



Strategy for Church Schools Flourishing

‘Use whatever gifts you have received to serve others.’ 1 Peter 4:10

Trust Vision and Ethos

“All Hamwic pupils receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities.”

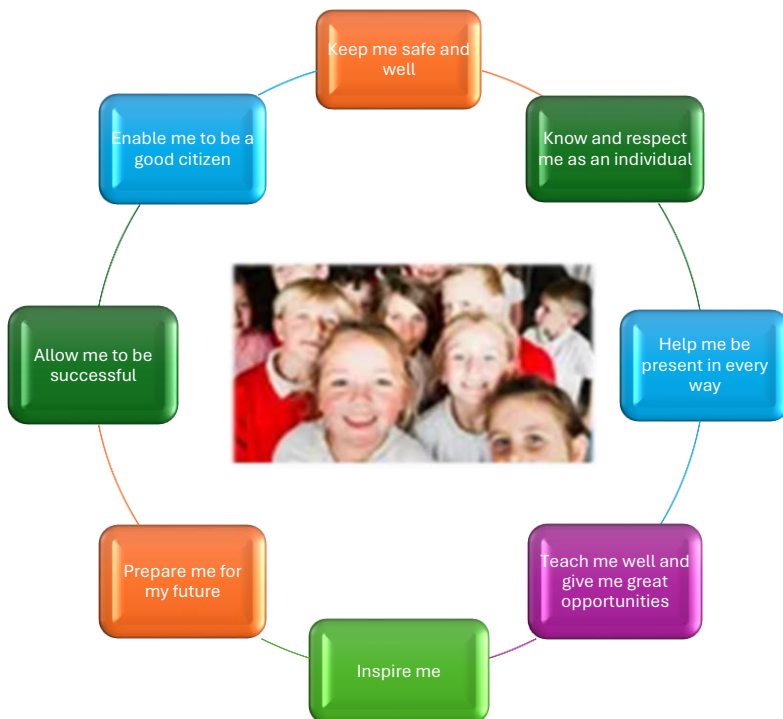
‘All about the Child’

At the Hamwic Education Trust, we aim to put the child at the centre of everything we do. We believe that by doing this, it drives our ethos and values to do the best we can for our children.

‘What about Sam’

Sam is the name we have given to the notional Hamwic child. By asking ourselves ‘what about Sam?’ we ensure that we put our pupils at the heart of our decision making.

Sam’s entitlement underpinned by biblical teaching



Keep me safe and well -Numbers 6:23 ‘The Lord bless you and keep you’

Know and respect me as an individual -1 Timothy 4:12 ‘Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love.’

Help me be present in every way- Ecclesiastes 11:9 ‘You who are young, be happy while you are young, and let your heart give you joy in the days of your youth.’

Teach me well and give me great opportunities- Ecclesiastes 7:12 ‘the advantage of knowledge is this: wisdom preserves those who have it’

Inspire me - Matthew 5:16 ‘let your light shine before others’

Prepare me for my future - Jeremiah 29:11 “For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future”

Allow me to be successful - Psalm 115:14 'May the Lord cause you to flourish'

Enable me to be a good citizen- Proverbs 31:9 'Speak up and judge fairly; defend the rights of the poor and needy' **OR** Luke 10:27 'Love your neighbour as you love yourself'

Trust Vision for Church Schools Flourishing

We hold firm to the teaching in 1 Peter 4 v10 'Use whatever gifts you have received to serve others.'

Therefore, we aim for all adults in the Trust to support children to flourish through their commitment to Sam whether in Church or a School Without a Religious Designation (SWARD).

Hamwic Trust are committed to ensuring that our Church Schools are supported to live out their distinctively Christian vision, so that all children in their care can flourish. Our entitlement for Sam will underpin the worth and uniqueness of each child recognising that 'the Kingdom of Heaven belongs to such as these' Matthew 19:14

The Church of England Vision for Education

The Church of England vision for education clarifies what we aim to achieve in all our Church schools: '*Life in all its fullness*' John 10:10. This is worked out theologically and educationally through four elements: wisdom, hope, community and dignity.

The vision highlights that 'The worth of each student impels us to work to fulfil their God-given potential, whatever the religious or other tradition with which they or their family identify, and with special consideration given to those who are disadvantaged.'

In line with the Church of England's role as the established Church, their vision is for the common good of the whole community.

- **Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- **Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- **Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Additionally, the vision reminds us that fullness of life can be realised in many ways, but highlights five key examples as Blessing, Creativity, Joy, Reconciliation and Glory.

Intent for Church School Distinctiveness

We recognise the importance of Church Schools embedding a distinctively Christian ethos and vision, rooted in theology. We expect all those working and volunteering within the school to be sympathetic towards the Christian ethos and vision and to uphold the Christian values associated with these in everyday school life. The Trust will work with the Diocese and Schools to ensure that decision making is underpinned by Christian

principles and teaching. We want our schools to offer an education that allows children to succeed and thrive spiritually, academically, socially and emotionally. We want to support the Church’s aim of ‘Life in all its fullness’ John10:10 for our children.

Programme for Church School Flourishing

Hamwic Trust supports the Programme for Church School Flourishing, recognising its importance in helping us to implement our vision and intent. We will endeavour to meet the standards set by the Salisbury Diocese in their PCFS aiming for full accreditation and active partnership.

The PCSF team, alongside the Director of Education – QA and Director of Education - Primary will provide support, challenge and reflection to school leaders at all levels so that the Church school vision, values and distinctiveness remain at the heart of the school’s work.

Role	Post holder	Responsibilities	Reports to
Senior Leader for Church School Flourishing	Scott Tait (Headteacher Bishop Aldhelms’ C.E. Primary)	Church school leadership and distinctiveness, SIAMs	DoE-QA
Leader for Church School Flourishing	Vacant (this post will be filled with an increased number of Church Schools in the Trust)		SLCSF
Champion for Church School Governance	Louise Newman (Hamwic Head of governance)	Support and challenge for Church school LGCs to maintain the heart of Church School Christian Foundations	DoE-QA
Champion for Church School Recruitment	Vacant	Ensuring the centrality of Church school foundations and distinctiveness during the entire recruitment process	DoE-QA
RE and CW Faculty lead	Fiona Waller (Headteacher Pimperne CE Primary)	Strategic oversight of collective worship and RE teaching across the trust Church schools.	SLCSF

A Leader for Church Schools Flourishing will have oversight of up to four schools. Should the number of Church Schools joining Hamwic Education Trust increase beyond this number, and additional Leader will be appointed.

A programme of visits and networks will be put in place. As a minimum, Church schools will:

- Receive induction support when joining the Trust from the SLCSF and the DoE-QA to ensure they understand the resources and support available to them to help children flourish within Hamwic.
- Receive an annual visit from the DoE-QA to evaluate and explore the school self- evaluation focusing on the core questions – ‘Who are we? What are we doing here? How well are we living and learning together?’
- Receive an annual visit from the Leader of CSF to focus on the IQs with the SIAMs framework checking that school improvement planning attends to the core question ‘Then how shall we live and learn together?’
- Receive governance training, bespoke support and advice on the effectiveness of how well leaders are held to account in ensuring the school Christian Foundations are maintained.
- At least annually there will be moderation opportunities with the RE and CW faculty lead to discuss provision and explore best practice.
- Annual visit from the CW faculty lead to monitor the effectiveness of RE and Collective Worship
- Needs based support as requested where leaders (of SIAMS inspectors) identify any areas that needs further work.

The Trust will work with the Diocese to ensure support is purchased where we currently don’t have a full complement of staff on the PCSF team.

The purpose of monitoring as well as support is to ensure school remain highly focused on the Church of England’s vision of wisdom, hope, community and dignity.

Trust and School governance

We recognise that Trustees and Governors have a role of Guardianship within our Church Schools.

Trustees, supported by the Champion for Church School Governance, have a responsibility to support and uphold the Christian distinctiveness of our Church schools as Guardians. Under the new framework, the responsibilities of the Trust to uphold and enhance the school as a Church school are brought to the fore and is viewed as entirely fundamental to a school’s effectiveness. (‘The What, Why and How of SIAMS’ outlines these responsibilities).

The Trustee for Church School distinctiveness is Caroline Whittaker. The Champion for Church School Governance is Louise Newman. The Hamwic Director with strategic responsibility for Church School Distinctiveness is Chris Bulmer (DoE-QA). A report will be generated each term for Trustees to outline progress Church Schools are making and the steps being taken to support and challenge leaders. The report will include contributions from the PCSF team. The Trustee working with the DoE-QA will visit schools where possible to see the Church Distinctiveness in action through activities such as a learning walk, meeting with leaders and discussions with children. The Champion for Church School Governance will ensure the Local Governance Committee minutes reflect the support and challenge to leaders in keeping Church School distinctiveness at the forefront of their conversations.

It is the responsibility of each school’s local governing committee (LGC) to ensure that the Christian foundations of the school are maintained and that the vision is distinctively Christian and influences decision making at all levels. Each school’s LGC should have key members with a foundation background who take a lead for this responsibility and lead on routine monitoring and evaluation of the school’s Christian distinctiveness. Church school distinctiveness should be a standing item on all LGC meetings to ensure that all governors have regular updates on progress and that high quality monitoring and evaluation brings about

required improvements. The Church School distinctiveness champion should meet regularly with the school's headteacher, RE and collective worship leads as part of their monitoring and evaluation. The Champion for Church School Governance is available to support LGCs and the school's Distinctiveness Champion in ensuring monitoring is effective.

Trust Commitment to Support Church Schools to Flourish

In addition to the offer to Church Schools through the PCSF as outline above, a broad menu of resource, support and challenge exists within Hamwic Trust for School leaders. This includes:

- Headteacher networks, leadership days and residentials
- Access to a partnership of local leaders
- Peer and leader-led coaching
- Allocated Standards Officer to support school improvement and leader wellbeing
- Governance advice and training
- Opportunities for leader apprenticeships at many levels
- Support for Church School leaders to develop their skills through Diocese training and coaching.
- Opportunities for leaders to drive change for Church Schools at a Trust level.
- Access to a wide-ranging central team to support with safeguarding, business and educational matters

SIAMS

All Church schools will be inspected under the Section 48 Statutory Inspection of Anglican and Methodist Schools (SIAMS) framework every three to five years. The SIAMS framework was rewritten in 2023 and has been revised for 2024. Under the new framework *'SIAMS inspectors will explore with school and trust leaders how they understand the specific context of the school, and whether they know how to respond to it theologically. Local, diocesan, and national expertise will help school and trust leaders to explore this, so that they can be confident in answering three key questions:*

- 1. Who are we as a school?*
- 2. What are we doing here?*
- 3. How, then, shall we live and learn together?*

All Hamwic Church Schools will be required to complete evaluate and update their SIAMs model self-evaluation template as part of their improvement cycle. These will be submitted to the DoE-QA for monitoring.

The What, Why, and How of SIAMS

1. What must SIAMS do?

SIAMS must, in accordance with the law:

- i. make judgements and report on religious education
- ii. make judgements and report on collective worship
- iii. make judgements and report on pupils' SMSC education
- iv. make judgements on how, through its theologically rooted Christian vision, the school is living up to its foundation as a Church school, enabling people to flourish

a) Why must SIAMS do this?

SIAMS must do this because the Church has a:

- i. gospel-inspired obligation to seek fullness of life for pupils and adults in its schools
- ii. legal obligation to make judgements and report on religious education, collective worship, and pupils' SMSC development
- iii. moral obligation to hold leaders to account for whether, how, and to what extent a school's theologically rooted Christian vision and leadership are enabling people to flourish
- iv. duty to report on the above to those who have an interest in the school
- v. duty to make a positive contribution to the improvement of Church schools

b) How will SIAMS do this?

SIAMS will do this through its skilled inspectors who will:

- i. explore how leaders know and ensure that the school's theologically rooted Christian vision and the ensuing policies and practice are enabling it to live up to its foundation as a Church school
- ii. hold conversations with school and trust leaders, members of staff, pupils, parents, and representatives of the DBE/MAST and local community, including, crucially, from local church/es
- iii. ask questions that are probing and open, enabling the school community to describe their context and their contextually-appropriate, Christian-vision-driven decisions and actions
- iv. scrutinise documentation, including, for example, self-evaluation, policies, plans, and pupils' religious education work, as part of the evidence-gathering process
- v. observe typical school life and relationships
- vi. evaluate evidence carefully, so that they are able to make fair and accurate judgements on the effectiveness of the school's Christian vision and leadership, holding leaders to account

2. What must schools and trusts do?

Schools and trusts must provide convincing evidence of how:

- i. the school's work is driven by a contextually-appropriate theologically rooted Christian vision for education that reflects its foundation as a Church school, meets the needs of the school community, and enables people to flourish
- ii. the vision and practice of the trust resonate with those of the school
- iii. leadership and governance are appropriate and effective
- iv. collective worship reflects the school's Anglican/Methodist foundation and enables the spiritual flourishing of those in the school community
- v. the school offers a religious education curriculum that:
 - o meets legal requirements
 - o reflects the Church of England's Statement of Entitlement for Religious Education
 - o is effective

a) Why must schools and trusts do this?

Schools and trusts must do this because:

- i. they are required by law to facilitate the inspection
- ii. they have a moral duty to provide an education that is shaped by a theologically rooted Christian vision that reflects the school's foundation and that enables people to flourish
- iii. the trust has a responsibility to provide appropriate leadership and governance for the school, to enhance its Anglican/Methodist foundation, and to demonstrate, in an evidence-based way, that this is the case
- iv. their involvement in the inspection process enables accurate judgements to be made
- v. SIAMS inspection provides the school with the opportunity to tell the evidence-based story of its Christian-vision-driven work

b) How will schools and trusts do this?

Schools and trusts will do this by:

- i. ensuring that the school's everyday work is rooted in and driven by a context-specific theologically rooted Christian vision
 - ii. ensuring that they have a regular and meaningful relationship with the DBE and/or MAST, accessing expertise and support for Church school leadership, religious education, collective worship, SMSC education, and other aspects of their work as appropriate
 - iii. providing an inspector with brief and focused evidence of how the theologically rooted Christian vision enables the school to live up to its foundation as a Church school
 - iv. working with an inspector to arrange an inspection-day timetable that addresses the inspection lines of enquiry, enabling the inspector to hear the story of the school from a wide range of diverse groups from the school community, including from the trust leadership
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Job descriptions as written for the Programme for Church Schools Flourishing roles

THE SALISBURY DIOCESAN BOARD OF EDUCATION

Red text shows additions to the role to meet the needs of Hamwic Education Trust - tbc

Role: Leader for Church Schools Flourishing

Job Description
• Through their employment at leadership level within the Trust and with successful church school leadership experience they will lead, promote and celebrate Church School Flourishing across the Trust To ensure the depth of Christian vision in all Trust church schools promotes opportunity for flourishing • To lead the review of the distinctively Christian visions in all Trust church schools ensuring these are established, embedded and demonstrate sufficient regard to the original Anglican foundation of the schools • To co-ordinate and collaborate with Trust Leaders for Church School Governance, Church School Recruitment and RE and Collective Worship to gain a holistic view of Trust wide Church School Flourishing • To work with Trust leaders, for Church School Governance, Church School Recruitment and RE and Collective Worship to implement and embed Trust wide programmes of, and development plans for, Church School Flourishing • To work in partnership with, and advocate for, the quality assurance work of SDBE Advisers • To coordinate an annual review of church school flourishing working in partnership with the Leader for Church School Governance (LCSG), taking contribution from the Trust Lead or Church School Recruitment RE and CW and Trust Lead for Community Hubs (where appropriate) • To lead SIAMS preparation and arrange appropriate support for schools during inspection • To invest in their own personal professional development, including Diocesan Board of Education Programme for Church School Flourishing • Provide updates and lead relevant training within the Trust • Will promote and champion the SDBE and National Guidance from the Church of England (Vision for Education, Statement of Entitlement for RE, Guidance for Collective Worship, Valuing All God’s Children etc.) • Is accountable to the Trust CEO and Trust Board

Person Specification

- To be an experienced and passionate church school leader, with a track record of developing provision embedded in a distinctively Christian vision, that enables others to flourish
- Has a secure understanding of the Church of England Vision for Education and the SDBE vision for schools with a strong understanding and experience of SIAMS expectations as a tool for school improvement and school inspection
- Is an excellent communicator, with the ability to articulate, lead, coordinate and support the development of strategies and plans that enables flourishing for children, young people and adults. Has a track record of the impact of this work
- Has excellent leadership skills, driven by virtues, with the ability to inspire and motivate others
- Is committed to upholding the obligations set out in the Trust's Articles of Association and as described in the Memorandum of Understanding between the Trust and SDBE.
- Places a high regard on the original foundation of schools and has a passion for the flourishing of children and adults in church schools
- Has the ability to inspire trust and commitment across the Trust through strong ethical leadership and demonstrable values supportive of the Church of England's Vision for Education
- Holds a knowledge and an understanding of church school governance and experience of working with Foundation Governors/Trustees/Members with the with the strategic skills and abilities to hold to account and inspire in the Trust leaders across the Church School Flourishing network (Leaders for Church School Governance, Church School Recruitment and RE and Collective Worship)
- Advocates for continuing professional and personal development of themselves and colleagues
- Exhibits habits and disciplines which encourage their own and others' spiritual growth and development (adults and children) within and across all members of church school communities
- Models the building of a culture of reflection, spiritual growth and prayer that supports holistic flourishing
- Is outward-looking, cultivating partnerships that enrich the school community and beyond

Role: Champion for Church School Recruitment (CCSR)

Job Description
• To advocate for Church School Flourishing and positively reflect SDBE skills and knowledge when recruiting at all levels; particularly when recruiting, inducting, and planning for retention and succession of senior leaders of church schools (Executive HTs, HTs and Heads of School) across the Trust • To collaborate with the Trust Leaders for Church School Flourishing, Church School Governance and Trust Leaders and adhere to relevant Diocesan guidance and timelines • To advise on recruitment, induction, retention and succession planning for all church school recruitment reflecting the distinctively Christian vision, values and faith foundation of the school • To champion the spiritual flourishing of all staff, demonstrating the furthering of the school's Christian character with a firm commitment to the Church of England vision for education throughout the listed recruitment processes for senior leaders • To support and advise on the strategic planning, evaluation and refinement of high-quality programmes of induction, retention and succession planning working alongside the LCSF and LCSG • To contribute to the annual review of Church School Flourishing • To engage with and advocate the quality assurance work of SDBE Advisers • Will champion and apply the Diocesan guidance and the Church of England's Vision for Education and associated documentation to recruitment, induction, retention and succession activities
Person Specification
• To be an experienced leader within church school settings committed to being the advisory voice of the panel for senior leader recruitment; advocating, encouraging and enabling the practice and thinking of the SDBE throughout the senior leader recruitment process • Is employed at an appropriate leadership level within the Trust with the vision to recognise the opportunity and impact strong recruitment strategies has on the flourishing adults and children in church schools

- Brings a depth of experience in both recruitment and working with the SDBE and has a strong understanding of the SIAMS process and the Church of England vision for Education, along with associated documents
- Regards, celebrates and actively promotes the importance of excellent recruitment, induction, retention and succession planning processes with a willingness to promote promotes Christian Character at all levels of recruitment, induction, retention and success planning activities
- Is an excellent communicator with the ability to inspire, motivate, advise and guide recruitment panels
- Understands how the journey to successful church school leadership begins the day an individual commences work in a Church school or mixed Trust
- Advocates for continuing professional and personal development of themselves and colleagues
- Exhibits habits and disciplines which encourage their own and others' spiritual growth and development (adults and children)
- Models the building of a culture of reflection, spiritual growth and prayer that supports holistic flourishing
- Is outward-looking, cultivating partnerships that enrich the school community and beyond

Role: Leader for Church School Governance (LCSG)

Job Description
• To underpin the work of the Trust Governance Professional and Chair of the Trust Board in ensuring that local church school governance is ably led and effectively supported • To ensure that the work of committees of the Trust Board takes appropriate account of the distinctive Christian character of the Trust, emphasising, cherishing and developing the uniqueness of local governance committees for church schools especially • To coordinate an annual review of church school flourishing working in partnership with the Leader for Church School Flourishing (LCSF), Chair of the Trust Board and the Chief Executive Officer, taking contributions from the Trust Lead for RE and CW and Trust Lead for Community Hubs (where appropriate) • To work alongside the SDBE Corporate Member (and their appointed representative) in ensuring that the Trust adheres to the obligations set out in the Trust's Articles of Association and as described in the Memorandum of Understanding between the Trust and SDBE • To support Foundation Governance colleagues at local, Trust Board and Member level by signposting resources and training, investing in their own personal professional development, and providing updates that relate to the specific Foundation appointed nature of their roles. This aspect to be conducted in partnership with the Clerk to the Trust Board / Company Secretary • To recognise the significant responsibility of successful onboarding of those new to the Trust in relevant church school roles
Person Specification

- Is an experienced and passionate Foundation Trustee or Foundation Member within the Trust
- Has a strong track record of proven leadership in the governance of church schools
- Demonstrates robust understanding of the governance of multi academy trusts
- Understands Foundation Governance as a vocation and calling, and can articulate how their own role(s) is an aspect of their Godly ministry
- Advocates for continuing professional and personal development of themselves and colleagues
- Articulates a passion for the flourishing of children and adults in church schools and has a track record of the impact of this work
- Is an excellent communicator with the ability to inspire, lead and support the development of distinctively Christian visions and values in church schools
- Brings recent experience and knowledge of the SIAMS process
- Understands the recruitment processes involved in appointing Headteachers, Executive Headteacher and Heads of School
- Exhibits habits and disciplines which encourage their own and others' spiritual growth and development (adults and children)
- Models the building of a culture of reflection, spiritual growth and prayer that supports holistic flourishing
- Is an outward-looking, cultivator of partnerships that enrich the school community and beyond
- Is an enthusiastic champion the transforming role of Trusts that include church schools as civic leaders through the work of community hubs and the building of other strong community partnerships

Role: The Religious Education and Collective Worship Faculty Lead (RECWFL)

Job Description

- To enrich the impact of the work of the LCSF and to develop the work of the RE and CW faculty across the trust by:
 - coaching and enabling of relevant staff in schools
 - ensuring compliance across the trust in RE & CW
 - supporting RE teachers and leaders of CW by signposting resources and training, investing in their own personal professional development, and providing updates that support and impact. This aspect to be conducted in partnership with the SDBE
- To play a part in the annual review of church school flourishing, working in partnership with the LCSF and other relevant colleagues
- To ensure that pupils across the Trust experience an innovative, cohesive, empowering curriculum for RE and a spiritual, ethical and transformational programme for CW
- To champion the role that RE and CW plays in church school flourishing with Trustees and Executive leaders
- To support the understanding of local committee leads and foundation trustees with their effective monitoring and evaluation of the impact of RE and CW across the Trust
- To be appropriately involved in the effective induction of new staff with regard to:
 - the effective teaching of RE
 - the leading of invitational, inspiring and inclusive CW
- To engage with and advocate the quality assurance work of SDBE Advisers

Person Specification

- To be an experienced and passionate RE and/or CW practitioner
- Have a strong understanding of both Ofsted and SIAMS expectations - as a tool for school improvement
- Has the ability to articulate, communicate, lead and support the development of distinctively Christian visions and values in church schools and how this is 'lived out' through collective worship
- Advocates for continuing professional and personal development of themselves and colleagues
- Articulates a passion for the flourishing of children and adults in church schools and has a track record of the impact of this work
- Exhibits habits and disciplines which encourage their own and others' spiritual growth and development (adults and children)
- Models the building of a culture of reflection, spiritual growth and prayer that supports holistic flourishing
- Outward-looking, cultivating partnerships that enrich the school community and beyond