

Trust Provision 2026-27 - Flourishing Trust Descriptors

St Francis of Assisi Catholic Academy Trust (SFACAT) aspires to provide the following areas of leadership, direction, support and challenge, as part of Trust membership, as well as all the Director and Executive functional roles and responsibilities as set out in the Catholic Education Service (CES) Roles and Responsibilities Document available on ours and the CES website. This is ensuring that the words from John's Gospel express the aim of human life as 'human flourishing.'

'I have come that they may have life and have it to the full.'

(John 10:10)

1. **Catholic Life and Mission**
2. **Christian Formation**
3. **Justice and equality, and supporting the needy and disadvantaged**
4. **Academic excellence**
5. **School improvement**
6. **Financial management**
7. **Fully financed and popular, strong schools**
8. **Supporting Headteachers**
9. **Supporting Governors**
10. **HR assistance**
11. **IT service**
12. **Premises**
13. **Administrative and Policy support**
14. **Workforce**



Trust Service Agreement for Schools: Trust Provision 2026-27

'The glory of God is a human being fully alive.'

St. Irenaeus

1. **Catholic Life and Mission:** Providing Catholic Life and Mission expertise, guidance and peer review to help Heads secure the unique Catholic identity of each school; ensuring Diocesan Advisors reviews support Heads in remaining faithful to the mission of Catholic education. Supporting shared prayer and liturgy through forward facing wider parish and community support.
2. **Christian Formation:** Providing leadership and resources to help schools form staff who are confident, skilled, and inspired by the Christian faith to grow in their own understanding of Catholic education; help Heads to create experiences which ensure all pupils and the wider community to develop spiritually.
3. **Justice and equality, and supporting the needy and disadvantaged:** Improving the lives of those in our community who are most in need through support and development of in-school SEN leaders to help them provide for the increasing numbers of pupils with special needs; arranging and delivering training and development for all staff; procuring peer reviews of disadvantaged pupil provision to ensure schools are doing all they can to help those who have not had the best start in life.
4. **Academic excellence:** Monitoring and supporting schools academic performance to help them keep improving and delivering excellence for all the pupils and families they serve, including through brokering in external review services, peer-reviews, and the provision of our own expertise to help Headteachers deliver effective curriculum (including a strong focus on digital, media, AI and environmental education and stewardship), teaching and learning strategies and pastoral management. Ensuring inclusion and excellence for all learners with structure, support, adaptations and connections.
5. **School improvement:** Supporting schools self-evaluation through continued challenge and support. Engaging all in sharing best practice to support the needs of all and reflect on the advantages of support for all. Delivers broad and sustainable improvement.
6. **Financial management:** Monitoring, supporting and working together (for example on joint procurement and contracting) in these challenging times for public finance to ensure that schools stay as strong as possible for their communities.
7. **Fully financed and popular, strong schools:** Producing and providing marketing strategies and arising materials, e.g. campaigns, prospectuses, social media platforms, and websites that help school



profiles stay strong, and therefore with as full as possible pupil rolls and fully funded for the benefit of all.

8. **Supporting Headteachers:** To ensure each school has dynamic and effective Headteachers through the provision of bespoke, on-demand and personal leadership support.
9. **Supporting Governors:** To ensure each school has a strong local governing body by helping governors fulfil and discharge their responsibilities through provision of a core roles and responsibilities document, by provision of direct support on any governance issues as they arise, by provision of hitherto sole-governance functions (e.g. premises, policies, and some finance functions), and by provision of quality assurance on key governance functions.
10. **HR assistance:** To perform HR services for schools, including from recruitment to application and appointment as well as performance management processes, so that schools retain and develop a strong workforce.
11. **IT service:** Delivering IT service and leadership, including through contracting in more cost-effective multi-school external support, to provide more efficient and effective IT in schools.
12. **Premises:** Through the provision of a Trust Premises manager, reducing the load of Headteachers through assistance with premises checks and ensuring the best possible facilities through capital planning.
13. **Administrative and Policy support:** Providing around 40 of the mandatory key policies for schools to help them comply with the latest educational legislation and take away some of the burden of trying to do this as a single-VA school; freeing up leaders to spend more time with the pupils, staff and parents they serve.
14. **Workforce:** Providing high quality CPD for staff. Through Trust provision or brokered training. (Annual teacher and TA Conferences, Subject clusters, writing moderation, EYFS Clusters, RE curriculum support and bespoke brokering of CPD for all staff, Teaching, Admin, TAs and Leaders). Support to engage in National qualifications, such as; NPQSL, NPQSEND, NPQH and NPQEL. Encourage and enable all staff to build their expertise through evidence-based professional development and mentoring.

