



DIRECTOR OF EDUCATION WELCOME PACK

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WELCOME TO OUR TRUST



Creating Tomorrow is a partnership of schools and a college that have come together to make sure every child has the opportunity to succeed regardless of their learning needs.

At Creating Tomorrow, our mission and values shape everything we do. We celebrate difference as a strength and are committed to transforming outcomes for young people with SEND.

We believe that every child - whether they have special educational needs or not - should be supported to fulfil their potential, developing the skills and confidence to thrive in a changing world.

We place the individual at the heart of our work. From each child through to each setting, our focus is on providing the right support to maximise opportunity. We believe the expertise to achieve this sits within our schools and college, and the role of the Trust is to enable, empower, and connect that expertise through strong leadership and collaboration.

We are grateful for your interest in a leadership role within Creating Tomorrow. We are seeking leaders who share our values, who are committed to inclusive practice, and who recognise the power of collaboration in improving outcomes for young people.

Collaboration is central to our success. We believe we are stronger together, and we actively develop the relationships and professional networks that enable our schools, staff and communities to flourish.

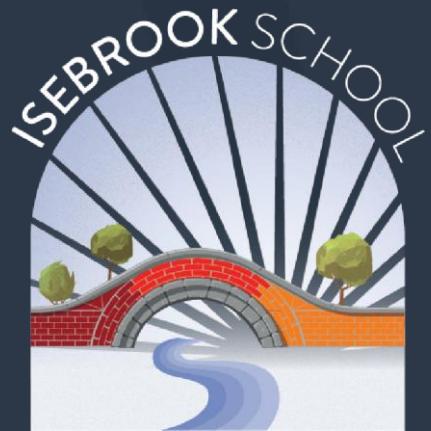
Kevin Latham (CEO)



OUR TRUST



Daventry Hill School
All-age SEND School
www.daventryhillschool.co.uk



Isebrook School
Secondary SEND
www.isebrookschool.co.uk



Kings Meadow School
Primary SEMH
www.kingsmeadow.org



Wren Spinney School
Secondary SEND
www.wrenspinney.co.uk



Celebrating Differences As Strengths

Creating Tomorrow College
Specialist Post-16 Institute (16-25)
www.creatingtomorrowcollege.co.uk



The Gateway School
Secondary SEMH
www.thegatewayschool.co.uk

“Helping to create everyone’s tomorrow”

Our vision applies equally to our learners, teams and the wider community; empowering them to be ever more independent and autonomous in their lives.

Whether that looks like a young person being able to communicate their wants and needs effectively, navigating living independently or settling in the workplace, our vision is to enable our students to become confident, responsible and successful adults.

Community is core to what we do, and we work in partnership with businesses, charities and other partners to ensure our students have the skills and opportunities to showcase how successful they can be, not what they can’t do. Together, we empower everyone to shape a better tomorrow for our learners.

Our values in practice

Our trust values help to focus our efforts on securing the best possible outcomes for our learners, their families, and our team members.

We strive to provide the powerful knowledge and powerful skills to empower all stakeholders to be successful, confident and responsible, and we aim to do this through building an inclusive community to support the development of the confidence and skills necessary to succeed in a changing world.

We will only build an inclusive community by respecting every individual, creating the space for everyone to feel enabled, and confident, to bring their unique self.

To create a space for individuals to be successful, confident and respectful, safety needs to be at the heart of everything we do:

- **Safety of self (emotional regulation)**
- **Safety with others (relationships)**
- **Safety for self (independence and autonomy)**

And these all need to be underpinned by the ability to communicate effectively with those around you.



Trust Values

Whilst each education setting within our trust has their own individual values, Creating Tomorrow has four core values, which act as a golden thread throughout everything we do.

Respect

We honour each other's contributions and differences.

Dignity, fairness, and recognition of the intrinsic value of every school and college, with relationships at the heart.



Inclusion



Everyone belongs and feels valued.

Championing participation and equity, ensuring that our schools and college, their learners and teams are included, challenging discrimination and advocating for everyone.

Community

We grow stronger together.

Fostering collaboration, mutual responsibility, and shared success across the Trust; for the college and schools and their stakeholders, community, and the wider system; developing the bonds, ties, and networks that promote success., challenging discrimination and advocating for everyone.



Empowerment

We enable each other to succeed and thrive.

Developing a shared responsibility for our Trust; enabling autonomy, growth, and contribution from each of our schools and college, their learners, families, staff, and leaders; working with individuals and organisations, whilst always holding our values, vision and mission in mind



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



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”



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
 - i Pupils first
 - ii Championing the vulnerable
 - iii Commitment to equality of opportunity
2. An Effective Team Player
 - i Dynamic and supportive
 - ii Committed and passionate
 - iii Innovative and high performing
 - iv Emotionally intelligent
 - v Proactive contribution
3. Dynamic and Creative Executive Leadership
 - i Leading through others
 - ii Altruistic collaboration
4. A Significant Contributor to Strategic Thinking and Development
 - i Inspire and drive
 - ii Oversee the development of strategy and policy
 - iii Lead consultation and implementation
5. Courageous and Committed Leadership, Effective Role Modelling
 - i Observing the highest standards
 - ii 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:

Selflessness

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.



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.

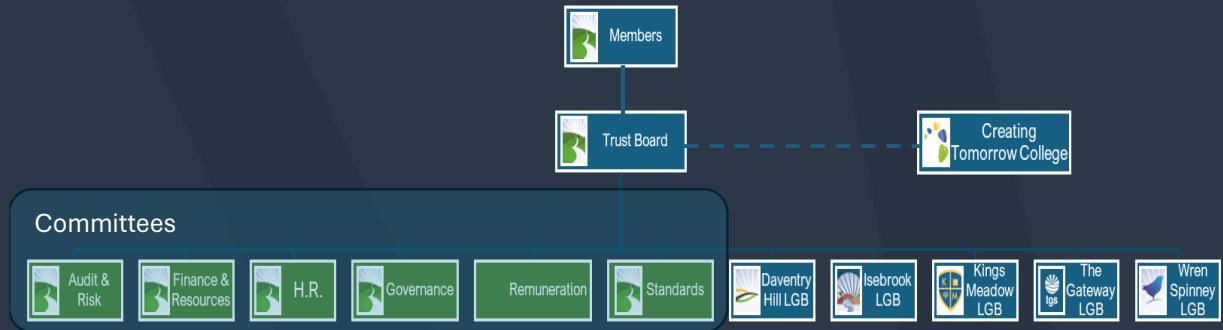
Courage

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 and scrutiny of Trust Board. Ensure trust is meeting aims and objects and fulfilling legal obligations

Local Governing Board LGB

Holds headteachers and senior staff to account for quality of:

- Educational performance and curricular provision
- Safeguarding
- Operational effectiveness and budgetary efficiency
- Pastoral care
- Health, safety & wellbeing
- Premises

Trust Board

Strategic direction of trust, ensure statutory compliance.

Central Functions:

- Learning and teaching
- Safeguarding & wellbeing
- HR
- Business
- Finance
- IT
- Premises

Creating Tomorrow College

CTC is a wholly owned subsidiary of Creating Tomorrow Partnership and has a separate Board of Directors. It is awaiting acceptance of charitable status.

Committees x 6: Delegated powers and functions from the Trust Board as set out in Terms of Reference.

Audit & Risk:

Risk Management, Risk Register, financial audit and oversight of processes

Finance & Resources

Oversight and evaluation of Finance, Estate, IT & H&S

Human Resources:

HR Management, Headteacher / Principal and Executive Leadership Pay

Governance:

Governance arrangements, legal and regulatory compliance and accountability

Standards:

Performance of schools / college incl. performance management

Remuneration:

Sets and reviews levels of pay



Celebrating Differences As Strengths

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

Currently there are 93 students (post-18) based across 3 campuses in North Northamptonshire, West Northamptonshire, and Leicestershire. However, the college is due to grow to support up to 120 students across campuses in North and West Northamptonshire, Leicestershire, and a new campus in Warwickshire due to open 2026.

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.



Daventry Hill School is an all-through (4-18) special free school for 230 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

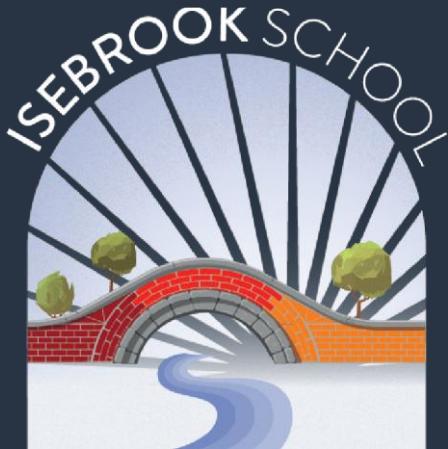
Values:

- 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 judged in April 2022 as Good with Early Years 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 243 students on roll.

Purpose:

- To create happy and successful adults

Vision:

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

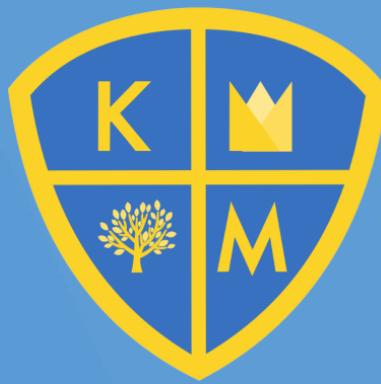
Values:

- 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.

Isebrook was last inspected February 2023 and maintained its judgement of Good



Kings Meadow School is a primary special school for primary aged pupils who have social, emotional and mental health (SEMH) difficulties, including associated challenging behaviours, based in Moulton West Northamptonshire.

Currently there are 53 pupils on roll, all have a primary need of SEMH< however many have additional needs, such as difficulties with cognition & learning and / or communication & interaction.

We strive to create a community that seeks to understand the young people we cater for, helping them connect, reflect and grow.

Our vision at Kings Meadow School is to develop strong and effective relationships in a place of felt safety, enabling children to learn about themselves and others.

This creates a sense of belonging and curiosity, encouraging them to explore and learn about the wider world, and think about their purpose within it.

We do this through our five core values:

- Connection
- Communication
- Resilience
- Independence
- Reflection



Kings
Meadow
School



**the
gateway
school**

The Gateway School is a special needs secondary school, catering for young people with an Educational Healthcare Plan (EHCP) whose primary need is linked to Social, Emotional and/or Mental Health (SEMH)., based in Tiffield, West Northamptonshire.

Our students deal with issues which directly affect their ability to deal with social and emotional issues effectively and/or to positively balance their mental health. We are committed to helping them to prepare for adulthood and life outside of school.

Our vision is to equip our pupils with knowledge beyond the classroom, beyond exams and beyond school... We want them to envisage their future.

Everything we do, say, and provide is designed to ensure our pupils leave school as employable, likeable, and sociable people.

Our commitment to 'Powerful Knowledge' helps ensure our pupils are not 'locked out' from knowledge that other people possess.

We have an inclusive approach to effectively educating young people with SEN, as well as developing staff who can deliver this approach. In doing so, we are committed to developing young people who can effectively communicate, reflect, are independent, challenge themselves, respond to setbacks well and recover from them.

Our vision is delivered via our six core values:

- Resilience
- Reflection
- Communication
- Going beyond your borders
- Balance
- Independence

the gateway school



Wren Spinney School is a special school for secondary aged students (11-18) who primarily have complex cognition & learning needs, all students having either severe or profound and multiple learning disabilities.

Currently there are 97 students on roll, and many students have additional needs, such as communication & interaction needs, sensory and / or physical needs

Given our unique student profile, our curriculum delivery differs significantly from traditional approaches.

We place a strong emphasis on nurturing the skills our students will need as they transition to adulthood.

Our curriculum revolves around communication and Preparing for Adulthood, utilising 'Equals' schemes of work. It comprises several key areas:

- Communication
- Good Health
- Friends, Relationships and Community
- Independent Living
- Future Destinations

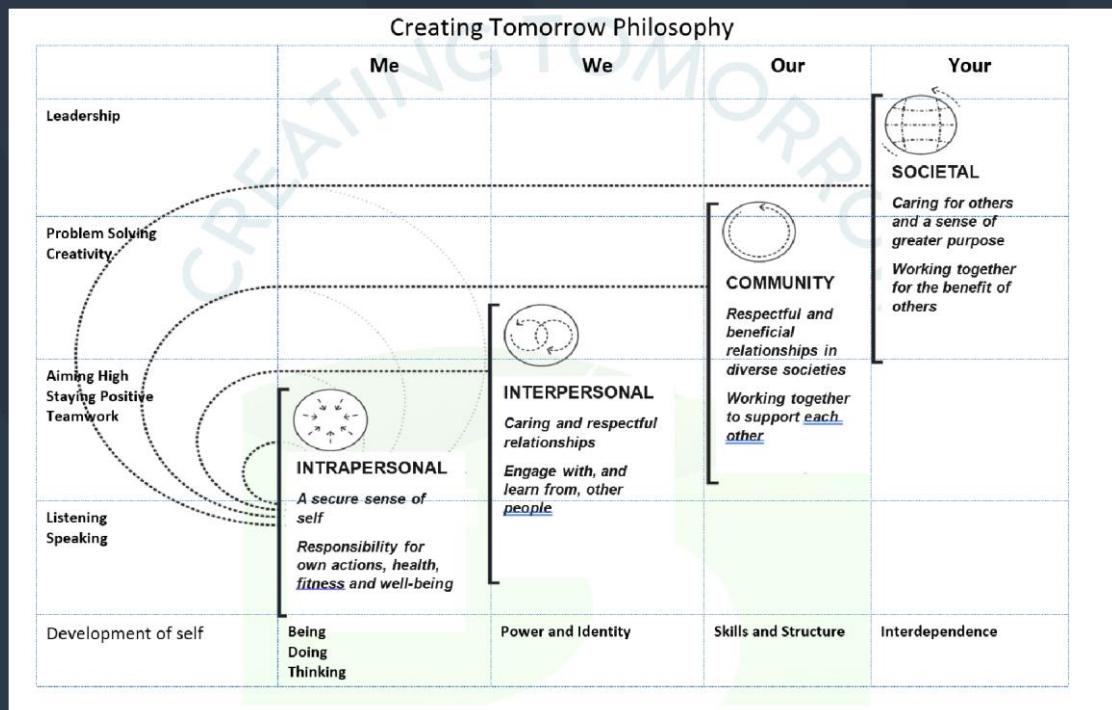
At Wren Spinney, our vision of “Educating for the future; step by step”, with the mission “to provide a high quality provision that meets the individual needs of students, building relationships which enable the learning of skills for life”, is delivered through our core values



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.



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.

Principles:

Rooted in compassion, our principles place self-advocacy and learner rights at the centre of education.

By nurturing communication, character, and social, emotional, and cultural capital, we create an inclusive community where every learner is respected, empowered, and prepared for their future.

Practice:

Our specialist SEND practice is centred around the learner and informed by evidence. We create environments that enable success. We have carefully chosen assessment to holistically understand our learners. We quality assure our judgements with moderation and set aspirational targets. We collaborate with professional partnerships.

As specialists we have excellent subject and principle knowledge of SEND and learning.

Pedagogy:

The foundation of all our pedagogical approaches builds a comprehensive understanding of individual need, develop strong relationships, promote predictability and inclusive practice, making reasonable adjustments where needed.

Our high-quality teaching considers; Explicit Instruction- Cognitive and Metacognitive Strategies-Scaffolding Techniques- Flexible Groupings-Technology. We understand how our individuals learn best.

Approach to continuous Improvement

Our approach to school and college improvement has been shaped by our Partnership way of work and strong collaboration so that the skills and talents that exist within our Trust's schools, college and wider specialist services can benefit all our learners. Partnership ways of working change climates from working as institutional educators of one setting to educational experts in a wider context, implying a much broader sphere of responsibility, encompassing educational wellbeing more widely across multiple school and colleges. This strategy offers a tiered approach to improvement through continuous professional development for all.

There are two proactive principle elements to our strategy for improvement, every setting receives our Core Improvement Package;



Trust Early Intervention Package:

Diagnosing the improvement need/s using five fundamental procedural processes. [Sustainable Improvement in Multi-school Groups \(DfE, 2018\)](#)

Trust Core Improvement Package:

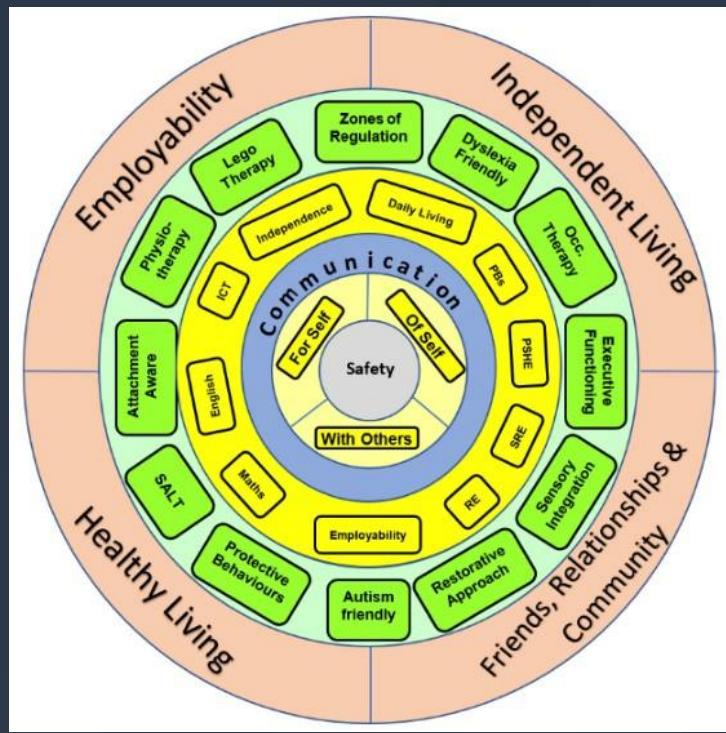
Embedding deliberate and intentional knowledge building that results in transformational change in practice. [CST Knowledge Building Whitepaper.pdf \(cstuk.org.uk\)](#).

Our sustainable improvement is informed by evidence-based models that are driven by Hargreaves self-sustaining improvement systems, adapting those where appropriate to our specialist schools and college. The Trust is a member of [The Confederation of Schools Trust \(CST\)](#). This ensures we keep pace with the latest research and evidence to inform our school and college improvement.

"If we create a culture where we all believe that we need to improve, not because we are not good enough, but because we can be even better, there is no limit to what we can achieve." -Dylan William

TRUST CURRICULUM

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 possibly in an ever changing world, to be:

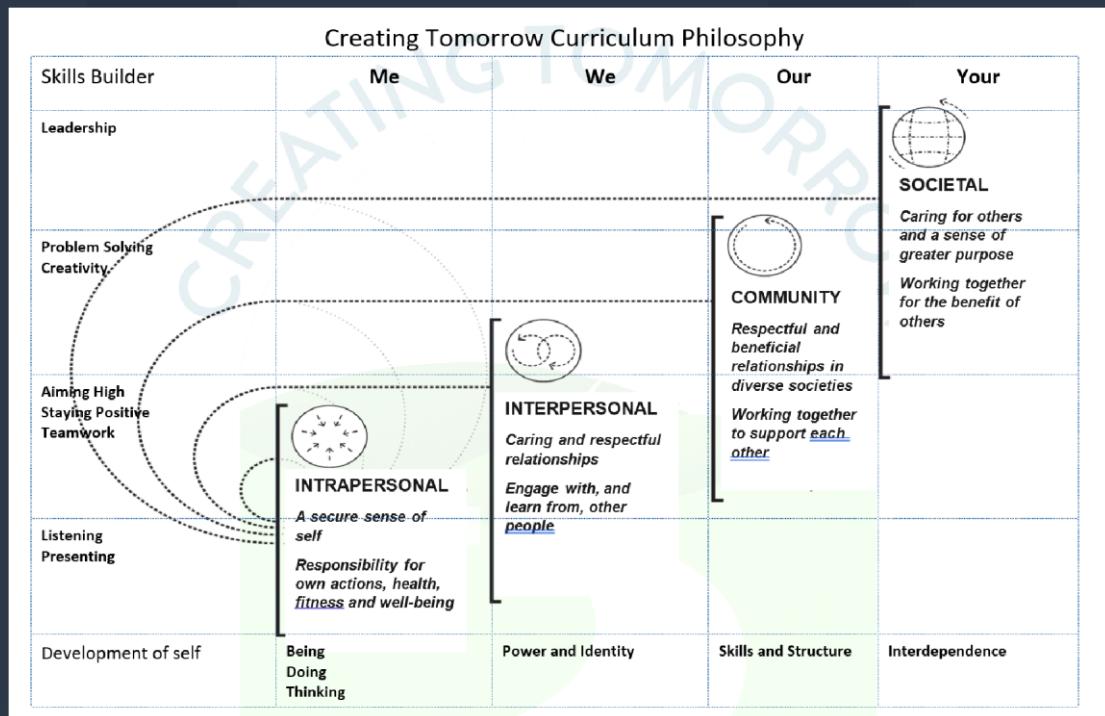
- Successful Learners
- Confident Individuals
- Responsible Citizens

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?



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 Assist Programme

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.

