

15th April 2024 or earlier if possible



**Fremington Community
Primary Academy**



**Roundswell Community
Primary Academy**



**NEWPORT
COMMUNITY
SCHOOL
PRIMARY
ACADEMY**
Together achieving
every child's potential

Working with



Tarka Learning Partnership

For April 2024, or earlier, Tarka Learning Partnership wishes to appoint a DCEO who will also strategically lead on inclusion, SEND and safeguarding. The role is critical to supporting the next stages of the Trust and promoting strong school improvement.

Working in an area of relative geographical isolation, the Trust has established a professional development centre with 3 training rooms and a suite of offices from which the Trust Central Team work. The Trust Central Team lead a range of strategies with Head Teachers to support Trust and other local schools. As in all good organisations, relationships are key and it is the core purpose of this Trust to share best practice when developing curriculum, teaching and assessment and hence secure strong learning for all.

This is not a 'cookie cutter' Trust; believing that schools sustain improvement by working with school leaders on a relevant and locally-based school vision through the energies of the whole school staff and community.

The Tarka Learning Partnership: Profile of Partner Schools and Organisations

Context

The Tarka Learning Partnership was created from Newport Primary Academy in 2011. It was formally established on 1st July 2018 following the conversion of Newport Academy into the Trust known as Tarka Learning Partnership (TLP). The Trust developed as a result of the process to open and lead the Roundswell Community Primary Academy (free school).

Whole Trust Pupil Numbers on Roll: 3465

Whole Trust Pupil Premium: 23.6%

Whole Trust SEND: 17.9%

Sticklepath Community Primary Academy (Pupils on roll 463) 2yrs to 11yrs

Eden Park Academy (Pupils on roll 180) 2yrs to 11yrs

Newport Community School Primary Academy (Pupils on roll 474) 3yrs to 11yrs

Landkey Community Primary Academy (Pupils on roll 196) 3yrs to 11yrs

The Park Community School (Pupils on roll 1454) 11yrs to 16yrs

North Molton School (Pupils on roll 120)

Fremington Primary School (Pupils on roll 442)

Roundswell Community Primary Academy (Pupils on roll 252)

Devon Primary SCITT (Primary ITT course for 40 trainees)

The Vision of the
Tarka Learning Partnership (TLP)
'Together Empowering Aspiration and Learning for our Local Community'

Aspiration: We promote the love of learning and empower young people and staff to raise their aspirations through challenge, effective partnership, training, celebrating achievement, and support for all, regardless of background and individual need.

Equality: We support vulnerable individuals and groups within our community and champion inclusion, diversity and equality of opportunity.

Pupil and Staff Well-being: We ensure all staff and young people are given the appropriate training, opportunities, support and care, valuing the voices of all, being aware of the impact of our expectations to promote well-being for all and sense of belonging to their local community.

Safeguarding: We champion the highest standards of safeguarding through a commitment by all to our young people.

Teaching and Learning: We strive for a high-quality learning culture in every school, through the development of teaching and learning and a holistic approach to school improvement through collaboration, connecting Trust-wide strategies whilst valuing the individuality, innovation and vision of each school.

Learning Environment: We commit to the development of a high-quality, passionate, curious, challenging and supportive learning environment in each school, which is responsive to the needs of the local context, the needs of the young people and the wider world.

Values: We ensure openness, honesty, respect, tolerance and integrity in all we do.

Community: We invest in the young people and families of our local area through connecting education and the needs of our local communities.

Support Services: We ensure together that we deliver high-quality strategies to schools, so that staff and pupils can focus on the provision of high-quality teaching and learning and achieve a successful work-life balance.

Outlook: We contribute to, reflect, respond and adapt to the changing world and its impact on education and communities, regionally, nationally and globally.

Why this vision?

After extensive discussion and consultation with schools The TLP vision centres on striving for the highest school performance and pupil outcomes set against a background of low community aspiration, relative geographical isolation and an ageing, low-skilled population with little high-quality education infrastructure.

Our mission... 'Empowering Learning'

The Trust is committed to the development of a high-quality learning community in North Devon, where all partners strive to provide high-quality education/training and care to young people and staff.

Our Trust aims to be a positive, caring community in which each individual child, trainee, member of staff and school/partner is valued and respected. We endeavour to empower each school/partner to develop a high-quality learning environment through collaborative working to empower young people, trainees and staff to embrace learning for life.

Relationships are fundamental to all organisations and in particular those which are supported on multiple sites. These relationships are driven by:

The TLP is one organisation, respecting the context of each partner

Moral imperative - the support of young people

Leadership style - empowering others to develop themselves, young people and other colleagues

Trust beliefs - empowerment is a long-term sustainable model of school improvement

Organisational culture - relationships developed by all

Local Context

The Trust focuses its work in North Devon but supports and contributes to the wider development of education and care of young people in Devon and beyond through being a strategic partner in the South-west Institute for Teaching, as well as seeking opportunities to connect with national and global development.

As with all areas of the country there are challenges to consider when analysing the backdrop to education and support for young people. It is essential that the TLP takes these factors into consideration when planning to support each school and partner.

Style of the Trust

Schools are front of stage; Trust is backstage

The Trust is there to lead by empowering school leaders and Local Governing Bodies to improve their schools

The Trust wishes to grow prudently to support education and pupil well-being in North Devon

Trust works with schools collaboratively, but also in a bespoke way so as to meet their individual needs

The Trust works with all schools, regardless of character, within the limits as set by the Articles

The Trust wishes to work in partnership with other Trusts, education bodies and with other schools

The Trust listens to schools and supports, advises and challenges to empower young people, staff and schools

Our values explained...

We believe that well-being, enjoyment, wider opportunities, greater progress and attainment can be achieved through strong collaboration and empowerment between schools, the Trust Central Team and local agencies/partners across the local area. In the Tarka Learning Partnership, the Trust Central Team, school leaders, teachers, support staff and governors come together to share strategic thinking and expertise. By combining talents and skills we support each other, always being open to challenge. Key to our organisation is school improvement through high outcomes across the breadth of school improvement e.g. HR, teaching and learning, estates management, financial management, IT/Data management, etc. We can do this best if we thoroughly understand the context of each school.

Listening: knowing every school, their staff, young people and community

A commitment by the Trust to value every school and partner, their staff, children and community by giving time to understand their individual needs and value their contribution by:

- Trust staff committing to know every school/partner in the organisation
- Providing meaningful opportunities to communicate and visit throughout the year
- Listening to schools/partners and their concerns and issues

- Providing bespoke support to schools/partners, which is specific to the needs of the school/partner and its community or situation.

Reflection

Reflection is a key skill in all aspects of professional development, expecting each participant to listen carefully and reflect on dialogue and/or experience to develop further. It is a continual process and hopefully a habit-forming trait which directly impacts on the outcomes for young people and staff.

Empowerment

As a Trust we strongly believe in the empowerment of others; the process of becoming stronger and more confident, especially through professional development. As a result of our combined efforts and skills we grow beyond the sum of our parts through collaboration and the belief that when we empower, we develop the organisation as a whole, and therefore pupil learning, in a sustained way.

Honesty and integrity in all we do

We provide an open, trusting working relationship where the Tarka Learning Partnership works openly with partner schools and their staff. All employees of the Trust are expected to be honest and conduct themselves to the highest professional standards and in accordance with the Nolan Principles of Public Life. [The Seven Principles of Public Life - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/the-seven-principles-of-public-life)

Innovation

Innovation is crucial to the way in which any high-performing organisation works, being prepared to reflect, learn and change. The culture of the organisation needs to be open to innovation, being prepared to foster and develop new ideas, especially when they have a positive impact on pupil learning and well-being.

Valuing Diversity, Challenging Injustice

Inclusion forms a central strand of the Trust's work with schools, and all employees of the partnership will embrace and champion diversity and work with partners to the highest standards of professional behaviour. The Trust and its partners must challenge any form of discrimination or injustice around the protected characteristics and be prepared to look at its own processes and culture to ensure diversity is valued and supported. Diversity enriches life, promoting quality outcomes for all. We need to look through the lens of the many to ensure the full inclusion of all.

Aspiration

Aspiration is a key driver in the Tarka Learning Partnership. Highlighted in this document as a contextual factor impacting on young people in North Devon, it is critical to the well-being of young people, staff and their futures. If we are committed to empowerment as part of the learning journey then we raise aspiration: a shared commitment to a better future. It is particularly important to bring pupils and staff

closer to what is possible, to show them what can be achieved and empower them to do so.

Challenge and Support

School improvement is a complex process and depends on many factors, such as resources, including people. Underperformance should be readily challenged and high outcomes celebrated. Trust staff should both challenge and support young people to do their best, striving to empower them to become lifelong learners.

Valuing the Well-being of Staff, Trainees and Young People

The partnership strives to be the employer of choice in the area and commits to supporting, with other agencies, the health and well-being of both pupils and staff through:

- Supporting the development of school/Trust buildings and staff working environments
- High-quality relationships with schools/partners built on trust and mutual respect
- Opportunities to praise individual staff and school/partner outcomes
- Developing services/provision to support employee welfare and pupil well-being
- Constant review of employment policies and support services for staff

Relentless pursuit of high-quality leadership and teaching and learning through CPD, opportunity and coaching

The focus of this partnership is on raising the quality of leadership and teaching and learning in each school. The belief here is that if you promote staff welfare, provide high-quality training and coaching and the school/partner supports a high-quality learning environment, high standards of teaching and learning are likely to follow. Opportunities are given to staff/schools to lead on aspects across the Trust as well as develop their careers across the partnership.

High Quality Coaching and CPD to Grow Schools and their Staff

The Trust fundamentally believes that improving the quality of leadership and teaching comes from deploying bespoke challenge, advice and support through the 'learning conversation'. The learning conversation is a method of coaching developed by Devon Primary SCITT. Other methods of coaching in schools are supported where outcomes are high.

Expertise is shared across the schools, ensuring that all schools have access to outstanding practice. The Partnership looks to fund specialist teachers and leaders to work across schools to provide richer curricular experiences for our pupils.

There are opportunities for shared and continuous professional development, whether led internally or inviting in outside bodies. We use professional development

time to moderate between the year groups of the differing schools and share subject expertise.

All of this is achieved while retaining and celebrating the unique ethos and nature of each Trust school/partner.

Raising pupil/trainee outcomes in all respects (Linked to KPI's)

The Trust, with schools and other partners, has defined exactly what it means by a high-quality learning environment (TLP Standards: Teaching and Learning: School Improvement doc) and high standards of teaching and learning, so that it is clear to all partners, and so that assessments of school/partner performance can be made on a similar basis. While the Ofsted definition of 'outstanding' is important to take into consideration when looking at school/partner performance, there are other factors which should be included and are less explicit in the Ofsted inspection handbooks e.g. opportunities for residential education, aspects of pupil/trainee welfare etc. These additional, but important, factors will determine what the Trust sees as a high-quality learning environment. The Trust will set a clear set of Tarka standards in assessing a school's success and providing clear direction to improve.

Reflective questions – our guiding principles

When the Trust team, school leaders, Trustees or governors are interacting professionally then each person should be committed to school improvement meetings/activities by reflecting on these questions, which in turn support our values:

- Have we sufficiently prepared for the meeting or work?
- Have we been clear about the purpose of the meeting?
- Have we listened to the views of others and tried to see it from their viewpoint?
- Have we been honest with our views, being sensitive to the context and purpose?
- Have we challenged and supported where needed?
- Have we raised aspirations?
- Have we sought, where relevant, an innovative and achievable solution?
- Has our discussion created a safe and secure environment to express openly views, reflections and ideas?
- Has our work/meeting empowered others to develop further?

Efficient use of Resources

We believe that the Tarka Learning Partnership will enable the schools/partners to tackle recruitment challenges and retain and develop staff from Initial Teacher Training to senior leadership. The MAT will encourage retention of staff through providing new opportunities, and plan effectively for succession.

As a Trust we will benefit financially as school budgets change over time. We will look to economies of scale, collective purchase and other financial efficiencies to achieve this. The Trust will also challenge partners where provision of resources is insufficient to support the Trust's vision, meet Trust standards and/ or meet legal compliance standards.