

SPORTS CONNECT

MISSION, VISION AND STRATEGY

2025-2030

Pro Perform

SPORTS CONNECT

Our strategy and five-year vision have never been built in a boardroom in isolation; they have been shaped on the ground through the young people we work with, the communities we serve, and the partnerships we have built along the way.

Looking ahead to 2025–2030, our focus is clear: to transform life outcomes for young people through the power of sport, education, and community connection, while expanding our reach to those who face the greatest barriers to opportunity. This means growing our education provision, strengthening our community programmes, and building a workforce and leadership structure capable of sustaining long-term impact independently.

Every programme delivered, every learner supported, and every partnership formed feeds directly into our long-term vision. It provides the evidence, confidence, and responsibility to scale what works and to continually improve where we can do better. As we move forward, our commitment remains the same: stay values-led, stay community-focused, and ensure that growth never comes at the expense of quality or purpose. If anything, our impact has strengthened our belief that we are on the right path, and that the next five years present an opportunity to deepen, not dilute, the difference we make.

Welcome from our Directors

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OUR MISSION

To inspire, motivate, and educate individuals in our communities through inclusive sport, empowering lifelong personal growth.

VISION STATEMENT – 2025 TO 2030

Our vision is to transform life outcomes for young people through the power of sport, education, and community connection.
We aim to reach those with the least opportunity, including NEETs and individuals with additional needs, by delivering inclusive, accessible, and locally led programmes across Kent.
Over the next five years, we will grow to 21 education programmes, supported by a county-wide community offer recognised as best-in-class.
Our long-term goal is to be a trusted and sustainable organisation, led by a passionate team and not dependent on directors for day-to-day operations.



OUR CORE VALUES

At Sports Connect, our expectations and standards are rooted in our mission to inspire, motivate, and educate individuals in their communities. These expectations are not just statements - they shape the culture, behaviours, and working relationships across our organisation and partner networks.

Our organisational commitments to staff

- Live and model the values of Positivity, Inclusivity, Honesty, Empowerment, Respect, and Opportunity. These values are the DNA of our organisation.
- Be a responsible, progressive, and supportive organisation.
- Provide inclusive and effective leadership that drives positive change.
- Offer meaningful opportunities and purpose within Sports Connect and through our wider network of partners.

Staff commitments to Sports Connect

- Constantly display our values.
- Uphold professional and contractual standards, working as a positive, supportive, and forward-thinking member of the team.
- Take initiative and demonstrate leadership by following systems and processes reliably and effectively.
- Approach work with a growth mindset and can-do attitude.



OUR VALUES

Positive

We show positivity in all aspects of our work with the people we support, the communities we work in, and each other.

What this looks like in practice:
·Staff bring a calm, positive presence to learning environments and adapt the environment professionally when plans change
·Managers focus on solutions, not blame.
·We celebrate small wins and progress, not just end results.
·We don't spread negativity, shut down ideas, or constantly point out problems without offering help.
·Leaders model positivity, especially when pressure is high.

Inclusive

We create opportunities for everyone regardless of ability, background, or experience and make sure our programmes reflect our communities.

What this looks like in practice:
·Sessions and programmes are adapted so everyone can access them.
·We consider inclusion in language, planning, spaces and behaviour.
·Staff take time to understand individuals, not just manage groups.
·We don't use labels, make assumptions, or run "one-size-fits-all" delivery.
·Inclusion isn't an add-on it's a standard across everything we do.



Honest

We challenge each other to maintain high standards by being open, direct, and constructive, even when it's uncomfortable.

What this looks like in practice:
·We call things out early with respect and purpose.
·Staff speak up in meetings, not just in private chats.
·Managers give honest feedback to help people grow.
·We don't sugarcoat issues, nod along in meetings then moan afterwards, or let standards slide to avoid conflict.
·Leaders accept feedback and act on it; they don't get defensive.

Empowerment

We give people the tools, trust, and encouragement to maximise their potential, whether that's a learner, staff member, or community partner.

What this looks like in practice:
·Leaders don't micromanage, they delegate clearly and step back so others can step up.
·Staff are expected to own their area. If you take something on, you follow it through.
·Mentors and coaches give learners real responsibility, not just token tasks.
·Managers support with check-ins, not constant checking up.
·We don't take over when someone struggles - we coach and don't rescue.



Respectful

We treat everyone with respect, regardless of their role, status, or background, and hold space for honest conversations and healthy disagreement.

What this looks like in practice:
·Everyone speaks to others how they'd want to be spoken to, no exceptions.
·Senior staff don't act like they're above the work.
·Staff turn up on time, follow through on tasks, and communicate clearly.
·We challenge disrespect privately and directly, not behind backs.
·We don't raise our voice at colleagues, ignore messages, or ghost tasks.

Opportunities

We aim to provide the right opportunity at the right time to the right person, creating moments that open doors and change lives.

What this looks like in practice:
·Leaders open doors, they don't block them.
·Staff are expected to put themselves forward and take chances.
·We spot people ready for more and offer it, even if they're not asking.
·We don't play favourites, hoard knowledge, or keep people in a box.
·If someone wants to grow, we find a way and not an excuse.



The P.A.C.T way

Everyone within Sports Connect staff, partners, and leaders are expected to follow what we call the '**P.A.C.T. Way**'. This approach helps us maintain a strong and healthy organisational culture:

P – Promises: Do what you say; say what you do. Always.
A – Active Listening: Respect the voices of others. Seek to understand before being understood.
C – Compassion: Look for common ground. Prioritise shared outcomes over personal wins.
T – Truth: Be honest, even when it's hard.

These mutual expectations and commitments help create alignment, consistency, and clarity across all areas of the organisation. They support a culture where values drive actions and responsibilities are shared transparently.



KEY DRIVERS FOR SUCCESS

We have 5 main drivers that will help us to achieve our vision.

Transform

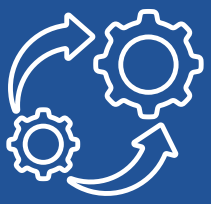
Reach

Deliver

Grow

Trust





Transform

Transform life outcomes for young people through the power of sport, education, and community connection.

This is measured by:

- The number of young people we reach through our community programmes or partnerships that move into an accredited form of education, with us or elsewhere.
- The number of districts we work in across Kent, the amount of young people we engage with in each district and the working partnerships we create with other agencies.
- Measuring the impact that we have on these young people using both qualitative and quantitative methods.



Reach

Reach young people from all backgrounds, especially those who face barriers to education or opportunity.

This is measured by:

• The demographic breakdown of our participants, ensuring we are engaging young people who are underrepresented or face disadvantage across the areas we work in.

• Tracking referral sources and access routes into our programmes, particularly those coming via targeted outreach, partner agencies, or inclusion-led pathways.

• Monitoring support provided to individuals who need additional help to access and remain in education, including transport, 1:1 support, and tailored planning.



Deliver

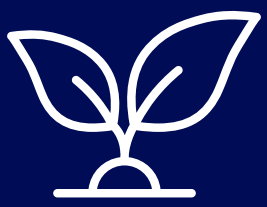
Deliver accessible and locally led programmes across Kent.

This is measured by:

• The number of active programmes delivered in different districts across Kent, with a target to grow local presence in underserved areas.

• The proportion of delivery staff and partners who are locally based, ensuring each programme is embedded in and reflective of its community.

• Local partnerships formed in each district and the degree to which they contribute to co-design, access, and long-term sustainability.



Grow

Grow to 21 education programmes and build a county-wide community offer recognised as best-in-class.

This is measured by:

• The number of active education programmes we operate each academic year and how this progresses towards our five-year target of 21.

• Internal quality assurance data and external feedback from learners, partners, and commissioners that helps us benchmark against other providers.

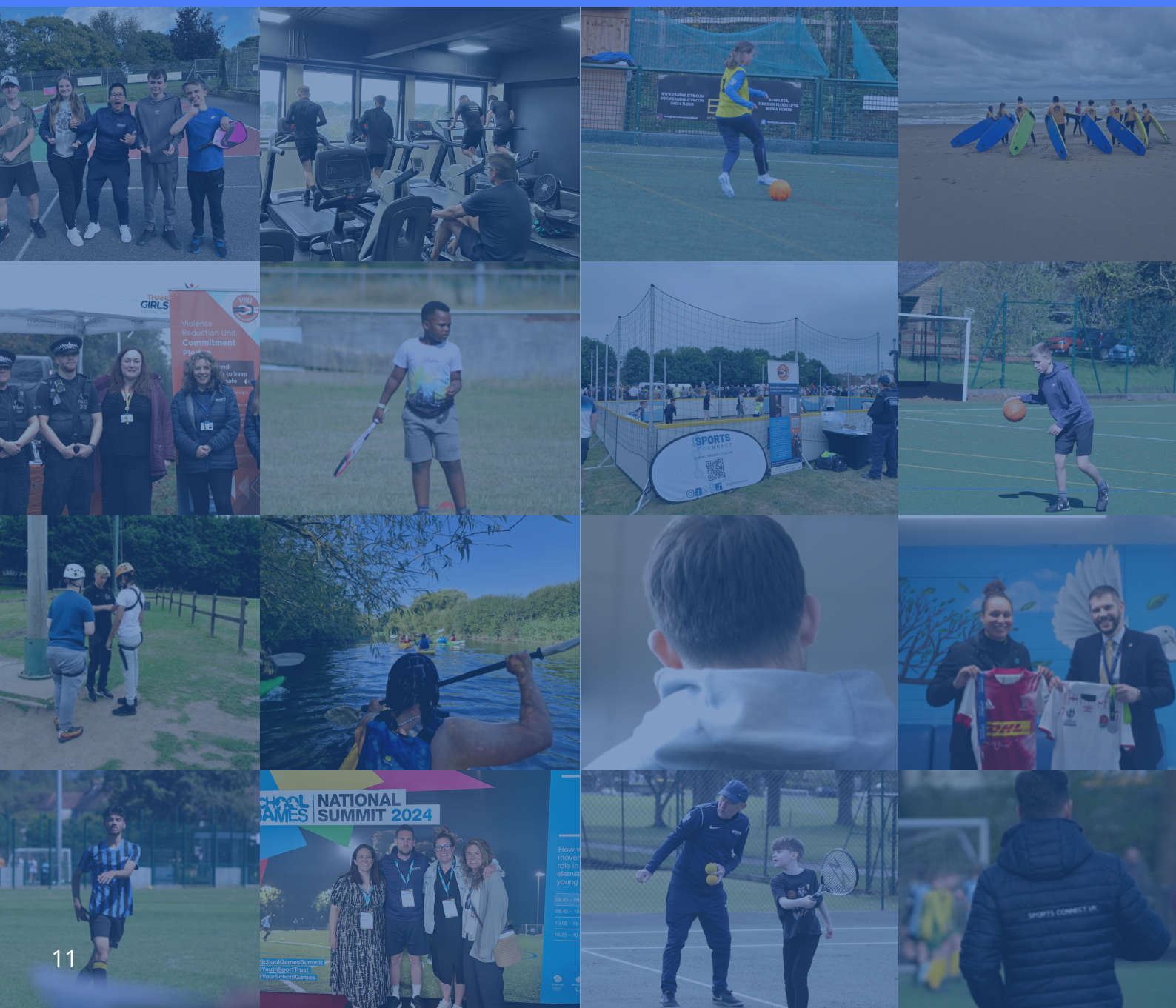
• Audit, review, and development cycles completed for both education and community projects, including staff training, documentation, and outcomes.

Trust

Be a trusted organisation, led by a passionate and capable workforce that operates independently and consistently delivers impact.

This is measured by:

- Staff retention, satisfaction, and performance development across all levels of the organisation, with a focus on leadership capability and internal progression.
- The percentage of strategic and operational functions delivered without direct input from directors, using clear systems and role accountability.
- Feedback from partners, staff, and stakeholders around our trustworthiness, professionalism, and clarity of purpose.



STRATEGIC OVERVIEW

Board Of Directors
Governance and Oversight

·Review the organisation's long-term mission, vision, and financial sustainability annually.
·Approve high-level changes to structure, pay frameworks, and major strategic shifts.
·Hold Directors accountable for the delivery of the agreed strategy.
·Confirm that strategy aligns with regulatory, ethical, and funding standards.

Directors/Executive Leadership
Strategic Decision Makers

·Approve the overall strategic framework, priorities, and measurable outcomes.
·Review Day 1 departmental performance summaries and authorise pay and bonus decisions.
·Participate in Day 2 workshops to shape strategic direction.
·Sign off the final Strategy Workbook and confirm alignment with long-term vision.
·Provide governance oversight and ensure accountability across leadership and departments.

Strategic Lead
Design & Coordinator

·Own and maintain the Strategy Workbook and Annual Review Process.
·Co-ordinate the Annual Review (Day 1 & 2) and all Quarterly Reviews.
·Collate departmental reports, risks, and learning themes.
·Facilitate the creation of the annual Strategic Plan and measurable outcomes.
·Review and recommend changes to the mission, vision, and strategic anchors.
·Ensure version control, document updates, and communication are completed post-review.

Leadership Team
Integrators and Enablers

·Monitor quarterly performance across departments and ensure consistency.
·Review departmental data and escalate strategic or high-impact issues.
·Support Day 1 annual review presentations and lead data discussions.
·Facilitate Day 2 workshops by leading themed sessions (e.g. People, Delivery, Finance).
·Ensure cross-departmental learning and collaboration.

Departmental Leads
Translators and Managers

·Translate the organisation's strategic goals into departmental KPIs and operational plans.
·Lead departmental performance reviews and identify G/S/B ratings.
·Gather staff feedback and lessons learned for quarterly and annual reviews.
·Prepare and present departmental reports on Day 1 of the Annual Review.
·Implement follow-up actions after the annual review.

Departmental Staff
Delivery and Feedback

·Deliver operational activity aligned to the strategy.
·Flag delivery issues, risks, or opportunities early.
·Provide feedback to Department Leads on local systems, resources, or engagement.

STRATEGIC DELIVERY PLAN

Programme Structure and Growth Model

Education Programmes Overview

Sports Connect operates two types of education provision Mainstream and Inclusive — each with distinct delivery models and target groups:

- Mainstream Programmes:
- Typically structured around a football or sport academy model, with approximately 75% of learners funded through mainstream routes and 25% through EHCP funding. These programmes are often hosted within sports clubs or community facilities, combining academic study with vocational sport pathways.
- Inclusive Programmes:
- Focused on EHCP learners, operating in smaller groups of 6–10 students. These are bespoke and built around the needs of individuals, using sport and practical learning to drive engagement, confidence, and progress into further education or employment.

This dual-model approach ensures every campus can offer both accessible entry routes and aspirational progression pathways through sport and education.

Education Zone Model

The county is divided into education zones, each designed to contain:

- 1 x Mainstream Provision
- 2 x Inclusive Provisions
- Linked Community and Restorative Practice programmes

Each zone functions as an integrated ecosystem, with staffing teams connected to the local campuses and community activity around them.
This ensures that education delivery, outreach, and mentoring are embedded within the same geographic and social context.



*There may be a time within our 2025-2030 time period that Kent goes through devolution of the council and this will mean that the boundary lines for councils will change,if this happens, we will need to adapt the zones in line with devolution. This will need to be introduced on the same timeline as devolution.

Zone Classification Model

To assess local maturity and depth of provision, each zone is ranked using a Bronze → Silver → Gold → Platinum classification system.

- Bronze: At least one community programme operating in the zone.
- Silver: Minimum of 4 active community sessions and at least one education programme established.
- Gold: Community delivery in all focus areas (depending on local need/funds) in operation, and a minimum of one active education programme.
- Platinum: Fully developed zone with community sessions in all focus areas (depending on local need/funds), active, and 3+ education programmes operating.

This system helps identify where investment, staff development, or partnerships are needed to strengthen local impact.

CORNERSTONE DELIVERY MODEL

Sports Connect delivers across four internal cornerstones that work together as one ecosystem:

1. Community & Health – Engaging young people through physical activity, wellbeing, and outreach sessions (including funded community projects and pay-to-attend sessions).
2. Education & Training – Delivering structured post-16 programmes, including mainstream and inclusive study programmes.
3. Sports Coaching & Development – Providing qualifications (NCFE, 1st4Sport) to learners, local partners, and workforce programmes.
4. Restorative Practice – Delivered both in secure environments (rehabilitative programmes) and out of custody (mentoring, youth work, and behavioural intervention).

Each cornerstone contributes to shared objectives — improving life outcomes, developing employability, and supporting progression into education, work, or community leadership.

Programme Integration

The 2024 strategy emphasised the integration between education, community, and restorative work, a principle that can be reintroduced to our 2025–2030 plan:

“Each education site should act as a hub for the wider community, connecting education learners with local mentoring, volunteering, and restorative projects. Our aim is that learners move seamlessly between community activity, education, and employment pathways, supported by a consistent local staffing team.”

This joined-up model underpins long-term engagement and sustainable local impact.

PROGRAMME IMPLEMENTATION CYCLE

We have a four phase development plan across education and community, which allows us to integrate into new zones and then become the leading community and education provider within that zone.



Phase	Community	Education
Launch (0–6 Months)	• Set up community-based estate sessions. • Set up local district/VRU funded sessions. • Create links with local councils. • Get funding from local sources for targeted mentoring of individuals who can lead estate based sessions. • Engage with PRUs to gain referrals and potentially develop own programmes.	Develop outreach offers at a local site to support education interventions.
Expand (6–12 Months)	• Set up employment programmes. • Build partnerships with local organisations and CICs. • Continue working with PRUs and VRUs to identify young leaders for coaching qualifications. • Redeploy trained leaders into community mentoring programmes.	• Identify sites for EHCP provision. • Source funding for post-16 mainstream learners (Study Programmes & Traineeships). • Move learners from estates, PRU, and VRU programmes onto 1st4Sport or NCFE qualifications. • Support learners from employment programmes to progress into qualifications.
Establish (12–24 Months)	• Expand current programmes as pathways into work experience and employment. • Add wellbeing programmes that engage the community and lead to referrals for EHCP or education pathways. • Develop links with local employment programmes. • Build long-term restorative relationships with agencies.	• Launch post-16 EHCP provision with small groups. • Build partnerships with schools and organisations for referrals. • Run tasters or short courses for prospective learners. • Progress learners from all programmes onto 1st4Sport and NCFE qualifications. • Run centralised courses and partner with local organisations to fill spaces.
Lead (24–36 Months)	• Expand existing programmes to include wider health and wellbeing strands. • Expand VRU and PRU-led mentoring and leadership programmes.	• Grow EHCP provision with small groups to capacity. • Continue partnerships with schools and referral networks. • Deliver bespoke study programmes tailored to individual learners. • Develop post-16 coaching/sport programmes integrating EHCP and mainstream learners. • Deliver regular NCFE and 1st4Sport qualifications for learners and local partners. • Run prison-based restorative programmes (where available).


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