

To be used in conjunction with SUAT's Risk Register.

The **descriptors** for high, medium and low **impact** and **probability** can be expanded as follows:

Impact	Description
High - 3	The financial impact will be significant [in excess of £100,000] Has a significant impact on SUA's strategy or on teaching and learning Has significant stakeholder concern Can cause significant reputational damage to SUA
Medium - 2	The financial impact will be moderate [between £10,000 and £100,000] Has no more than a moderate impact on SUA's strategy or on teaching and learning Moderate stakeholder concern Can cause moderate reputational damage to SUA
Low - 1	The financial impact is likely to be low [below £5,000 and £10,000] Has a low impact on SUA's strategy or on teaching and learning Low stakeholder concern Is unlikely to cause any reputational damage to SUA
Probability	Description
High - 3	Likely to occur each year, or more than 25% chance of occurrence within the next 12 months Potential of it occurring several times within a 4-year period Has occurred recently
Medium - 2	Likely to occur within a 4-year time period or less than 25% chance of occurring within the next 12 months Could occur more than once within a 4-year period Some history of occurrence
Low - 1	Not likely to occur within a 4-year time period or less than 5% chance of occurrence Has not occurred Is not likely to occur

Top 5 Risks

- Stability of Staffing – sustainability of academy leadership if the Principal or Vice-Principal were to leave and difficulty in recruiting quality to an academy requiring improvement particularly in core subjects
- Viability of SUA6th - failure of SUA to recruit sufficient learners in sixth form to make it viable
- Reputation of the academy - continued evidence of improved outcomes and recruitment of students into Year 7
- Staff wellbeing - mental health, stress and wellbeing. As an academy requiring improvement, significant pressure on leadership team
- Failure to complete the changing room/toilet refurbishment on schedule.

Risk	Risk Consequences	Risk Score- Impact and Probability	Existing internal controls and evidence	Response (transfer, tolerate, treat, or terminate)	Details of actions required to improve controls	Person responsible
Staffing – sustainability of academy leadership if the Principal or Vice-Principal were to leave and difficulty in recruiting quality to an academy requiring improvement particularly in core subjects	<p>Lessons do not typically demonstrate consistent use of the pillars of Mastery</p> <p>Impact on budget of offering recruitment and retention or TLR's</p> <p>National shortage of quality teachers, especially in core subjects</p> <p>Failed recruitment attempts to recruit strong middle leaders</p> <p>Heads of Year not performing consistently</p> <p>Loss of stable leadership should the Principal or Vice-Principal depart.</p>	3 x 2 = 6	<p>Recruitment and retention deployed</p> <p>Restructure of faculty groups of subjects</p> <p>Wellbeing measures</p> <p>Developmental approach to T&L including: -</p> <ul style="list-style-type: none"> - Cheque books - Reflective learning journals - Developmental support plans - Mastery approach - Significant increase in staff CPD <p>National TES advertising for all teaching positions (silver package and occasional gold). All posts are promoted on SUA and SUAT websites. NQT posts are also advertised through the SUA website and Universities e.g. Newman and Wolverhampton</p> <p>Social media advertising is used as well as adverts in local shops for non-teaching posts.</p> <p>DfE recruitment site now in use</p> <p>Provision for CPD and professional support for the Principal and Vice-Principal</p> <p>Restructure of Heads of Year has taken place to improve accountability.</p> <p>A staff well-being committee has been established, making recommendations to SLT on ways to improve staff well-being.</p>	Treat	<p>Continue to explore wellbeing provision and opportunities for feedback from colleagues.</p> <p>Continue with wellbeing-specific communication such as the wellbeing bulletin launched during lockdown.</p>	SLT
Failure of	Significant financial risk	2 x 2 = 4	Admissions policy, marketing strategy, open evenings,	Treat	ADP to drive academy progress forward	SLT

<p>SUA6 to recruit sufficient learners to make it viable and react accordingly to the requirement of our stakeholders</p>	<p>Risk that the confidence of beneficiaries is diminished</p> <p>Risk that the confidence of stakeholders is diminished</p> <p>Risk that competitors make a more attractive offer to beneficiaries</p> <p>Risk that stakeholders fail to differentiate between our academy and its rivals</p> <p>Risk that stakeholders and beneficiaries do not consider SUA's service to be valuable and of high quality</p> <p>Reduction in number of subjects it is viable to offer</p> <p>Closure of 6th form could undermine part of raison d'etre of Trust to provide education 4–18yrs and progression onto University</p>		<p>open mornings, press releases, website, social media marketing</p> <p>Clear bursary policy in place to support students who require financial assistance</p> <p>Effective networking with local FE providers</p> <p>Develop unique selling point for SUA – LEADERSHIP</p> <p>Continued independent IAG meetings held regularly within the academy</p> <p>Marketing campaign: - Increased profile of SUA6 with KS4 students and their parents through newsletter and face to face contact Posters around the academy promoting the benefits of post 16 at SUA</p> <p>ADP to drive academy progress forward Improved Ofsted rating</p> <p>Hednesford Sports Education launched in September 2021.</p> <p>Increased SUA6 student presence in whole academy activities i.e. subject mentors and raise and give events</p> <p>Investigation of further links for the sixth form and of other opportunities to engage students to continue to raise aspirations</p>		<p>Improvements to reputation management</p> <p>Incentives being offered i.e. prize draw for attendance at sixth form Open Evening</p> <p>Make use of Plink Fizz marketing through SUA</p>	<p>All staff</p>
<p>Reputation of the academy – continued evidence of improved outcomes and recruitment of students into Year 7</p>	<p>Families discouraged from selecting SUA as first choice secondary put off by headline data if results dip</p> <p>Impact on aspirations held by staff for students, by students themselves and their families</p> <p>Low status of academy in comparison to other local secondaries</p> <p>Financial pressure in 21/22 due to reduced income following Sept 2020 fall in number on roll.</p>	<p>3 x 3 = 9</p>	<p>Many new initiatives introduced by the academy</p> <p>Due to COVID19, rigorous line management meetings have taken place to challenge grades and rankings in order to produce student data that is accurate.</p> <p>Inclusion work with local secondary to avoid exclusion.</p> <p>Increase of primary transition work using social media during the COVID19 lockdown.</p> <p>Marketing strategy led by SLT and actively supported by the admin team, including open evening events to promote SUA and advertising/PR.</p> <p>Increased staffing resource dedicated to marketing</p> <p>Clear communication lines with current and prospective parents are encouraged across all staff</p>	<p>Treat</p>	<p>EIP holding regular meetings with the Principal</p> <p>On-going T & L strategies including: * Internal training programme for staff & work with outside organisations to develop best practice; Staff coaching programme in place; Regular feedback to staff; using developmental feedback from cheque books. Calendared meetings at departmental and faculty level to share best practice</p> <p>Regular and clear communication about progress to parents and increase use of Google Forms to gather feedback</p> <p>Gather feedback from parents at progress events and analysis of this informs development</p> <p>Clear communication lines with current and prospective parents are encouraged across all staff</p>	<p>SLT</p> <p>All staff</p>
<p>Staff wellbeing – mental</p>	<p>Staff absence due to work related stress</p>	<p>2 x 3 = 6</p>	<p>Team stress risk assessment in place</p>	<p>Tolerate</p>	<p>EIP and sponsor support / coaching / mentoring of Principal</p>	<p>Board</p>

<p>health, stress and wellbeing, as well as significant pressure on leadership team as an academy requiring improvement</p>	<p>Impact on individuals work life balance</p> <p>Capacity reduced</p> <p>Impact of COVID has led to increased levels of anxiety. Staff concerns over catching COVID and becoming seriously ill and the potential to unknowingly catch the virus and transmit it to members of their bubble are significant.</p>		<p>Staff have access to ThinkWell and/or Occupational Health and other opportunities via the School Advisory Service Insurance Policy, counselling, weight watchers, online nurse service and others</p> <p>Support to each other – secret buddy system, golden ticket each term</p> <p>Creation of staff fund to support the purchase of gifts and functions for staff</p> <p>Teaching and learning mornings/afternoons supported by the LAC to improve well-being and morale</p> <p>Academy sends birthday cards to all staff, presents to mark significant events through staff fund.</p> <p>End of term social events / celebrations</p> <p>Staff rewarded to thank and recognise success – such as the “golden ticket”.</p> <p>Personalised CPD at the centre of professional development</p> <p>Coaching of middle leaders by SLT/ELT</p> <p>Culture and ethos redeveloped and deployed around “Team SUA” teaching staff have reduced marking load and a maximum of 3 data captures per year, per year group.</p> <p>Increased capacity for professional development and reflection by reducing contact time</p> <p>Use of Google Forms developed to glean feedback from staff including safety through COVID lockdowns.</p> <p>Staff well-being committee is in place.</p> <p>Regular communication to staff providing information on COVID, latest data, procedures in place to reduce transmission and protect staff and students and sources of help for those wanting more support.</p>		<p>Engagement with a variety of other secondary schools and 11-18 providers</p> <p>Investigation of additional ways to support and promote staff morale</p>	<p>LAC</p> <p>CEO</p> <p>SLT</p>
<p>Failure to complete the changing room/toilet refurbishment on schedule</p>	<p>Impact on image if the provision of communal facilities is not in place. (Reputational damage)</p> <p>Logistical issues leading to disorganisation during exam periods for staff and students.</p>	<p>2x3=6</p>	<p>Contractors have started work and are engaging in regular progress meetings.</p> <p>Funding has been agreed and work so far, is on budget.</p> <p>Entrust are project managing the work to ensure quality of work and adherence to schedule.</p>	<p>Treat</p>	<p>Weekly progress meetings</p> <p>Quality control checks by Site Team Leader</p>	<p>SLT</p>