



# DIRECTOR OF EDUCATION WELCOME PACK

RESPECT

INCLUSION

COMMUNITY

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# WELCOME TO OUR TRUST



“Creating Tomorrow is a group of schools and a college that have come together to make sure all children have the opportunity to succeed – irrespective of their learning needs.

We place an emphasis on the individual; from the individual child through to the individual setting, to make sure that everything we do is done with a focus on supporting and maximising opportunities. We strongly feel that the expertise to do this is within each setting, they are best place to do this and so the role of the Trust is to enable.

Here at Creating Tomorrow believe that we are better together and so collaboration is vital, developing the links and bonds that support us all to succeed. I look forward to welcoming you personally.”

**Kevin Latham (CEO)**



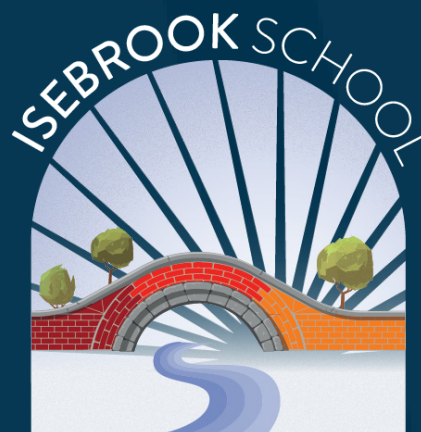
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# OUR TRUST



**Daventry Hill School**  
All-age SEND School  
[www.daventryhillschool.co.uk](http://www.daventryhillschool.co.uk)



**Isebrook School**  
Secondary SEND  
[www.isebrookschool.co.uk](http://www.isebrookschool.co.uk)



**Windmill Hill School**  
Secondary SEND  
[www.windmillhillschool.org.uk](http://www.windmillhillschool.org.uk)



**Wren Spinney School**  
Secondary SEND  
[www.wrenspinney.co.uk](http://www.wrenspinney.co.uk)



*Celebrating Differences As Strengths*

**Creating Tomorrow College**  
Specialist Post-16 Institute (16-25)  
[www.creatingtomorrowcollege.co.uk](http://www.creatingtomorrowcollege.co.uk)

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# MISSION, VALUES & VISION

## **Our Mission:**

To help create everyone's tomorrow, today.

## **Values:**

Respect, Inclusion and Community

## **Vision:**

To create a learning journey from 0 to 25, for all children and young people.

For everyone, young people and adults, to become confident, capable, aspirational members of their communities.

Everyone in our community will be challenged to be Successful Learners, Confident Individuals and Responsible Citizens.

To develop an effective learning community that provides excellent education for our learners through highly effective collaboration based upon mutual support and challenge, across special and mainstream schools and colleges.



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# TRUST APPROACH

Here at Creating Tomorrow Trust, we pride ourselves on our approach to learning. Our college and schools ensure that our four focuses are incorporated into every experience our students have in and out of the classroom.

We believe that...



... we make a difference

... we choose our attitude

... we must be "present"

... we will have fun



# TRUST APPROACH

## **Making a difference**

Curriculum to develop the skills for now and the future

Communication skills and clarity

Life long Learning for all

Safety first

## **Choosing our attitude**

Be the best we can be: continuing professional development

Be an employer of choice:  
Commitment to our team

Be professional: open  
and transparent

Be considerate:  
shared values



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# TRUST APPROACH

## Being Present

Support each other: Partnerships

With our families: Multi-disciplinary working

With our team: Teach/Train/Coach/Mentor

With each other: Clear expectations

Care: Health and wellbeing support

## Having fun

Reduce workload, make learning and teaching fun

Supportive and relaxed

New opportunities

Professional networks

“Do with not to”



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# LEADERSHIP

As a senior leader across the Trust, the Director of Education role is wide and varied, however there are a number of core features that are consistent to all leadership roles across the Creating Tomorrow.

Five core features of senior leadership at Creating Tomorrow Trust:

1. **Moral Purpose**
  - a. Pupils first
  - b. Championing the vulnerable
  - c. Commitment to equality of opportunity
2. **An Effective Team Player**
  - a. Dynamic and supportive
  - b. Committed and passionate
  - c. Innovative and high performing
  - d. Emotionally intelligent
  - e. Proactive contribution
3. **Dynamic and Creative Executive Leadership**
  - a. Leading through others
  - b. Altruistic collaboration
4. **A Significant Contributor to Strategic Thinking and Development**
  - a. Inspire and drive
  - b. Oversee the development of strategy and policy
  - c. Lead consultation and implementation
5. **Courageous and Committed Leadership, Effective Role Modelling**
  - a. Observing the highest standards
  - b. Getting every day right

Ten qualities needed for leadership roles at Creating Tomorrow Trust:

1. A capacity for hard work
2. Eternal optimism and resilience in the face of challenges
3. The ability to inspire
4. An unshakeable conviction that young people can be successful in spite of their circumstances or other external factors
5. High level interpersonal skills
6. Excellent time management
7. The ability to remain calm under pressure or in stressful situations
8. The ability to pause and reflect and think before making an important decision
9. The ability to respond positively to and deliver constructive criticism
10. The ability to delegate effectively

# LEADERSHIP FRAMEWORK

**The Ethical Framework for Educational Leadership is based upon the following principles of public life:**

## **Selfnessess**

School and college leaders should act solely in the interest of children and young people

## **Integrity**

School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships

## **Objectivity**

School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people

## **Accountability**

School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this

## **Openness**

School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

## **Honesty**

School and college leaders should be truthful.

## **Leadership**

School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.



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# LEADERSHIP FRAMEWORK

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

## **Trust**

Leaders are trustworthy and reliable. We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

## **Wisdom**

Leaders use experience, knowledge and insight. We use experience, knowledge, insight, understanding and good sense to make sound judgements. We demonstrate restraint and self-awareness, act calmly and rationally, exercise moderation and propriety as we serve our schools and colleges wisely

## **Kindness**

Leaders demonstrate respect, generosity of spirit, understanding and good temper. We give difficult messages humanely where conflict is unavoidable.

## **Justice**

Leaders are fair and work for the good of all children. We work fairly for the good of children from all backgrounds. We seek to enable all young people to lead useful, happy and fulfilling lives.

## **Service**

Leaders are conscientious and dutiful. We demonstrate humility and self-control, supporting the structures and rules which safeguard quality. Our actions protect high-quality education.

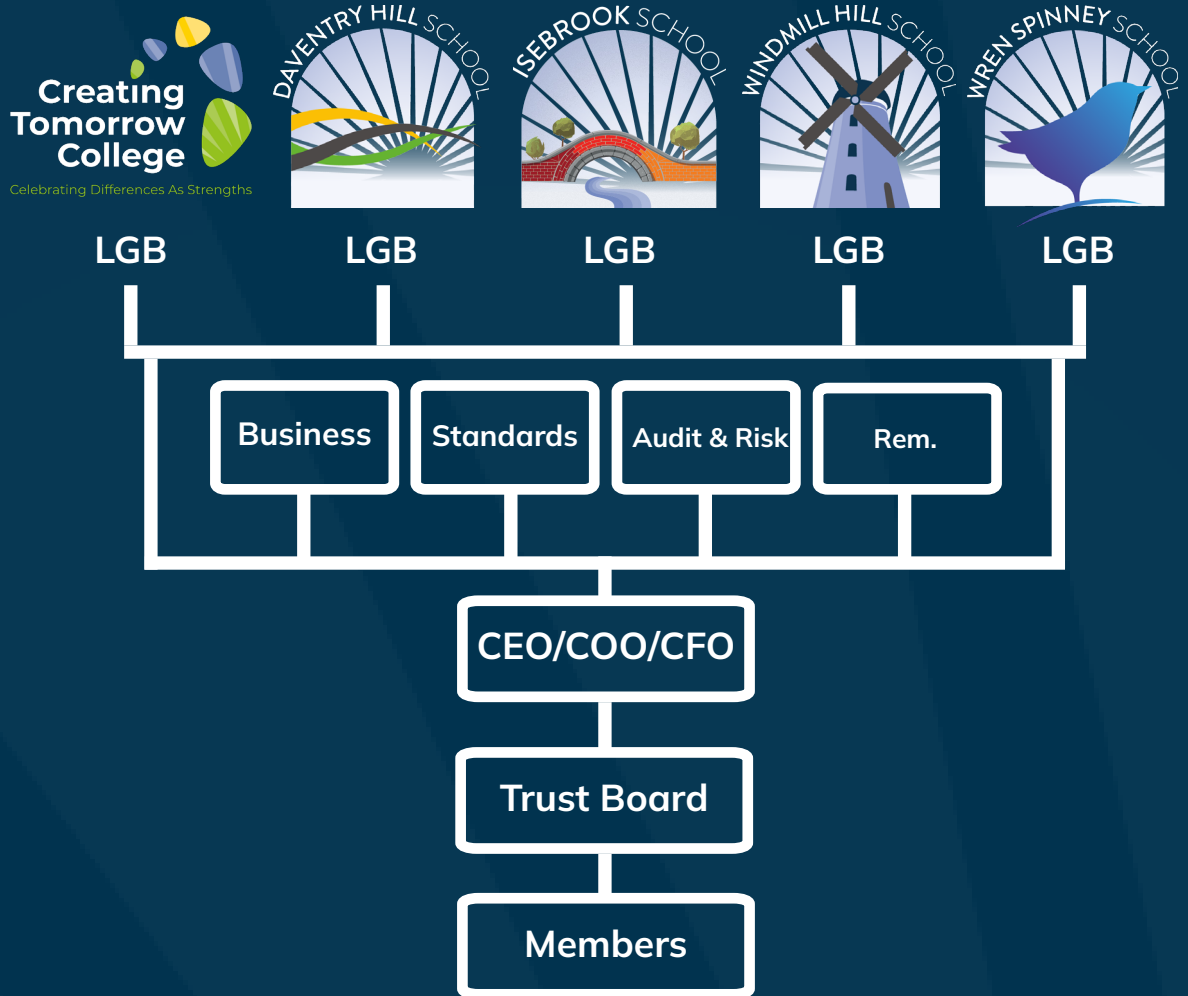
## **Courage**

Leaders work courageously in the best interests of children and young people. We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

## **Optimism**

Leaders are positive and encouraging. Despite difficulties and pressures, we are developing excellent education to change the world for the better.

# GOVERNANCE STRUCTURE



## Members

Challenge of Trust board. Ensure Trust is meeting aims and objects and fulfilling legal obligations.

**Dame Pat Collarbone**  
**Stuart Welch**  
**Jayne Stallard**  
**Jane Boyt**  
**Deborah Foster**

## Local Governing Bodies

To hold headteacher and senior staff to account for quality of: Educational performance and curricular (including extracurricular) provision. Safeguarding. Operational effectiveness and budgetary efficiency. Pastoral Care, health, safety and wellbeing, premises. Protect the individual character of the school/college.

## Committees

Delegated powers and functions from the Trust Board as set out in Terms of Reference.

### Business:

Finance, premises, H&S, HR

### Standards:

Performance of schools / college including performance management

### Audit & Risk

Risk register, financial audit, and oversight of processes

### Remuneration:

Oversight of Trust Executive and head teacher pay

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# Creating Tomorrow College

Celebrating Differences As Strengths

Creating Tomorrow College is a new Specialist Post-16 Institution (SPI) for students and young adults with SEND (aged 16-25), with an unswerving mission to address the employment deficit for adults with learning needs.

Currently there are 29 students (post-18) based on a campus in the East of North Northamptonshire, however the college will grow to support up to 120 students across campuses in North and west Northamptonshire, with plans to support students in the wider surrounding Eastern region.

## **Mission:**

- Advance the opportunity of young adults 16-25 with SEND
- Make the transition into sustainable employment, volunteering or entrepreneurial opportunities
- Develop the independence skills to manage in an ever-changing world.

## **Vision:**

- Students will be the preferred candidates for their chosen job
- Employers will actively seek us out to meet workforce needs

## **Values:**

- Determination
- Aspiration
- Responsibility
- Empathy

“The college values of Determination, Aspiration, Responsibility and Empathy (DARE) are at the heart of all we do”. Creating Tomorrow College is legally a “separate legal entity, a wholly owned subsidiary of Creating Tomorrow MAT” requiring a separation of financial reporting to the DfE and Companies house, however uses the leadership and governance structures of the trust.

The college gained DfE registration in 2022 and subsequently applied successfully to be included on the Section 41 Secretary of States Approved List.

The college is preparing for its first Ofsted visit, and will also be inspected under the new FE and Skills framework.



Daventry Hill School is an all-through (4-18) special free school for pupils and students with cognition and learning difficulties in Daventry, West Northamptonshire.

Students have a range of learning needs, ranging from profound and severe and learning difficulties to moderate learning difficulties, and many have additional needs such as physical difficulties or autism.

**Purpose:**

- To help create happy, successful adults

**Vision:**

- To inspire and empower all learners to achieve

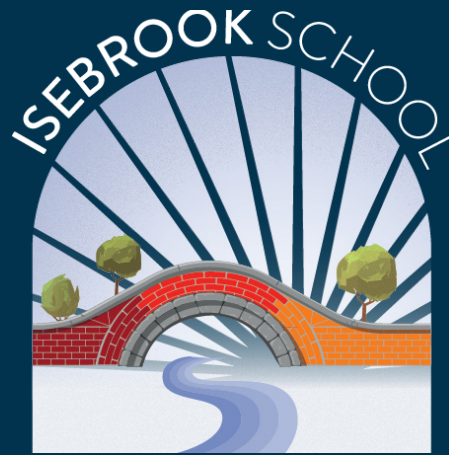
**Values:**

- Community
- Resilience
- Respect
- Tolerance

“Our core values (Community, Resilience, Respect, and Tolerance) are a set of fundamental values that drive our organisation. Our students, staff, governors and parents are all expected to demonstrate our values at all times. They are the foundations on which every aspect of our work and success is built upon.”

Daventry Hill School joined Creating Tomorrow, October 2018 and was first inspected in the following July, with an outcome of inadequate with serious weaknesses.

Daventry Hill was subsequently subjected to monitoring visits throughout the pandemic and in April 2022 was inspected and judged as Good with Early Years judged as Outstanding.



Isebrook School is a secondary special school (11-18) for students with cognition and learning difficulties in Kettering, North Northamptonshire.

Students have a range of learning needs, ranging from severe and complex learning difficulties to moderate learning difficulties, and many have additional need such as physical and sensory impairments or difficulties with communication and interaction. Currently there are 261 pupils and students on roll.

**Purpose:**

- To create happy and successful adults

**Vision:**

- All students will become confident individuals, responsible citizens and successful learners

**Values:**

- Compassion
- Achievement
- Responsibility
- Respect

“Our core values are important to us and as such are non-negotiable. Isebrook expects all staff, governors, students and families to demonstrate the core values at all times. The core values underpin every aspect of our work and as such are at the heart of everything we do.”

Isebrook School converted to academy status in 2015 and with Wren Spinney was a founding school of Creating Tomorrow in 2018.



Windmill Hill School is a secondary special free school (11-18) for students with cognition and learning difficulties in Luton. Students have a range of learning needs, ranging from profound and severe learning difficulties to moderate learning difficulties, and many have additional needs such as physical difficulties or autism.

Windmill Hill School opened in 2021 and it is planned that Windmill Hill will reach a capacity of 120 by 2025.

**Purpose:**

- Bringing Life to Learning and Learning to Life

**Vision:**

- That all students become;
- Successful Learners
- Confident Individuals
- Responsible Citizens

**Values:**

- Achievement
- Compassion
- Responsibility
- Respect

“The Windmill hill School core values define the culture of our school community, characterising the ethos that informs collaboration, and binds our effective learning community together. These core values embody what it means to be a member of the Windmill hill School community, and therefore underpins all aspects of school life.

The core values define how we expect all staff and students to conduct themselves on a day-to-day basis, and act as a guide to promote safe and positive behaviour.”

Windmill Hill, as a new free school, is embedding practice in readiness for their first Ofsted visit.



Wren Spinney is a secondary special school, meeting the educational needs students with profound and complex learning difficulties including additional needs such as physical and sensory impairments, complex autism and challenging communication difficulties.

Currently there are 88 pupils and students on roll.

**Purpose:**

- To provide a high-quality provision that meets the individual needs of students.
- Building relationships which enables the learning of skills for life.

**Vision:**

- Educating for the future; Step by Step

**Values:**

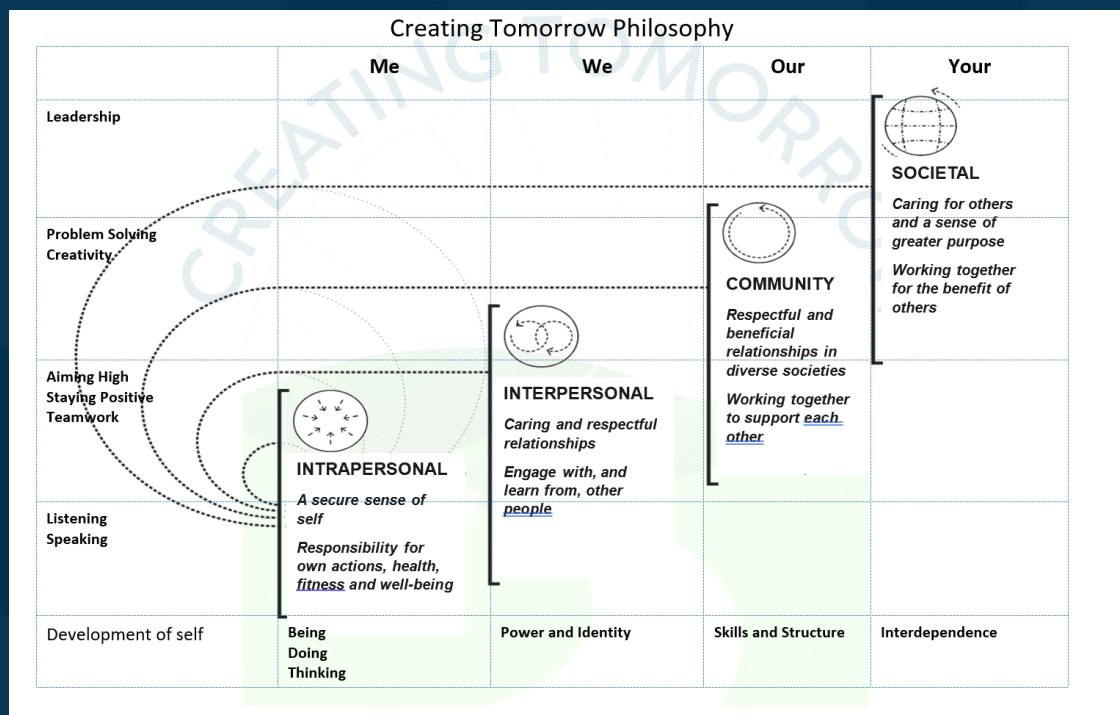
Wonder  
Respect  
Expectations  
CommuniNity  
Safe  
Pride  
Inspiring  
CommunicationN  
IndepedeNce  
Enrichment  
Happy

Wren Spinney converted to academy status in 2018 and joined with Isebrook as a founding school of Creating Tomorrow. Wren Spinney was last inspected February 2022 and was judged as remaining Outstanding.

# TRUST PHILOSOPHY

Here at Creating Tomorrow, we believe the biggest indicator for a successful life is social capital, that is to say the links and support networks that an individual has around them which support success and emotional health and wellbeing.

We use a framework of “Me, We, Our and Your” across a number of models – Curriculum, Professional Development and ultimately Trust Improvement.



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# TRUST IMPROVEMENT

Our Trust ethos is to support and guide, developing capacity from within to ensure a sustainable approach to collaborative Trust-wide improvement - “learning with, from and on behalf of others”.

To ensure:

- Successful Learners
- Confident Individuals
- Responsible Citizens

We expect everyone to be committed to:

- Highest standards of teaching and support
- Engage in accurate self-evaluation of performance and provision and take rapid action to improve any weaknesses.

As a Trust we will:

- Help identify the support needed and work with settings to secure improvements.

Principles:

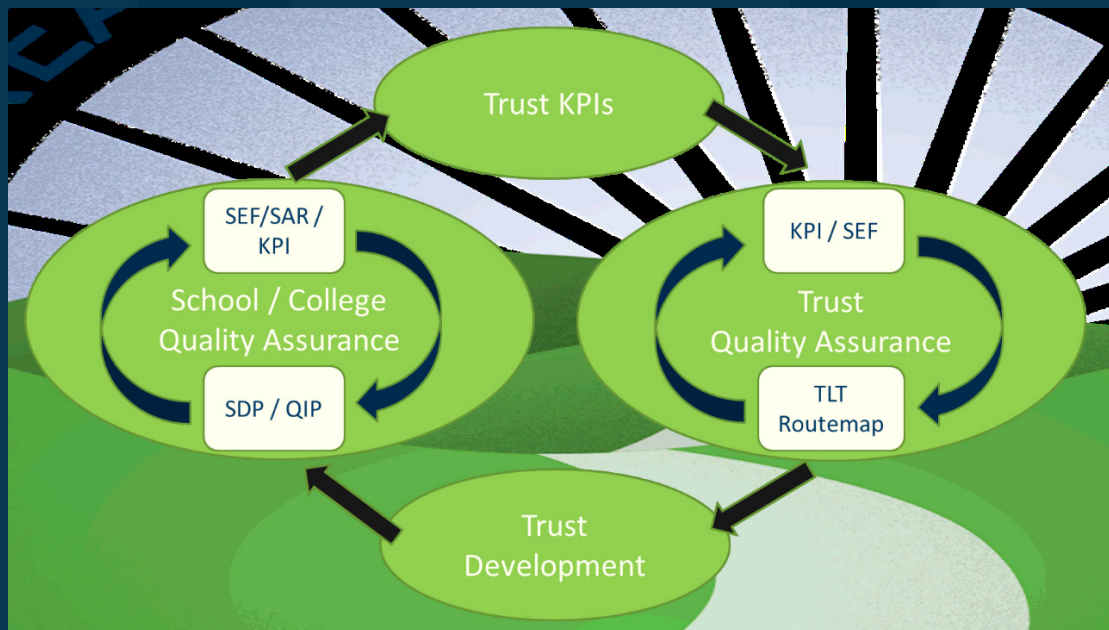
- Ethos and values at the heart of all improvement
- Ethos and values reflected in the curriculum and the way in which we all work together
- Common understanding about the expectations and support required reflecting the point that we are all on our improvement journey
- Innovation and monitoring and learning from the impact
- Promoting peer review, professional networks, coaching models and professional development. Research programs as means of fostering and spreading shared learning across the Trust
- Agreed model for providing improvement support



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# TRUST IMPROVEMENT



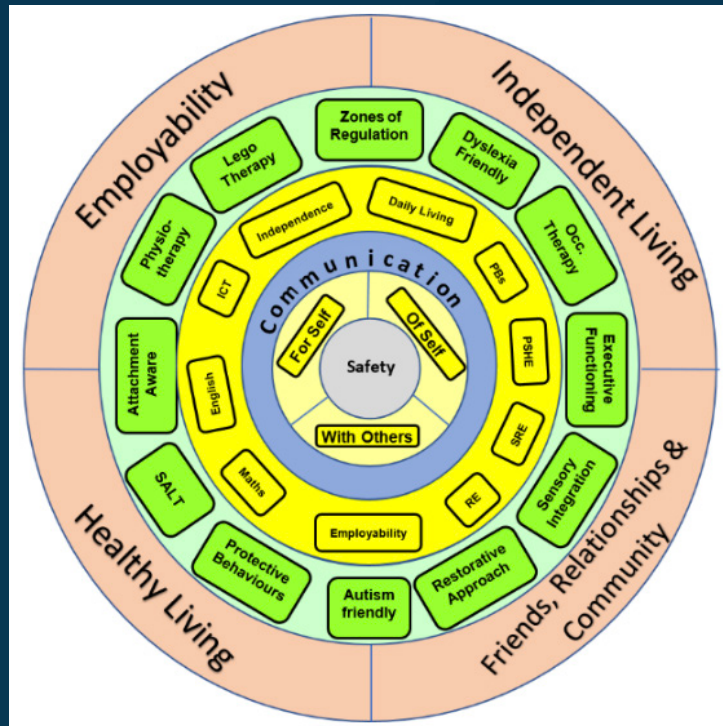
| Trust Development                           | Me                                                                                                         | We                                                                                             | Our                                                                                            | Your                                                                    |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Leadership                                  | <p><b>INTRAPERSONAL</b></p> <p>Focus on practice and compliance<br/>Direct / Teach<br/>(Reset / renew)</p> | <p><b>INTERPERSONAL</b></p> <p>Harnessing good practice<br/>Mentor / Teach<br/>(Reinforce)</p> | <p><b>Community</b></p> <p>Collaboration and leadership development<br/>Coach<br/>(Refine)</p> | <p><b>System</b></p> <p>Offering capacity<br/>Delegation<br/>(Rich)</p> |
| Presenting Creativity                       |                                                                                                            |                                                                                                |                                                                                                |                                                                         |
| Aiming High<br>Staying Positive<br>Teamwork |                                                                                                            |                                                                                                |                                                                                                |                                                                         |
| Listening                                   |                                                                                                            |                                                                                                |                                                                                                |                                                                         |
| Development of setting                      | Being<br>Doing<br>Thinking<br>(Role performance)                                                           | Power and Identity<br>(Expertise)                                                              | Skills and<br>Structure<br>(Leadership and<br>advanced skills)                                 | Interdependence<br>(System development)                                 |

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How we approach our curriculum at Creating Tomorrow Trust:



## Curriculum Purpose:

To provide our pupils and students with the skills to live as independently as possible in an ever changing world, to be:

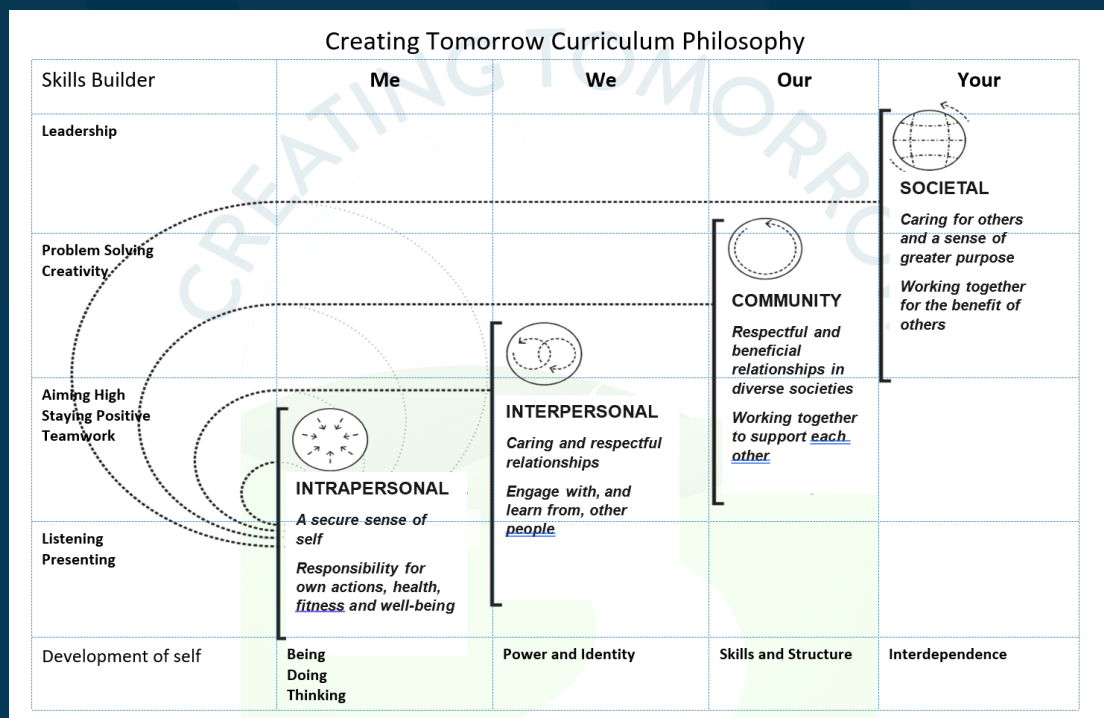
- Successful Learners
- Confident Individuals
- Responsible Citizens

## Curriculum Philosophy:

As discussed above our curriculum has been designed to develop social capital:

- Support for the individual to develop the skills to make links (self-regulation and communication skills) – Me
- Develop positive relationships (communication skills and emotional regulation) – We
- Build personal skills that help to develop positive mutually beneficial relationships, not only at an individual level but between groups (Our) and to benefit others (Your).

# TRUST CURRICULUM



## Curriculum Content:

To be successful our children need to feel safe and build trusting relationships. Only when we enable this will our children be able to engage in learning activities and develop the skills necessary.

Our curriculum is based around three themes of safety:

- Of self – the ability to self-regulate and manage own emotions and so engage in learning experiences
- For self – the ability to be independent and autonomous (do things not only by yourself but for yourself)
- With others – the ability to manage and develop positive relationships

These three themes ultimately lead to the four outcomes for Preparation for Adulthood:

- Employment
- Independent Living
- Friends, Relationships and Community (Community Inclusion)
- Health

Our students have faced, and do face, numerous obstacles to learning and it is our role as educators to put in place whatever strategies are necessary to remove all barriers to learning. Across our trust we will utilise all available resources to ensure our students are available to learn.

## Our Approach to Personalisation:

Long Term Planning - EHCP Outcomes / End of Key Stage Targets

Medium Term Planning - Provision

Short Term Planning - Annual IEP Objectives (using Skills Builder)

The purpose of assessment within our schools is to celebrate success and identify next steps for further development. Assessment is an ongoing activity and as such should be active – Assessment for Learning and Assessment of Learning, as much as is practically possible, should occur alongside students. Students should be engaged in celebrating success and identifying their next steps for learning.

EHCP outcomes (long term objectives) will be identified through the annual review process when reviewing the EHCP. We will use 'PfA Outcomes across the age ranges for children and young people with SEND'. Annual IEP objectives (yearly curriculum targets) will be identified during the annual review. We will use 'Skills Builder SEND' to identify steps to success to meet outcomes identified in the EHCP

Assessment of Learning will be by using MAPP and captured within Evidence for Learning, quantifying success:

**INDEPENDENCE:** Learners complete tasks independently. Can they do it on their own?

**FLUENCY:** Learners reach a level of mastery combining speed and accuracy. Are they getting better at it?

**MAINTENANCE:** Learners maintain competency over time through repetition. They remember after a break. Can they do it more often? Are they more reliable?

**GENERALISATION:** Learners achieve mastery in different settings or contexts, with different stimuli or with different staff. Can they do it with different people or in different places?



# SUPPORT FOR YOU

## Wellbeing in our Trust

As our greatest resource, we consider the wellbeing of our team as a key priority. We may all be affected by poor mental and physical health at times during our lives and it is important the appropriate support is available in a timely manner.

We consider wellbeing as a shared responsibility, and we have built an open and honest environment with a culture whereby anyone can discuss anything that's on their mind.

The Trustees of Creating Tomorrow take the health of all employees seriously and are committed to supporting everyone. The Trustees ensure that support is available through:

- Effective line management
- Coaching and supervision
- Continuing professional development
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
- Health Assured (confidential counselling support available through employee Perkbox account).
- The Education Support Line telephone number 08000 562561 or website [www.educationsupport.info](http://www.educationsupport.info)

If you share our vision and are excited to find out more about our Trust, or who we are, then please do not hesitate to get in touch.



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