



Verita AI UK

CLARITY • INSIGHT • CONFIDENCE

STRONG SCHOOLS.
SHARED PURPOSE.
BETTER FUTURES.

AI GOVERNANCE FOR MULTI-ACADEMY TRUSTS

AI in Education: One Strategy. Every School. Done Right.

A TRUST-WIDE APPROACH TO SAFE, EFFECTIVE
AND CONFIDENT USE OF AI.

Helping trusts improve consistency, capability and confidence
across every school through safe, governed and
professionally responsible AI adoption.

Amanda Cooper, Founder and Principal Consultant.



veritaaiuk.co.uk



The real question isn't whether AI exists in your schools. It's whether it's improving outcomes and reducing workload, safely and consistently.

WHY TRUST LEADERS ARE PAYING ATTENTION TO AI



AI is already in your schools

Not as a pilot. Right now, across every school in your trust, staff are using AI tools — some effectively, most without any formal framework, and without any coherent approach across your schools.



The risk is inconsistency

One school handling AI carelessly reflects on every school in your trust. The risk is not about which tools staff use. It is about whether they understand what safe use looks like — and what must never go into any AI tool, regardless of how it is labelled.



OFSTED

Ofsted does not inspect AI tools directly, but where AI affects safeguarding, data protection or bias, it is considered within existing judgements. Safeguarding remains a binary judgement at the top of every report card.



DfE

The Every Child Achieving and Thriving white paper states that implementation begins in 2025/26 — not 2028.

“ Software is not strategy. AI licences are not governance. ”



Many trusts already have access to powerful AI tools through their existing software and publicly funded platforms — including tools named by the government in its own education white paper. The challenge is not access. It is whether those tools are being used in ways that genuinely improve outcomes, reduce workload and protect every school in your trust.



Verita AI UK does not sell software and has no commercial interest in which tools you use. The money your trust does not

spend on software you do not need stays where it belongs: in your schools.

WHY TRUST LEADERS ARE TAKING ACTION

These are not AI problems.

They are existing educational and leadership challenges — challenges trusts were already navigating before AI entered the picture. AI may help address them, but only when it is adopted safely, consistently and with proper governance in place.



1. Inconsistency across schools

Different headteachers, different staff cultures and different starting points produce genuinely different practices across a trust. That inconsistency shows up in teaching quality, curriculum delivery, and how confidently a trust can demonstrate improvement is real.



2. Staff workload and capacity

Workload remains one of the most significant challenges in the profession. Tools exist that could meaningfully reduce routine preparation time — but only when staff have the confidence and governance to use them well.



3. SEND and lower prior attainment support

Adapting materials for pupils with additional needs is time-intensive. When done inconsistently across schools, it affects outcomes and equity. Effective use of the right tools can change this — but effective use requires structured capability.



4. Inspection readiness and evidence organisation

Inspectors increasingly expect leaders to evidence the decisions behind their practice, not just the practice itself. Identifying and organising that evidence across a multi-school trust is a significant leadership challenge, and one where properly governed tools can make a genuine difference.



5. Governance and safeguarding responsibility

Most malpractice procedures were written before AI existed. Most DPAs predate AI-enabled software features. Most trusts have multiple governance gaps that are not yet visible — until they are tested.



6. Leadership capacity and productivity

Trust leaders carry significant administrative and analytical loads. Time spent on preparing documents, reviewing data and organising information is time not spent on strategic leadership and school improvement.



These are the challenges that safe, consistent AI adoption is designed to support.



The Verita framework does not introduce new complexity. It provides the governance, capability and sustained support to ensure that AI genuinely helps address what trusts are already trying to do — and does not create new risk in the process.

THE VERITA FRAMEWORK

**Three phases. One coherent framework.
The same foundation across every
school in your trust.**

The framework is designed to help trusts improve consistency, capability and confidence across every school, while protecting professional judgement and reducing unnecessary workload. Most trusts are not starting from zero. They are starting from inconsistency — different practices, different levels of staff confidence, different approaches to the same challenges in different schools. The Verita framework builds from that reality.

**1**

PHASE 1 — CLARITY



Understand where you stand.

- Trust-wide readiness analysis
- Governance framework and policy suite
- Safeguarding and compliance review
- Ofsted findings mapping
- Strategic roadmap for implementation

**2**

PHASE 2 — CONFIDENCE



**Build capability across
every school.**

- Staff capability for all cohorts
- Improved teaching effectiveness
- SEND and workload support
- Leadership productivity
- Consistent professional practice
- Policy embedded into daily practice

**3**

PHASE 3 — CONSISTENCY



**Sustain improvement
trust-wide.**

- Retained advisory relationship
- Governance stays current as guidance evolves
- New staff inducted into the framework
- Capability maintained as tools change
- Leadership assured at every stage



Phase 1 can be completed in as little as four weeks.

No full-day away events. No coordinating every headteacher's diary for a single session. Built around how MAT leaders actually work.

PHASE 1: CLARITY

Understanding where your trust stands.

Phase 1 gives trust leadership something most do not currently have: a precise, evidenced picture of where every school in the trust actually stands — and the governance infrastructure to act on it. Delivered in four structured touchpoints over as little as four weeks, it fits around how MAT leaders and headteachers actually work.



By the end of Phase 1, your trust will have:



Visibility across every school — a clear, evidenced picture of current practice, staff confidence levels, governance gaps and safeguarding readiness, school by school



A trust-wide governance framework — that establishes consistent expectations from trust board to classroom, with unambiguous accountability at every level



Updated policies aligned to DfE guidance — covering staff and pupil use, data protection, safeguarding and tool approval — ready for each school to implement



Confidence around compliance — specific gaps identified, DPA exposure reviewed, malpractice procedures updated, and breach pathways in place



Strategic clarity about what needs to happen next — a prioritised roadmap based on your trust's actual starting point, not a generic plan



A consistent framework for evaluating any AI tool before adoption — so no school commits to software without a documented, trust-endorsed assessment



Ofsted findings mapped to AI opportunity — every available Ofsted report reviewed school by school, with areas for development and inferred recommendations identified and matched to where governed AI use could genuinely help



The foundation for Phase 2 — a programme designed around what your staff and schools specifically need, not a standard training package

Key deliverables include:

- | | |
|---|---|
| ✓ AI Readiness Summary | ✓ Governance document suite |
| ✓ MAT Foundation AI Policy Framework | ✓ AI Tool Assessment Guide with worked examples |
| ✓ School-level policy templates | ✓ Ofsted findings mapping |
| ✓ Pupil AI policy (primary and secondary) | ✓ Phase 2 outline with personalised session breakdown |
| ✓ DPA review letter templates and software audit tool | |

**Phase 1 tells trust leaders exactly where they stand
and what needs to happen next.**



Phase 1 builds the framework. Phase 2 builds capability. Phase 3 sustains consistency.



PHASE 2 — CONFIDENCE



Building Capability Across Your Trust

“ The question Phase 2 answers is not what training will staff receive. It is what will staff and leaders actually be able to do— and what will change for pupils, teams and the trust as a result.



Teaching staff
will be more effective at:

- **Formative assessment** — identifying and responding to learning needs more quickly and with greater precision
- **SEND adaptation** — creating differentiated resources for pupils with additional needs, including reading support and adaptive text
- **Curriculum consistency** — producing high-quality planning materials and resources that align with agreed schemes of work
- **Feedback and marking** — drafting and refining written feedback efficiently, while maintaining professional judgement over every output
- **Workload management** — reducing time spent on routine preparation without reducing the quality of professional practice



Support staff
will be more effective at:

- **Administration and communications** — drafting letters, notes and updates with appropriate speed and accuracy
- **Maintaining clear boundaries** — understanding what information must never be shared with any AI system and why
- **Acting on concerns appropriately** — with clear escalation routes and confidence in safeguarding responsibilities



Leaders
will be more effective at:

- **Preparing for inspection** — identifying and organising evidence across large volumes of documentation against Ofsted evaluation areas
- **Reclaiming leadership capacity** — reducing the time spent on administrative preparation so that professional judgement can be applied where it matters most
- **Making better-informed decisions** — analysing information from surveys, observations and CPD records more efficiently
- **Leading with confidence** — communicating a coherent, evidenced approach to AI to staff, governors and parents



What Phase 2 achieves across your trust:

- ✓ **Consistent practice** — the same professional standards applied in every school
- ✓ **Improved outcomes** — better teaching, more responsive SEND support, stronger curriculum delivery
- ✓ **Reduced workload** — time saved on routine tasks reinvested in professional judgement
- ✓ **Inspection readiness** — leaders and staff able to articulate and evidence their approach with confidence
- ✓ **Better use of what you already have** — capability built on tools in your existing licence, at no additional cost

HOW PHASE 2 IS DELIVERED

Not a training day. A structured programme sequenced in cohorts, teaching staff, support staff and leaders, shaped entirely by what Phase 1 reveals about your trust. Sessions run in person or online, scheduled around your calendar including INSET days. Every cohort leaves with a practical reference card to return to.



**AI does not replace professional judgement.
It protects the time and capacity needed to exercise it well.**



Sessions fit around your calendar. Available in person or online.

Phase 2 cost is confirmed at the end of Phase 1, no commitment required to receive it.



Phase 1 builds the framework. Phase 2 builds capability. Phase 3 sustains consistency.

PHASE 3 – CONSISTENCY

Sustaining Governance and Capability

Phase 1 builds the framework. Phase 2 builds capability. Phase 3 keeps both current as tools change, guidance evolves and staff move on.

AI is not a problem a trust solves once.

What's included:

- ✓ A named Verita AI UK adviser for your trust, telephone support for SLT and headteachers, email access for DSLs and teaching staff
- ✓ New starter induction so every new joiner is brought into the governance framework from day one
- ✓ Staff refresher sessions, scaled to your trust's size, keeping practice current as tools and guidance evolve
- ✓ Termly check-ins with your CEO or trust lead for AI
- ✓ Ongoing policy updates as DfE, ICO, KCSIE and Ofsted guidance continues to develop
- ✓ A termly, role-differentiated intelligence resource, practical updates written specifically for teachers, DSLs, headteachers and MAT leaders, not a general newsletter
- ✓ Prompt notification of any development requiring a policy or procedural response



YOUR NAMED ADVISER

Amanda Cooper, Founder and Principal Consultant

Amanda is not a technology consultant who learned about education. She is an education improvement professional who understands how technology can support schools.

Over fourteen years leading training organisations to Outstanding Ofsted outcomes, thousands of professionals trained across complex, multi-site environments, and large-scale technology transitions delivered where consistency and safeguarding were non-negotiable.

Since then, focused entirely on researching and developing safe, governed AI implementation in high-scrutiny environments, including public sector organisations and schools where getting it wrong has real consequences.

The government's own implementation timeline



Best practice alignment:

2025/26



SEND and curriculum reforms:

2026/27



Full implementation:

2028/29

A trust that waits until 2028 is choosing to be two phases behind the government's own stated schedule. Phase 3 ensures your trust's governance and capability develop in step with that timeline, rather than behind it.



Phase 1 builds the framework. Phase 2 builds capability. Phase 3 sustains consistency.



CLARITY

Clear frameworks and governance that remove uncertainty and provide confidence.



INSIGHT

Practical understanding of AI's impact on education, enabling informed, strategic decisions.



CONFIDENCE

Confident staff, protected pupils and a trust-wide approach you can stand behind.

Helping trusts lead
AI with clarity,
insight and
confidence.

Verita AI UK works exclusively with schools and multi-academy trusts to turn AI from an unmanaged risk into a genuine professional asset.

We do not sell software. We build the governance, capability and confidence your trust needs to use AI well – safely, consistently and strategically.

“ One strategy. Every school. ”
Done right.



www.veritaaiuk.co.uk



amanda@veritaaiuk.co.uk



07803 327237

Let's build the clarity,
capability and confidence
your trust deserves.

Get in touch today.

