustainable school improvement at scale as the trust has grown to serve more schools across a wider area, through the introduction of a Partnership approach. Now that the trust serves schools across Nottinghamshire and Derbyshire, there are currently four partnerships – North, Central and South (Nottinghamshire) and Derby; with each partnership lead being either a headteacher or executive leader.

## Transform Partnerships

Together We Achieve





These partnerships ensure that each and every school has a voice at trust level. Communication is key, with the learning and insights from the half-termly strategic heads meetings feeding directly into partnership meetings and then into the executive team. The trust produces a fortnightly 'Heads Up' bulletin for headteachers across the trust, and a fortnightly 'Business Heads' bulletin (on alternate weeks) for business leaders.

Transform Trust has taken a deliberate and targeted approach to building the capacity of its school improvement team, which includes Associate Headteachers (who are Transform Associates as described above) who lead on specific areas'; and investment in a Headteacher Designate who can take on a headteacher role if needed anywhere across the trust and who can also provide expert support to new headteachers. In addition, the trust took the decision to employ a Support Staff Associate (see Appendix 2) who is a lead TA in one of the trust's schools.

## Ensuring standards; identifying excellence

The Transform Effectiveness Grid sets out the trust's expectations of all regarding the core actions relating to children, safeguarding, attendance & behaviour, teaching & learning, inclusion, and standards; and defines when behaviours and competencies are 'not yet effective', 'effective', or 'highly effective'. The trust's School Improvement Cycle begins with data and quality assurance analysis, which in turn informs priority setting. According to the priority needs of the school; strategic planning and contracting, professional development and brokerage and implementation are brought into play to support sustainable school improvement, which is subsequently measured through the trust's impact evaluation and quality assurance processes.

### School Improvement Cycle



Transform implements a rigorous assessment timetable, though this is not restricted to purely academic data – the trust asks all schools to assess pupil wellbeing and belonging because everything the trust does must be focused on securing the best overall outcomes for the children in its care. Kelly explains that she leads all the pupil progress meetings in schools – these comprise a professional conversation between senior leaders of a school and the trust to analyse the progress of pupils, celebrate success and identify support for cohorts of children that require it, with aspiration for all.

A termly Standards Report is submitted, forming the Trust Headteacher Report to governors. This report also feeds into the Trust Board. The governors meeting to discuss the report is led by the Partnership Lead, and all governors for the school are invited to attend. In addition, an Annual Spotlight Visit, involving the Partnership Lead and members of the trust's School Improvement Team is provided to each school. This provides an opportunity for school leaders to evaluate progress against school improvement priorities and against the Transform Effectiveness Standards, with challenge and support from Trust leaders and peer head teachers. Head teachers identify specific areas they would like to shine a spotlight on – this could be areas of strength or those of systemic challenge.

Next, the Link Associate (who is one of the Transform Associates) for the school, in conjunction with the headteacher, agrees a focused project and brokerage of support from the trust; with agreed expectations, timelines and milestones. One of the Associate Headteachers is linked (hence 'Link Associate') to each of the Trust's four partnerships, and part of their role is understanding the needs of the schools and also being the point of contact within the School Improvement Team when considering the deployment of the team and resource. A contract is then designed with the relevant Partnership Lead to work towards partnership priorities and progress towards achieving these are shared with the partnership's Link Trustee. The Director of Quality Assurance moderates the impact of brokerage. The Trust's 'School On A Page' document provides a helpful summary for both governors and Trustees. The Link Trustee role arose from Transform's Multi Academy Trust Summary Evaluation (MATSE) by Ofsted, which highlighted a need for better trustee knowledge of individual schools across the trust. In regard to the trust's planning cycle, each member of the school improvement team produces a three-year Strategic Plan for their area of responsibility; and these are revisited regularly to monitor progress.

**The trust also undertakes cross-school Learning Projects, where Transform Trust schools work together on one focused project** driven by need or priorities. Led by a Director from the School Improvement Team, the focus of the Learning Partnership is informed by Trust and school priorities. These projects are deliberately time limited and provide an opportunity for schools to showcase strong practice. Schools are guaranteed involvement in at least one Learning Partnership Project each year. These projects are research-informed, involve specialist input (making use of the Transform Directory) and often include focused visits to other MATs or external organisations. This year, for example, there are three Learning Projects, focused on: Ofsted readiness; strong foundations in the early years; and Quality First teaching.

In addition, the separate Transform Learning Study approach is based upon Alex

Bedford's Pupil Book Study. This process is followed by Associates alongside leaders at Partnership Reviews, at Learning Study Days and whilst supporting subject leaders in the trust's schools. It enables the trust to review the impact of the curriculum on pupil outcomes at all its schools and draws in pupil voice to the process. At Trust level, the Curriculum Review process evaluates the quality of the curriculum, identifies areas of expertise and development and ensures that all Trust schools are consistently implementing the trust's curriculum principles consistently.

Transform Trust also undertakes an annual Website Audit at the start of every academic year, which focuses both on statutory compliance expectations (as set by the Department for Education) and the Trust's expectations for what its schools should publish on their websites. The audit is then revisited in November (by the Director of Quality Assurance) and throughout the year to ensure progress for all schools.

The Trust's Wraparound Process (referred to by Rebecca above) aims to establish a 'team around the school' to bring about rapid, sustainable improvements. This is triggered when there are five out of eight measures designated as 'red' and results in a clear improvement plan which is assessed termly to measure progress. This Wraparound Process is the main Trust offer when rapid school improvement is required; whilst additional, bespoke support is put in place when a school has moved from improving to 'developing'. Where schools in the trust are sustaining their improvement, the Trust provides access to a Universal Offer and schools are invited to participate in one of the Trust's regular Partnership Projects (described above).

## **Delivering Improvement at scale, the role of expert leaders and practitioners in driving improvement across the Trust**

Transform's Director of Teaching & Learning, Helen Fordham; Associate Director of Digital, Phil Herd; Director of Inclusion, Emma Hampton; and EYFS Associate Headteacher, Lucy Savage; describe how the trust delivers improvement at scale – drawing on expert leaders and practitioners to drive improvement.

Helen and Emma explain how the trust made a deliberate move to bring safeguarding and inclusion into the school improvement team; with the aim of creating a shared trust-wide vision and language for inclusion, which runs as a thread throughout all the trust's work. Colleagues model inclusion across the trust, using an 'assess, plan, do, review' cycle, which views school improvement and Transform as a multi-agency organisation as two sides of the same coin. This approach begins with an in-depth knowledge of all schools to assess which schools and children require which level of support. Each element of the 'assess, plan, do, review' cycle operates through four lenses – MAT, Partnership, School, Child – which enables drilling down into the data to secure the best outcomes for every child.

# Inclusion at Transform Trust



## REVIEW – Challenge and Support

- Transform Self Evaluation Tools
- Pupil Premium Peer reviews
- Partnership reviews
- Identifying impact of support
- Meetings with Link Trustees
- SEND reviews
- Behaviour reviews
- Reviewing data for impact of targeted support

## DO - Implementation

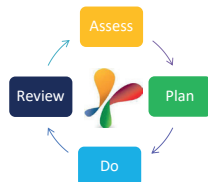
- Enhanced Provision Panel
- Guardian's networks
- Attendance Panels
- CPD
- Working in partnership with LAs and agencies
- Signposting best practice
- Ensuring policy is being lived out

## ASSESS – Monitoring and Tracking

- Track and monitor data
- Scrutinising data
- Attendance data reviewed fortnightly
- Demographic and attainment data
- Parent and pupil feedback

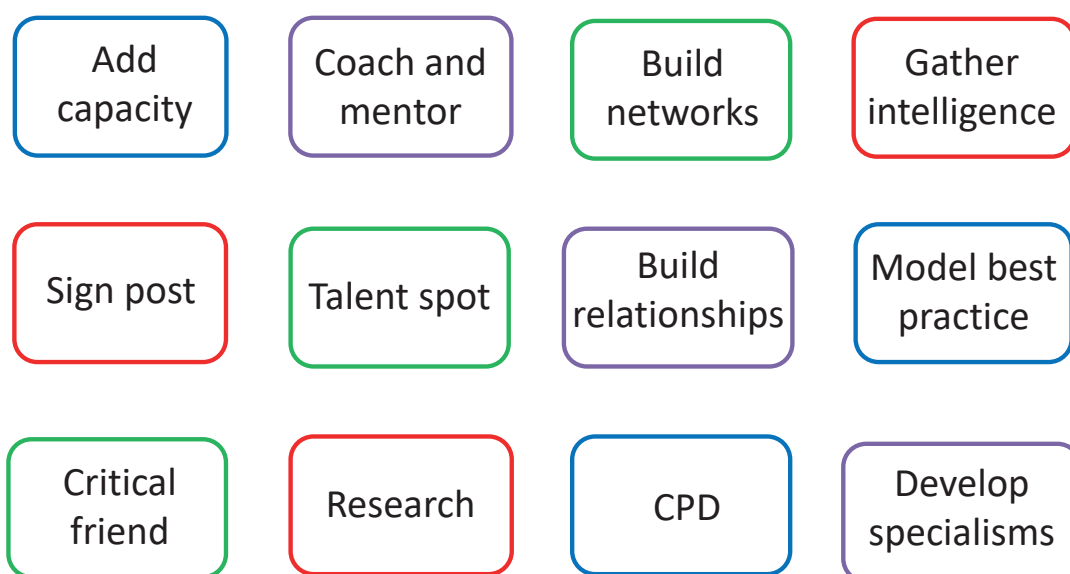
## PLAN – Development

- Policies
- Budget setting
- Trust inclusion strategy
- Partnership project work.
- Planning support with schools
- School development plans
- Creation of resources



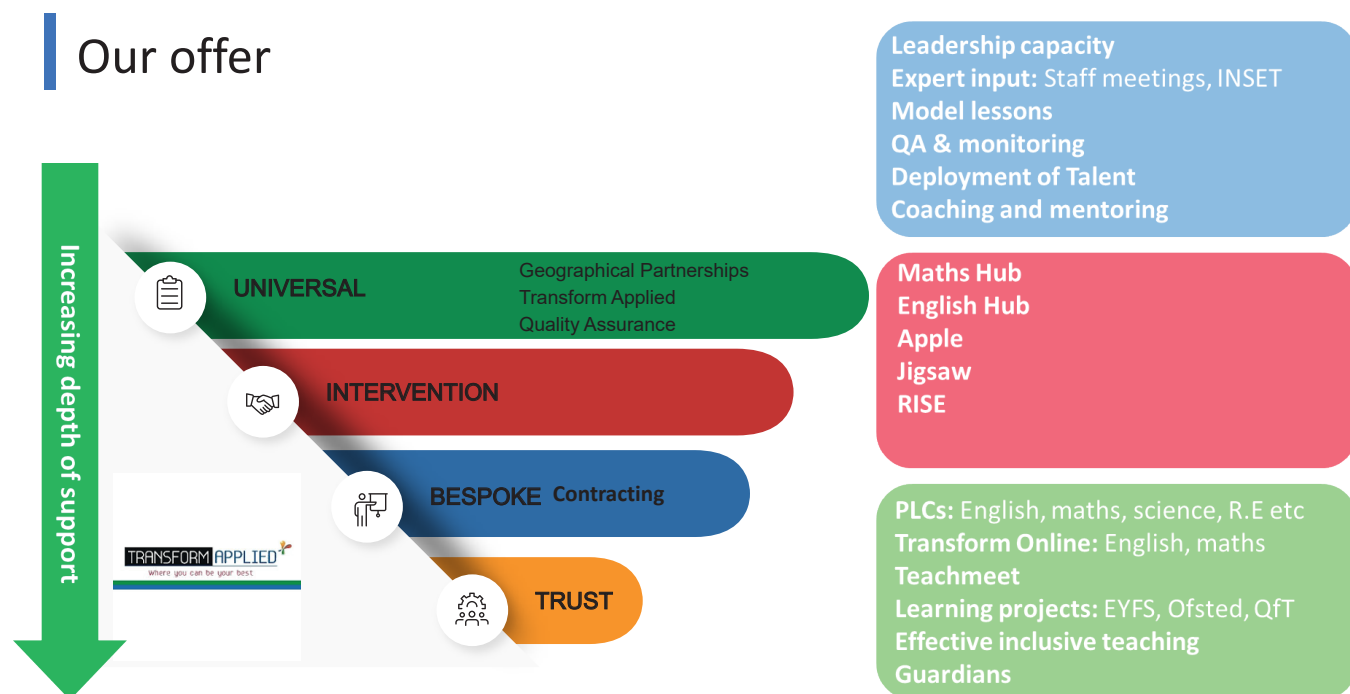
Using the example of behaviour, colleagues explain how this cycle operates on a practical level, drawing on a case study of one of the trust's primary schools, which has been supported to move from requiring support with complex issues to now becoming an exemplar of best practice across the trust. Colleagues describe the work of **Transform Associates** (see above and appendix 1) in adding to the trust's capacity to deliver on driving improvement and bringing their expertise and coaching and mentoring skills to provide support where needed.

## Transform Associates



## The role of Transform Associates

Transform Applied enables the trust to accurately diagnose what support a school needs when it joins the trust, moving rapidly to build trusting relationships and add improvement capacity through the most appropriate of the trust's offers – increasing in depth from its universal offer, to intervention, and then bespoke.



Phil explains how making use of this same approach allowed the trust to determine that there were a couple of schools that were leading on the use of technology, so it was important to draw on this work to develop a whole-trust vision and goals for the use of technology and digital across the trust. This approach has enabled Transform to provide an overarching framework, within which individual schools have the scope to innovate with their own use of technology. The trust drew on the expertise of a network of digital leads across the trust to create a progression document for each year group to set out not only where digital can fit into the curriculum at all levels, but also to provide a progression map for the statutory element of the curriculum for computer science. The trust now has six 'distinguished educators' who are leaders across the trust who have led the charge in the trust's approach to digital and technology. Transform also has Apple Distinguished School and Apple Regional Training Centre status due to its expertise in this vital area.

Lucy describes how her role as EYFS Associate helps drive improvement across the trust, with a collaborative approach at the core of her work. Established EYFS Professional Learning Communities (PLCs), leading moderation sessions and regular communication are all vital elements; and the introduction of the 'School in the Spotlight' approach means that each school across the trust has the opportunity to showcase its early years work. Building early years leadership capacity has enabled the development of a shared trust vision around what strong foundations look like; and collaborative work beyond the trust helps drive innovation through the early years curriculum.



## Being a Headteacher at Transform Trust and school experience of the improvement model

Three of Transform Trust's headteachers describe what it's like to be a headteacher at the trust, and their own school's experiences of the trust's improvement model.

Lee Noble, headteacher at Whitegate Primary and Nursery School, describes how being part of the trust provided the opportunity for better engagement with and exploration of the use of technology in the school. This included the opportunity to attend a key event but most importantly has enabled access to trust-wide expertise and strategic guidance, and subsequent cost savings. This work all meant that when the Covid-19 pandemic arrived, the school was already in a great place to roll out remote learning.

Sophie Wan, headteacher at Highbank Primary and Nursery School, describes how being part of Transform has supported school improvement capacity. Highbank is a relatively small school, with limited leadership capacity and with leaders holding multiple roles. This means that the capacity for sustained improvement can be a challenge. However, using the example of curriculum development, Sophie explains how Transform Applied has enabled her to bring in additional curriculum support where needed, without reducing the school's internal staff capacity. This support has helped develop Highbank's computing curriculum, has brought in Associate-led support around curriculum development, and brought a focus on disadvantage, all of which have enabled focused, strategic improvement. As a result, the school now has a stronger curriculum in place more rapidly than if it was trying to do the work alone, with reduced risk of staff overload, more strategic use of school leadership time, and greater capacity for sustainable school improvement. Being part of the trust has also allowed leadership development opportunities for Sophie, with access to ongoing support networks.

Heather Tarrant is an executive headteacher at Transform Trust and is also its South Partnership Lead. Heather explains how the role of partnership lead fits into the trust's school improvement offer. All Partnership Leads are either headteachers or executive headteachers at the trust, and each half term, following the strategic heads team meeting, they have a partnership meeting which brings together all the feedback from across the trust's schools so it can be communicated to the executive team. PLs also facilitate the termly standards meetings in each school, so that actions can be agreed and progress monitored. In addition, PLs facilitate the annual school spotlight visit, which looks at what is working well and areas for improvement. They also have a coaching role to support leaders with challenging issues.

**In summary, Transform Trust has a deliberate and explicit school improvement model and approach, which is strongly values-led, collaborative, systemised and focused always on the needs of the children in its care.**



## Key Learning Points

1. Articulation of the purpose and values behind improvement at scale is essential; and CEOs play a key role in modelling the expectations, standards and behaviours required. Championing great practice and recognising impact publicly is a key part of this. Regular 'bulletins' and championing of high quality and impactful improvement activity can support this.
2. A complex model needs clarity and accessibility. The use of 'one pagers' which set out values, the current position of individual schools (as an access point to deeper analysis where necessary) and the behaviours and culture expected from all, helps embed and secure trust-wide understanding.
3. A nimble central school improvement team that co-ordinates and draws on expertise from within schools, can provide flexibility, ensure deeper partnerships between practitioners across schools through practitioner-led delivery, and provide greater opportunity to develop future school improvement 'deliverers' and 'leaders' from within. It also ensures less over reliance on individual, central school improvement experts over time.
4. Operating a cycle of assessment and review, which is understood by all, is a central tenet of this approach. Clear expectations between the trust and its schools around timely reporting, with a shared understanding of when and how support and professional development are linked and will be deployed, helps to secure and sustain the collaborative, learning culture across the trust.
5. A knowledge bank of where expertise sits, and where future leadership talent lies is essential for capacity building and sustainability. Ensuring this remains up to date and is accessible to those looking to identify support or provide development opportunities is key.
6. A partnership or hub model allows for local schools to remain deeply connected and partnerships sustained through wider organisational growth, whilst also benefiting from and contributing to the wider trust group.
7. The ability for a model to identify and capture best practice and impact, as well as need, is essential for continuous improvement and innovation over time. Excellence should not sit in pockets, and the 'School Spotlight' enables this, as well as the opportunity to identify areas in need of development.

# Appendix 1: Transform Trust 'Trust Associate' Job Description and Person Specification



## Job Description

|                                                                                 |
|---------------------------------------------------------------------------------|
| <b>School: Transform Trust Centre</b>                                           |
| <b>Post Title: Associate Headteacher</b>                                        |
| <b>Grade/Pay Range: Leadership Points 8 - 12 (salary FTE £52,659 - £58,105)</b> |
| <b>Hours/weeks: Full time</b>                                                   |
| <b>Reporting to: Chief School Improvement Officer</b>                           |
| <b>Department/Team: Associates</b>                                              |

## Overall Purpose of Post

To assist the Headteacher/s of Trust schools with the leadership and organisation of the designated Trust schools seeking to achieve the highest standards of staff performance, pupil achievement, pupil conduct; improving the quality of teaching & learning and leadership ensuring the effective daily operation of the school.

Make a positive contribution to the vision and leadership of the school and Trust helping shape the future ensuring everyone is empowered to contribute effectively to the progress and development of the school and wider Trust. To contribute to the strategic leadership and development of school improvement across the Trust.

To be research engaged and develop best practice across Transform schools through the support, facilitation and mentoring of staff and leader individuals and groups. To develop and enhance the teaching of others across Transform schools by exemplifying highly effective teaching through development of strategy for support, facilitation, coaching and mentoring

Main Duties and Responsibilities

You will be required to carry out the following duties. The nature of the Trust year requires some of these tasks to be done regularly whilst others will be on an annual cycle. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

## **Bespoke School Support / School Improvement**

1. Under direction from the Trust Executive, undertake commissioned education services to schools provided on behalf of the Trust in line with school improvement frameworks and local and national priorities.
2. Working with the CEO and Chief School Improvement Officer support with the planning, brokerage and monitoring of targeted teaching and learning requirements and CPD to respond to the priorities identified in each school and across the Trust.
3. To be an active and supportive member of the school's leadership team and to support the Head teacher and other colleagues in the leadership, strategic development and direction for the school applying research informed pedagogy and models from Transform Applied.
4. To support the Headteacher in monitoring and evaluating the quality of education and pupil achievement and attainment and to plan accordingly in response. Undertake quality assurance of whole school practice.
5. To develop and implement Teaching and Learning and curriculum initiatives and strategies across the Trust which raise the teaching practice of all members of staff and therefore raise pupil standards and progress.
6. To model and deliver effective and highly effective teaching support across Trust schools with the integration of digital learning tools for all teaching and learning staff.
7. Hold a link role with a named partnership, balancing moderation of good practice with a celebration of each school's uniqueness.
8. To be a model of excellent practice, maintaining a clear focus on highly effective delivery ensuring inclusive teaching practice and progress for all learners.
9. Provide CPD to colleagues to secure their curriculum subject knowledge and ensure consistency of approach in teaching and learning. Support leaders within each school to use this knowledge to inform and develop practice.
10. To promote the vision, culture and ethos of the Trust and embed collaborative working practices and opportunities across partnerships and professional learning communities.
11. Provide coaching and mentoring to school teams and leaders.
12. Support the capability process for staff requiring to improve professional practice
13. Apply high level skills undertaking monitoring activities to evaluate the impact of teaching and learning practice. Advise colleagues on their practice, devise and implementing effective strategies to meet the needs of all pupils and contribute to their progress.
14. Work with leaders and governors so that they can undertake effective and accurate self-evaluation against the expectations of the Ofsted framework.
15. To support individual Headteachers in preparing school and staff for subsequent Ofsted, other inspections and any necessary external reviews.

## **Partnership and Facilitation**

16. Lead on key Trust and Transform Applied Programmes and support with INSET planning and delivery.
17. Lead, develop and facilitate development programmes and events/activities across the Trust and partnerships. Support and lead on the implementation of whole Trust initiatives where appropriate.
18. Foster a culture of collaboration by leading professional learning communities (PLCs) and partnership activity and exploring opportunities for schools to engage and work with other schools in the interest of school improvement.
19. Lead on training and support of Early Career Teachers/initial teacher trainees.
20. Share effective school improvement strategies across the schools within allocated

partnership areas and across the Trust, ensuring that we continue to grow and develop a school led, self-improving partnership.

21. Work with the Chief School Improvement Officer and Partnership Leads to understand, engage and challenge school improvement activity, ensuring that all have clear understanding of school performance.
22. Support the identification of talent within all schools, and contribute to their effective development, training and deployment across the Trust.

## **Strategy, Research and Innovation**

23. Be proactive in seeking out and engaging with local, national and international networks and research in order to identify best practice, evidence and latest developments to inform own practice and that of colleagues.
24. Contribute to Trust improvement planning, playing an active role in the Business Heads group, Partnerships and the development, delivery and evaluation of Trust wide projects.
25. Contribute and report on Trust activity, developing a clear insight into individual school, partnership and whole trust school improvement priorities.
26. Ensure accurate and effective reporting mechanisms that can stand up to scrutiny by the Trust, individual headteachers, governing bodies and external agencies.
27. Be responsible for developing and leading whole Trust strategies.
28. Undertake such duties as delegated by the Headteacher/ Trust Executive
29. To safeguard and promote the welfare of all children.
30. To sit on the governing body of a Transform Trust school.

## **General**

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
- Participate in the Trust Appraisal process and undertake training and professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of Transform Trust
- Establish constructive relationships with colleagues, other schools within the Trust and outside agencies.

These above mentioned duties are neither exclusive nor exhaustive, the post-holder may be required to carry out other duties as required by the Trust. The responsibility level of any other duties should not exceed those outlined above.

Name of Post Holder

Signature

Date

## Person Specification

| Areas of responsibility | Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | E=Essential<br>D=Desirable                                                                         |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Qualifications          | <ul style="list-style-type: none"> <li>• A Good honours degree or equivalent</li> <li>• Qualified Teaching Status (recognised by the DfE)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>E</p> <p>E</p>                                                                                  |
| Teaching and Learning   | <ul style="list-style-type: none"> <li>• Proven as highly effective classroom practitioner</li> <li>• Proven ability to raise standards in classrooms other than their own</li> <li>• Experience of leading initiatives beyond their own classroom for the raising of attainment and the enhancement of teaching and learning.</li> <li>• Strong communication skills, applying these to build high value relationships with a variety of stakeholders.</li> <li>• Knowledge and understanding of current theory and best practice in learning and teaching, in particular as it relates to high achievement and attainment</li> <li>• Excellent understanding of the components that comprise highly effective teaching and learning</li> <li>• Awareness of the latest developments, research and initiatives in education</li> <li>• Use of assessment and attainment information to improve practice and raise standards</li> <li>• Use of strategies to promote good learning relationships and high attainment in an inclusive environment</li> <li>• Vision for the developments of Teaching and Learning</li> <li>• Use of intervention strategies to address identified issues for development</li> </ul> | <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> |



|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                      |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
|            | <ul style="list-style-type: none"> <li>Have a strong track record of school-to-school support/ school improvement, which has had a demonstrable positive impact on children's attainment and progress.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | E                                                                                                    |
| Leadership | <ul style="list-style-type: none"> <li>Proven as an effective middle or senior leader</li> <li>Experience of developing strategies and engaging stakeholders</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | E<br>E                                                                                               |
| Experience | <ul style="list-style-type: none"> <li>Experience of successful leadership and management which may include experience as a manager, phase manager or core subject leader</li> <li>Excellent understanding of the components which comprise highly effective teaching and learning</li> <li>Experience of giving effective feedback to colleagues about professional performance</li> <li>Experience of conducting lesson observations</li> <li>Experience in the design and implementation of initiatives for the raising of attainment and the enhancement of teaching and learning.</li> <li>Experience of working in partnership with other schools/colleagues.</li> <li>The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience</li> <li>Experience of delivering outstanding outcomes across the primary key stages.</li> <li>Experience of contributing to the professional development/mentoring of colleagues</li> <li>Effective use of Assessment for Learning to engage learners as partners in their learning</li> <li>Ability to establish curriculum development, assessment, coordination and coaching</li> <li>Ability to plan and resource effective interventions to meet curricular objectives</li> <li>Development of partnerships with other schools, business and the community</li> </ul> | E<br><br>E<br><br>E<br><br>E<br><br>D<br><br>D<br><br>E<br><br>E<br><br>D<br><br>D<br><br>E<br><br>D |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                      |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>• Experience of design, delivery and facilitation of staff meetings, Inset, CPD or other development programmes</li> <li>• Experience of leading projects and strategies.</li> <li>• Ability to work effectively with a number of head teachers across the Trust on whole school improvement, planning and self-evaluation</li> <li>• Ability to establish credibility of the role and Trust with Headteachers, Trust partners and external organisations.</li> </ul>                       | E<br><br><br><br>E<br><br><br><br>E<br><br><br><br>E |
| <b>Work related circumstances</b> | <ul style="list-style-type: none"> <li>• A commitment to welfare and safeguarding children and a good working knowledge of delivering effective policies and practices for Safeguarding Children</li> <li>• Evidence of a commitment to equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school</li> <li>• To have an understanding of the changing role of schools in providing a successful centre for community development and learning</li> </ul> | E<br><br><br><br>E<br><br><br><br>E                  |

The applicant will be required to safeguard and promote the welfare of children and young people. The post holder is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

**Transform Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks**

# Appendix 2: Transform Trust 'Support Staff Associate' Job Description and Person Specification

## JOB DESCRIPTION – Transform Multi Academy Trust

| 1. JOB IDENTIFICATION                                     |                                |
|-----------------------------------------------------------|--------------------------------|
| Job Title:<br><b>Associate TA</b>                         | Reports to:<br><b>CSIO</b>     |
| Responsible to:<br><b>Board of Trustees Transform MAT</b> | Location:<br><b>Nottingham</b> |

## 2. JOB PURPOSE

To assist the Trust and individual headteachers in Trust schools in achieving the highest standards of support staff performance, enabling higher pupil achievement, supporting improved pupil conduct; improving the quality of support in relation to teaching and learning.

Make a positive contribution to the vision and leadership of the Trust helping shape individual Trust schools' future ensuring everyone is enabled to contribute effectively to the progress and development of the school.

To develop best practice across Transform schools by exemplifying outstanding support staff provision through facilitation and mentoring of staff either on an individual or group basis. Embed the Teaching Assistant Standards across all Trust schools.

## 3. MAIN RESPONSIBILITIES

1. To work in partnership with the Headteacher, the Governing Body and Trust Schools to support with the delivery of sustained improvement in classrooms across all Trust schools.
2. To take a lead in identifying support staff training and CPD requirements across Trust schools to enable consistency of practice and improve learning outcomes for pupils.
3. To work in partnership with individual headteacher's/classroom teachers to understand the aims, ethos, vision and policies of each school and to be considerate of this when determining appropriate support within classrooms.
4. Support Headteacher's/classroom teachers with leading and developing colleagues' performance, so as to maximise the progress of all children.
5. Develop positive working relationships and sustain motivation across schools.
6. To support, review, develop and appraise the work across schools as agreed with the Headteacher in making effective use of staff expertise and assist the Headteacher/classroom teacher in the appraisal and development of staff.
7. Have an active commitment to CPD and lead by example in this through modelling best practice and coaching where appropriate.
8. To develop effective networks and partnerships across Trust schools and wider promoting educational improvements and success.
9. To develop, implement, monitor and evaluate school/Trust wide policies and practices in relation to support staff and actively promote the aims of the individual schools across the Trust.
10. Manage innovation and change.
11. To lead on the introduction of the new Teaching Assistant standards across all Trust schools. Provide guidance and support to individual schools/classroom teachers on

how best to maximise opportunities for staff and pupils.

12. To work actively in developing the views and support of staff to ensure that all work together in a common direction towards ensuring the best outcomes for pupils.
13. To inspire, motivate and develop support staff taking a lead role in ensuring the highest standards of support for teaching and learning in the classroom.
14. To offer guidance and support to colleagues.
15. Develop and implement initiatives and strategies across schools with the aim of supporting the practice of all members of support staff.
16. Provide appropriate help and support to those colleagues who experience difficulty in the classroom under the direction of individual classroom teachers/headteachers.
17. To develop the use of coaching/mentoring techniques and styles to support with the development of colleagues and ensure best practice across all support staff.
18. Be an exemplar classroom practitioner with strong subject knowledge and an ability to understand the diversity of the classroom support role.
19. Be up to date with the latest research and initiatives around classroom support roles and how this can impact on pupil progress and whole school improvement.
20. Undertake lesson observations and evaluations in conjunction with the Headteacher and other practitioners within the school.
21. Work with colleagues to promote the highest standards of behaviour.
22. Attend Senior Leadership Team (SLT) and Trust senior leader meetings when necessary.
23. Lead groups and support colleagues in support staff development activities and evaluate the outcomes of these.
24. To support, review, develop and appraise the work across school as agreed with the Headteacher/classroom teacher.
25. Lead groups/Inset and support colleagues in staff development activities and evaluate the outcomes of these.
26. To safeguard the wellbeing of all pupils in Trust schools.

#### **4. EMPLOYEES SUPERVISED**

None.

The Job Description is not rigid or exclusive and may be adjusted at any time by the Headteacher to meet the needs of the Trust and or the individual School.

Post Holder: \_\_\_\_\_

Head Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## PERSON SPECIFICATION – Transform Multi Academy Trust

| 1. JOB IDENTIFICATION                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |                                          |   |   |   |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------------------|---|---|---|
| Job Title:<br><b>Associate TA</b>                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             | Reports to:<br><b>CSIO</b>               |   |   |   |
| Responsible to:<br><b>Board of Trustees Transform Trust</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             | Location:<br><b>Nottingham and Derby</b> |   |   |   |
| Areas of responsibility                                     | Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Measurement |                                          |   |   |   |
|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | P           | A                                        | T | I | D |
| <b>Experience</b>                                           | <ul style="list-style-type: none"><li>- Experience of providing and contributing to the professional development of others, including coaching, mentoring and training.</li><li>- Experience of or ability to prepare, facilitate and lead training or Inset.</li><li>- Experience of providing support, advice, coaching and guidance to colleagues to improve the practice of others.</li><li>- Experience of promoting effective communications within and between teams and other stakeholders in the school community.</li><li>- Ability to give effective feedback to colleagues about professional performance.</li><li>- Experience of or ability to conduct observations of practice.</li><li>- Experience of working in partnership with other schools/colleagues.</li><li>- Experience of, and ability to develop and implement strategies to raise pupil achievement/attainment and remove barriers to learning.</li><li>- Experience of planning and delivering learning activities for groups and individual needs.</li><li>- Evidence of working with children and young people, including children with disabilities/special needs and from a range of backgrounds.</li><li>- Experience of innovatively using resources and materials, including ICT.</li></ul> | ✓           | ✓                                        | ✓ | ✓ | ✓ |
| <b>Qualifications/ Training</b>                             | <ul style="list-style-type: none"><li>- Qualified Teaching Assistant status.</li><li>- Commitment to continued professional development.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |                                          |   |   |   |
| <b>Knowledge/Skills</b>                                     | <ul style="list-style-type: none"><li>- The ability to work effectively with, and command the confidence of, teaching staff and senior management within the school and own team.</li><li>- Competence in the skills of networking, facilitating and developing others.</li><li>- Ability to actively use a wide range of strategies in their practice and passes on knowledge to others.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |             |                                          |   |   |   |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |  |  |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|                                   | <ul style="list-style-type: none"> <li>- Ability to work effectively with class teachers/head teachers within the Trust on whole school improvement, planning and self-evaluation.</li> <li>- Awareness of the latest developments and initiatives in education including research around Teaching Assistant Standards.</li> <li>- Ability to plan and deliver effective training which meets identified needs across the Trust.</li> <li>- Knowledge and understanding of the statutory framework in subject areas and phases supported.</li> <li>- Knowledge of National Curriculum and how this is applied to planning, preparation and delivery of learning activities.</li> <li>- Knowledge and experience of pupil assessment, progress, evaluation and reporting of attainment.</li> <li>- Knowledge of stages of child development and individual learning needs and experience of applying this.</li> <li>- Ability to contribute to the management of pupil behaviour and knowledge of appropriate behaviour management practices, Health and Safety and safeguarding policies, procedures and protocols.</li> <li>- Knowledge of Teaching Assistants' contribution to raising standards by promoting independent learning.</li> <li>- Strategic Vision: The ability to make decisions, identify and solve problems based on thorough analysis and sound judgement.</li> <li>- Ability to analyse and use data to establish benchmarks and set challenging targets for improvement.</li> <li>- Well-developed written and oral communication skills applying these to build high value relationships with a variety of stakeholders.</li> <li>- Strong organisational skills with the ability to work well under pressure, delegate, plan and manage time effectively.</li> <li>- Ability to provide a collaborative style of leadership establishing strong and effective working relationships with other school based colleagues.</li> <li>- Ability to make a contribution to the development of the Trust protocols which promote innovation, enthusiasm and teamwork.</li> </ul> |  |  |  |  |  |
| <b>Work Related Circumstances</b> | <p>Willingness to comply with the school's non-smoking policy.</p> <p>Willing to undertake and pass a DBS check at the appropriate level</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |  |  |

**P:** Pre-application    **A:** Application    **T:** Test    **I:** Interview    **D:** Documentary evidence

**Prepared by/author:** Rebecca Meredith    **Date:** August 2016

**Job title:** CEO, Transform Trust



# ForumStrategy

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