



INVICTUS

Education Trust

STRATEGIC PLAN

2024 - 2030

INTRODUCTIONS

CEO Introduction

Welcome to the Invictus Education Trust.

It is easy to talk about multi-academy trusts in terms of size and numbers, and we are proud to educate thousands of children and young people from nursery through to sixth form across a family of seven schools, two of these with post-16 provision.

Yet, talking about MATs in terms of scale does not truly reflect the type of organisation that they are.

When our Trust was established in 2015, the founding principle was one of collaboration. In short, there was a recognition that more could be achieved collectively rather than individually.

This ethos has remained at the core of our Trust ever since – and a great deal has been achieved during this time. We help students find and explore their talents, staff thrive in their roles and our schools play an ever-growing importance in their communities.

Like a novel, however, every Trust reaches the end of one chapter before starting a new page. As our Trust is shortly about to celebrate our tenth anniversary, Invictus is in the process of evolving as we write the next chapter in our journey.

Collaboration will always remain the overarching theme, but we are reimagining how we help everyone in our community to grasp their aspirations in the ever-changing world in which we live and work.

Alongside this innovation and best practice, we will provide a high quality, forward looking and caring experience that enables potential to be fulfilled. That is why Invictus is such an exciting place to be.

- Edward Vitalis

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Chair Introduction

Welcome from the Board.

We are at a very exciting point in our journey as a Multi Academy Trust and about to embark upon a new strategic plan which the Trust Board will lead and our executive team and school leaders will inform and deliver. We believe firmly in collaboration between the operational and strategic governance side of the Trust and recognise the value of stakeholders at every level of the organisation. It is the coherence of our vision, strategy and operations that will secure our success and that of our students.

At every level, governance plays a vital role in the success of our organisation. The Members will, as the guardians of the Trust, continue to support, monitor and challenge the work of the Trust Board to ensure that governance arrangements are effective and the Trust Board will work hard to ensure that we continue to exercise the powers of the Academy Trust with great care and diligence and always with our students as our main priority.

- Jessica Shulman

OUR STRATEGY



Mission

'Excellence every day, unlimited ambition and transforming lives'



Vision

'To create a community of inclusive schools where people choose to learn with us, work with us and belong with us, so that everyone succeeds'



Values

- Respect
- Resilience
- Relationships

'EVERY GREAT STORY BEGINS HERE!'

COMMITMENTS



Outstanding inclusion, care and well-being where all can thrive and flourish.



Excellent teaching and learning where we have knowledge-rich staff within their area of expertise



Ambitious careers and enrichment provision give meaning and purpose to education.



Our schools sit at the heart of our communities.

KEY METRICS





‘**Together** we will
climb mountains’

OUR BIG AMBITIONS

- Our influence will be of **significance locally** and we will become **nationally important**.
- We are truly Ambitious & High Performing, and by 2030, our expectation is that all of our schools will be securely Strong Standard or Exceptional. Where they are not, they will either be moving to Exceptional, or rapidly moving to Strong Standard. Schools who have recently joined the Trust on a Needs Attention or Urgent Improvement will be rapidly moving towards Expected Standard.
- We will **enrich the lives of our pupils and staff** through an unrelenting focus on **inclusion and well-being for all**.
- In all of our schools we will develop and retain **excellent Teaching and Professional staff** because they want to work for us.
- We will become pivotal and engaged in the harmonisation, cultural and economic **development of our communities, growing and extend our reach** to improve life chances and contribute to the **social development** of our existing or other communities.
- We will become **innovative** and forward thinking, working beyond our funding constraints to deliver through **ground breaking technologies** and **physical environment** that support significant **advancements** in educational attainment.

Our ambitions will be threaded and delivered through our enabling strategies.

OUR BIG AMBITIONS

‘No bridge is too far’



Department
for Education

THIS IS OUR STRATEGY



Department for Education



Leadership

Create a cohesive organisational culture focused on providing a structure through which staff and pupils can thrive, providing the strongest possible education for children in their schools, working within robust governance structures which ensures the sustainability of education.



High Quality and Inclusive Education

Deliver high quality education across our academies, including for disadvantaged children & children with SEND.



School Improvement

Work quickly to improve standards within all our schools.



Strategic Governance

Operate an effective and robust governance structure that involves schools and exemplifies ethical standards. Strong local identity, engaging effectively with parents and the wider community.



Operations

Prioritises the use of resources, including the estate and digital to deliver the best educational experience for children, creating optimal learning environments through effective management of facilities, resources, and support service, providing safe, well-maintained, and resource-rich environments that support educational excellence and student well-being.



Invictus Institute

Cultivate a culture of continuous learning and excellence across all our academies and at the centre, providing high-quality, tailored professional development opportunities that empower educators and staff to enhance their skills, knowledge, and practices, fostering innovation, collaboration, and leadership through comprehensive CPD programmes that align with our educational goals and values.



Financial Management

Underpinned by strong and effective financial management, ensuring financial integrity, transparency, and sustainability across all our academies, enacting prudent management of resources, robust financial planning, and the efficient allocation of funds to support our educational objectives.



Workforce

Train, recruit, develop, deploy and retain great teachers and leaders throughout their careers, proactively engaging in Initial Teacher Training and the Early Career Framework, support staff development by using National Professional Qualifications. Deploy the best staff in the schools where they are needed most and prioritises staff wellbeing.



Growth

We will grow to the size that secures and underpins our model for long term financial sustainability with resource capacity to improve schools and deliver high quality inclusive education.



Marketing & Communications

Foster a cohesive and inspiring brand identity that reflects our commitment to educational excellence and community engagement. Enhance visibility, promoting our achievements, and cultivating meaningful relationships with stakeholders. Effectively communicate our unique stories, values, and successes.



Community

Work beyond our own organisation, collaborating with other trust leaders, system leaders and civic actors for the wider common good, fostering strong community relationships, promoting civic responsibility, and enhancing the trust's impact on the wider community. Create meaningful partnerships, promoting civic engagement, and encouraging social responsibility among pupils, staff, and stakeholders.

High Quality & Inclusive Education

Culture

Creates a culture in all its schools that is motivating and ambitious for all, including disadvantaged children and children with SEND, so that students can achieve their full potential.

Curriculum

Oversees the design and implementation of ambitious, broad, well-sequenced and knowledge-rich curricula in all schools.

Student outcomes

Achieves good outcomes for all students by delivering education that is both high quality and inclusive.

Accessible to all

Operates fair access. Welcomes and effectively teaches disadvantaged children and children with SEND from their local areas.

Inclusive pastoral support

Supports students and schools to address issues so students can stay in mainstream school where possible and re-join mainstream education when they have spent time in Alternative Provision.

Enrichment

Enables children to take part in sport, music and cultural opportunities that enrich the curricula and support children's wider development.

Behaviour & attendance

Ensures its schools are places where all students attend regularly, are kept safe, feel calm and supported, and able to actively participate and progress.

Destinations

Ensures all children leave schools well prepared for the next stage in their life, whether it be education, employment or training.

School Improvement

Culture

Creates a culture of continuous improvement through self-evaluation, challenge, support and appropriate action. Engages with external challenge and review.

School improvement model

Has a clearly defined and effective strategy to improve and maintain the performance of schools that are already part of the trust, as well as those that join.

Transformation

Takes on challenging schools, transforming underperforming schools via broad, sustainable improvement.

System-led improvement

Supports the wider system, sharing learning/best practice; helps underperforming schools improve; and contributes to building a trust-led system.

Workforce

Culture

Creates a high-performing working culture for all staff that promotes collaboration, aspiration and support. Uses the flexibilities of the trust structure to create opportunities for staff. Recognises the critical value of high-quality teaching and champions the profession.

Workload

Fosters a supportive working environment by managing workload, prioritising wellbeing and taking action to support all staff.

Retention

Supports the retention of great staff both within the trust and across the school system.

Working environment

Prioritises effective behaviour and attendance policies to create a safe environment in which to work and learn. Utilises the trust structure so that staff are empowered to deliver their best.

Line management and career progression

Ensures every member of staff is effectively line managed to maintain high performance. Actively encourages career progression opportunities across the trust.

Equality, diversity, inclusion (EDI)

Ensures inclusive working environments, supports flexible working and takes action to promote EDI.

Financial Management

Culture

Recognises the importance of effective and efficient use of resources for the benefit of all schools in the trust and the wider education system.

Financial strategy

Uses financial data and intelligence to set a stable, accurate and sustainable long-term financial strategy for the trust. Has a clear approach to

delivering value for money through effective budgeting and risk management.

Resource allocation

Demonstrates efficient and effective use of resources, for example through school and trust resource management benchmarking tools and Integrated Curriculum and Financial Planning.

Capital strategy

Maintains and invests sustainably in capital infrastructure including buildings, digital infrastructure and technology.

Reserves

Operates a well-planned reserves policy that provides sufficient contingency for cash flow and any unplanned, urgent expenditure and aligns resources to expenditure priorities across all its schools.

Financial information management

Has strong financial and information management systems with effective oversight, for example ensuring data compliance and having policies and processes in place to minimise risk of fraud, data breaches and financial mismanagement.

Strategic Governance

Culture

The board and executive leadership team anchor the trust's strategy in the needs of its schools, the communities they serve and the wider educational system in line with its charitable objects. The Accounting Officer, board and leadership team create a culture of ethical leadership, including the Seven Principles of Public Life.

Compliance

Demonstrates efficient and effective use of resources, for example through school and trust resource management benchmarking tools and Integrated Curriculum and Financial Planning.

Community

The board and executive leadership team foster meaningful community engagement by building strong partnerships with schools, families, and local stakeholders. They ensure that the Trust actively listens to and collaborates with the communities it serves, promoting inclusivity, trust, and a shared commitment to improving educational outcomes for all.

Strategic Leadership

Trust strategy

Should be driven by a theory of change and supported by a methodology that together explain how a set of interventions lead to educational improvement. Overall trust strategy must be anchored in its context and translated into outcomes and resource allocation. The trust's vision must be translated into its mission, purpose, and values that inspire staff, children, and other stakeholders.

Organisation

The trust operating model must consider the overall size, shape, and structure of the trust, including what is shared or separate across its schools. The trust's culture must embody the behaviours, underlying mindsets, and beliefs that shape how staff, students and other stakeholders work together.

Senior Leadership Team

The senior leadership team must reflect the size, composition, roles, and structures within the trust, and represent value for money. The informal processes, interactions, and team norms shape the trust senior leadership team's culture and effectiveness - so shape this intentionally.

External Stakeholders

Engage with agencies, communities, and other external stakeholders to understand different stakeholders' interests and adapt responses to them. Create, maintain and evolve networks of informal mentors to enable a response to a changing external environment.

Growth

Transformation – Takes on challenging schools, transforming underperforming schools via broad, sustainable improvement.

System-led improvement – Supports the wider system, sharing learning/best practice; helps underperforming schools improve; and contributes to building a trust-led system.

Accessible to all – Seeks to address gaps or failure in fair access. Welcomes and effectively teaches disadvantaged children, children with SEND and those who require alternative provision from their local areas.

Collaboration – Works collaboratively with the DFE, LA,s trusts, schools, communities, parents and other civic partners to ensure

the provision of school places, acting in the wider interests of the local and regional communities.

Financial

Ensures that the Trust is financially sustainable via a blueprint that supports the optimum central service delivery model covering all costs and delivering a return to invest further in our family of schools.

Locality

Takes on schools within agreed geographical and local authority boundaries and primaries that are natural feeders to our secondaries.

Estates

Culture

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Reach

Be of significance locally and become nationally important.

Marketing

Our marketing approach continuously evolves to meet business needs and to be responsive to industry trends. Marketing creates the optimum opportunities to reach and engage all audiences.

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Invictus Institute

Culture

Creates a high-performing working culture for all staff that promotes collaboration, aspiration and support. Recognises the critical value of high-quality teaching and champions the profession.

Continuing Professional Development

Encourages and enables all staff to build their expertise through evidence-based professional development and mentoring.

Collaboration

Builds an innovative and vibrant community of professionals, collaborating across schools and other trusts to develop and share expertise and evidence-based practice.

Developing new and early career teachers

Makes a positive contribution to the wider system by delivering high quality training and/ or placements for trainee teachers. Supports early career teachers through the Early Career Framework.

Marketing & Communications

Culture

Internal and external marketing channels will foster a culture of impactful communication, to amplify the voices of our Trust, schools, and communities.

Continuing Professional Development

Encourages and enables all staff to build their expertise through evidence-based professional development and mentoring.

Collaboration

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Digital

Culture

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Capital strategy

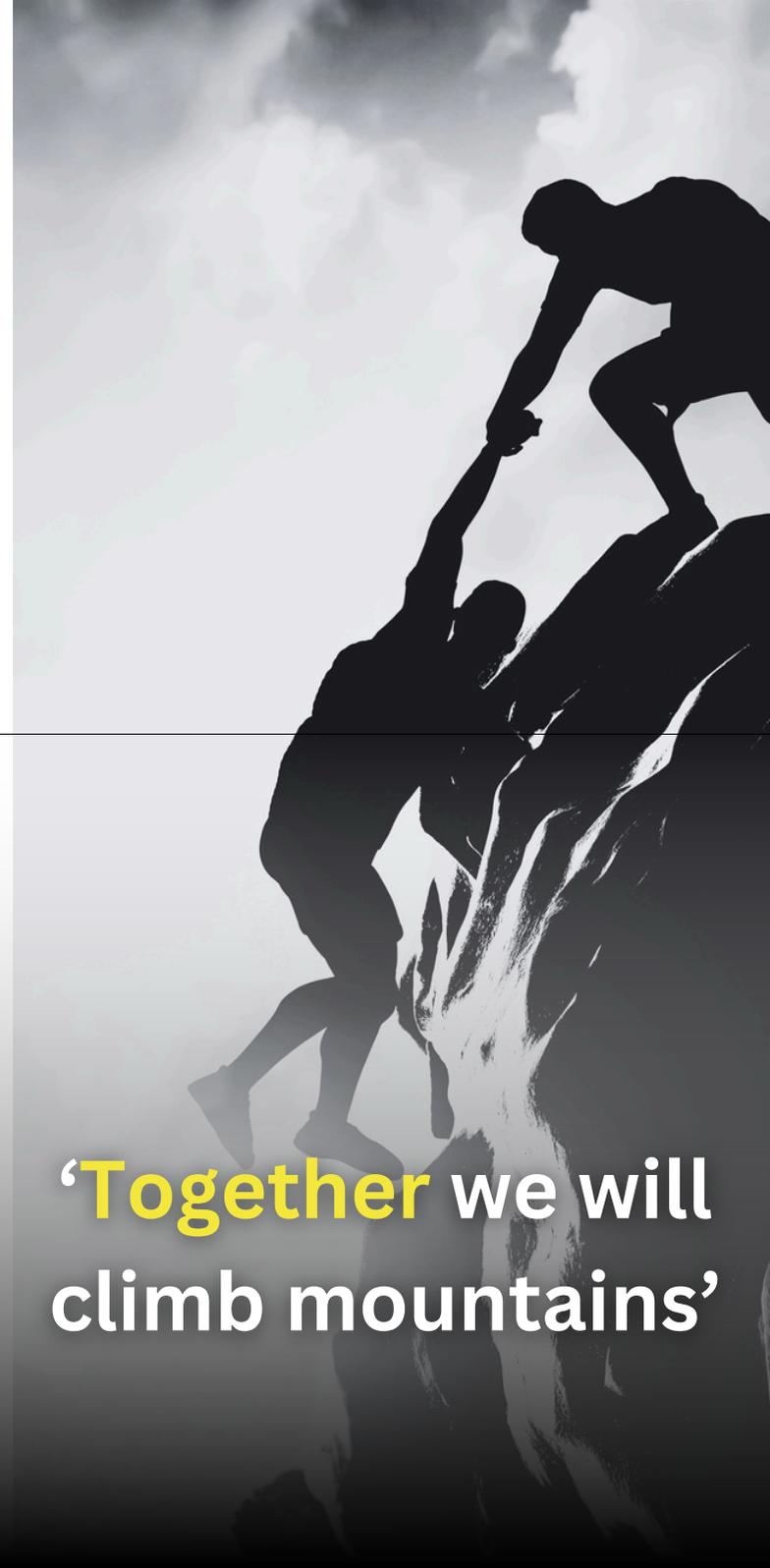
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climb mountains’**

KEY STRATEGIC WORKSTREAMS YEAR 2 TO 5

2024/2025 - LAYING THE FOUNDATION

As we continue to develop our strategic approach, we will lay our new foundations whilst we continue our journey of discovery. We will overcommunicate the strategy alongside our mission, vision, values, commitments and big ambitions and we will design the organisational blueprint required to deliver the strategy.

2025/2026 - ORGANISATIONAL STRUCTURE

Will be a year of embedding new structures, whilst we continue to reinvent ourselves. We expect all schools to have progressed one self-assessed percentile and be, at a minimum, secure good or rapidly moving to this because they have recently joined the Trust on a Requires Improvement or Special Measures judgement.

2026/2027 - GROWTH & EMBEDDED SCHOOL IMPROVEMENT MODELS

Will be the year when we continue to confidently grow having full confidence in our school improvement models. We expect all schools to have progressed one self-assessed percentile and be, at a minimum, secure good or rapidly moving to this because they have recently joined the Trust on a Requires Improvement or Special Measures judgement.

2027/2028 - SYSTEM LEADER MATURITY

Will be the year when we are truly recognised as system leaders locally and nationally. We will sit on local and national boards (e.g. DFE, LA, CST, NHS), be influential and become involved in key strategic proposals and decisions. We expect all schools to have progressed one self-assessed percentile and be, at a minimum, secure good or rapidly moving to this because they have recently joined the Trust on a Requires Improvement or Special Measures judgement.

2028/2029 - REFLECTIONS

During 28/29, there will be significant times of reflection, before we design and embark on the next stages of our strategic direction. Some of our schools will be outstanding.

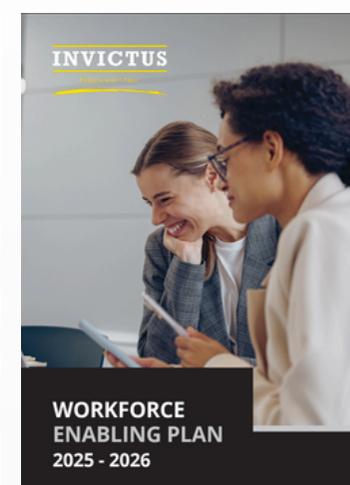
WE CONTINUE TO LOOK INTO
THE FUTURE TO ACHIEVE
OUR BIG AMBITIONS



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OUR ENABLING PLANS



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