

Partnerships@TCAT

September 2020



THE CONSORTIUM
ACADEMY TRUST

Partnerships@TCAT

September 2020

Welcome

to TCAT



Dave McCready

Chief Executive

The Partnership Agreement provides details of the services and levels of support our academies receive as a member of TCAT.

As a Trust, we recognise the importance of working collaboratively with all our partners in order to ensure that the funding we receive from central government is used to deliver the highest standard of education in all our academies, thereby maximising the life chances and future prospects of all our learners.

Our Central Services Team is pivotal in achieving this aim and the Partnership Agreement encapsulates our offer across four key areas, namely:

- **Academy Improvement**
- **Business**
- **Clerking**
- **Human Resources**

Trust academies have access to these services through their membership but we are also able to provide other schools, academies and Trusts access to any of the services offered in the Partnership Agreement through a Service Level Agreement.

If this is of interest to any organisation, please contact the Trust to arrange an initial consultation.

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ACADEMY TRUST

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Human Resources

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Harland Way,
Cottingham, HU16 5PX.

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www.consortiumtrust.co.uk



Partnerships@TCAT

September 2020

Academy

Improvement

Services



Sarah Young

*Service Lead
Director of Education*



The focus of the TCAT Academy Improvement Service is to support each academy to be as good as the best.

We recognise that every academy will go through phases of improvement and these are dependent on a number of variables, as highlighted in our evidence led Academy Improvement Model (Appendix 1). However, the Academy Improvement Team focus on ensuring that support work is a balance of reviewing performance and providing practical support delivered collaboratively for a sustained impact.

The purpose of this Partnership Agreement is to ensure that the support offered is relevant and bespoke to the individual academy, therefore a half day planning with the Director of Education or Director of Learning is included in the costings at the start of each academic year. This will highlight the activities which will take place between the academy and the Trust Academy Improvement Team and highlight Key Performance Indicators for the service.



vision

The Academy Improvement Service focusses on the delivery of the Trust Vision to:

- promote excellence for all learners
- actively encourage shared working, adopting common approaches where it is in the best interests of learners
- establish robust and transparent systems of accountability

We aim to deliver by creating a culture of continuous self-improvement amongst all staff teams across and within our academies. We focus on celebrating and promoting best practice and providing opportunities to collaborate.

We promote the value of well-being across the Trust recognising that a happy healthy staff is better able to work hard to improve the experience for themselves, their peers and our learners.

Our Pillars of Teaching and Learning (Appendix 2) aims to promote a shared understanding of the core elements of good pedagogy and develop a common language for our professionals to be able to harmonise and share best practice to deliver better experiences for our learners and impact positively on workload.

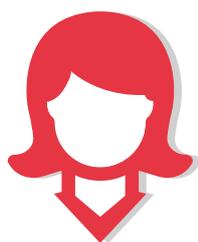
We aim to train, recruit and retain our exceptional work force. Recognising that working in education is a rewarding and challenging profession, we aim to support our work force to develop self-care strategies, develop their professional skills and support their career development.

Our ultimate aim is to ensure that every academy within the Trust is as good as the best by ensuring that we identify best practice from across and outside the Trust, use evidence based practice and hold each other to account for the experiences of our learners.

Members of the

Team

Strategic Development



Sarah Young

Director of Education

- Strategic Lead of The Academy Improvement Service
- Accountability Systems
- HT Performance Management

- Internal Audit – performance and safeguarding
- New HT mentoring
- Strategic Partnerships
- Curriculum Collaboration
- Income generation
- NLE

Health and Well Being Support



Jennie Ellis

Mental Health

Support Worker

Provide learner support at:

- Howden School
- Cottingham High School and Sixth Form College

- Wolfreton School and Sixth Form College
- Lead on the development of well-being support strategy for staff
- Provide self-care support for HTs/NQTs specifically as part of a planned programme
- Income generation
- NLE



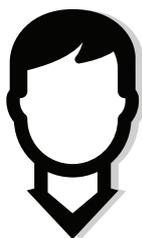
Justine Fenton

Mental Health

Support Worker

Provide learner support at:

- Hessle High School & Sixth Form College
- Holderness Academy & Sixth Form College
- Winifred Holtby Academy



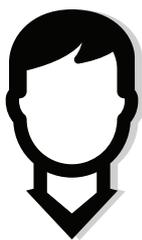
Andy Hill

Mental Health

Support Worker

Provide learner support in the primary phase across all primary schools within the Trust

Academy Improvement Leaders 2020/21



Richard Hill

Academy Improvement Leader

(Year 2)

Home School – *Croxby Primary*

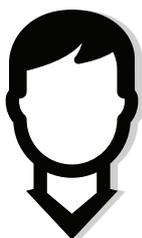
Partner Schools:

- Cottingham High School and Sixth Form College
- Wolfreton School and Sixth Form College
- Hessle High School & Sixth Form College
- Keyingham Primary School

Focus Project Work:

Vocabulary Gaps

Evidence Leader in Education Certified



David Hilton

Academy Improvement Leader

(Year 2)

Home School - *CHS*

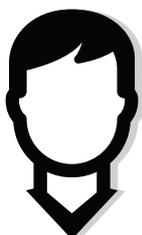
Partner Schools:

- Winifred Holtby Academy
- Howden School
- Penshurst Primary

Focus Project Work:

Collaboration – CPD

Evidence Leader in Education Certified



Steve McKelvie

Academy Improvement Leader

(Year 2)

Home School - *WHA*

Partner Schools:

- Holderness Academy & Sixth Form College
- Croxby Primary School

Focus Project Work:

BEAMS Project Lead
Metacognition



Amanda Welsh

Academy Improvement Leader

(Year 1)

Home School - *CHS*

Partner Schools:

- Swinemoor Primary

Focus Project Work:

Aspiration - Self efficacy
Learner Conferences
Learner Leadership



Alex Morris-Jarvis

Academy Improvement Leader

(Year 1)

Home School - *WHA*

Focus Project Work:

Blended Learning Approaches

Interim Teacher Service *Home School in BOLD



Daniel Jones

Interim Teacher

Partner Schools:

- Cottingham High School and Sixth Form College
- **Wolfeaton School and Sixth Form College**
- *Croxby Primary

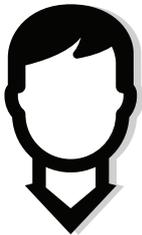


Aidan Risebury

Interim Teacher

Partner Schools:

- **Holderness Academy & Sixth Form College**
- Winifred Holtby Academy
- *Keyingham Primary



Calum Ward

Interim Teacher

Partner Schools:

- **Hessle High School & Sixth Form College**
- Howden School
- *Penshurst Primary

Core Service in Detail 2020/21

**Activities will be scheduled with each Academy during the Autumn Term 2020*

Continuing Professional Development and Learning

The Trust is committed to the continuous development of its own and other staff beyond the Trust and by committing to the PA the academy will gain access to a wide range of pre organised CPD opportunities. Which include but are not limited to:

- TEACHMeets
- Collaboration Events – Core Subject Leads, Moderation, Careers Leads, Senior Leaders
- Focus on Well-Being – Adult and Youth Mental Health First Aid and Emotion Coaching
- RQT Mentoring
- Annual Teacher Conference
- Support Staff Conference
- Headteacher Mentoring
- Headteacher Board – Strategic and Operational development
- Safer Recruitment Training
- NQT Supplementary Support *to address gaps in training as a consequence of CV-19
- Subject Knowledge Development
- First Aid Training
- Coaching Development

However, in addition the Trust can deliver a variety of CPD Opportunities that can be bespoke. Some of the areas for example are listed below, though these should be discussed:

- Leadership
- Pedagogy
- Curriculum Development
- Support for underperforming departments or individual staff
- OFSTED Preparation

Learner Development

We are able to run ‘Seminars’ for children and young people based on learning activities or focus on aspects of statutory responsibility.

These will be discussed with the academy and written specifically for the age range to be engaged. The expectation is that the academy remains responsible for the behaviour of the learners throughout the delivery.

We can contribute to theme events with workshops in a variety of areas for example:

- Understanding the route through learning (either in lesson or overtime)** – compulsory for Year 7 learners across the Trust in Autumn term
- Managing the Transition to Secondary School
- Developing Resilience
- Study Skills** – compulsory for Year 8 learners across the Trust in Spring term
- British Values

Learner Voice Activities

The Academy Improvement Team may conduct learner voice activities as part of our routine partnership work with academies.

However, specific work can be completed to focus on an area of concern or development at the request of HT, LGBs or the Trust.

As the Trust representative on the Sixth Form Local Board, the Director of Education will conduct annual KS5 Student Voice activities to inform the work of the Board.

Academy Reviews – Self Supported Review

As a Trust we recognise that simply passing judgement about the complex work of any academy is not going to lead to sustained improvement.

Each academy will have the opportunity to engage in a Self Supported Review annually, followed by a shorter progress update.

The Self Supported Review team will be made up of the most appropriate team from the following pool of experts in discussion with the HT, to a maximum of three, plus a strong recommendation that a member of the whole school SLT relevant to the focus area is involved:

- Academy Improvement Director
- External Advisor
- Academy Improvement Leader
- Peer Expert – within or external to the Trust
- Peer Headteacher

The SSR Focus will be determined by the HT and should focus on gathering evidence to support development work undertaken for

sustained impact or a current area of development. Focus examples may include:

- Evidence to support progress in a particular aspect of the academy's work
- Ratify self-evaluation judgements
- Review implementation plans for a new project

The SSR Report will be written by the SSR Lead and shared with the HT within 5 working days of the Review being completed. This report will be robust and evidence based and will always include suggestions for further development and these can, if appropriate be included in any CPD Plan or Learner Development opportunities.

HTs are actively encouraged to share the SSR Report with their LGB and use it as evidence to support Strategic Development Planning.

We have trained practitioners able to conduct Reviews of Governance and Pupil Premium Reviews in line with OFSTED and DFE expectations.

Project Based Work

Our highly experienced Academy Improvement Leaders, working with the Director of Education, can support the school to design, implement and review a finite project related to any of the following areas:

- a. *Teaching and Learning
- b. *Curriculum
- c. Well Being and Workload

d. Quality Assurance

*Quality of Education

The Trust has a wealth of Subject Leaders of Education (SLE) who are highly experienced and willing to offer subject specific support. HTs and other senior leaders are encouraged to identify areas of support which could be appropriate for the deployment of an SLE.

Headteacher Appraisal Support

Every Governing Body has a statutory requirement to seek external support for their Headteacher Appraisal process and decision making for transparency and equity in line with the Nolan Principles for Public Funding.

The Director of Education, as an experienced System Leader provides this level of support for a Local Governing Board across all academies. The support will embrace the academy's current documentation, or review where Governors and the Headteacher feel this is appropriate. The support will include:

- A pre-meet with the Headteacher to gain an understanding of the priorities for academy development (incl a documentation review)
- A meeting with the Governing Board Chair and Headteacher

- A draft of the Governors' suggested Headteacher Appraisal Targets
- Attendance to support and challenge the Governing Board Chair at the Headteacher Appraisal Meeting
- Support for a pay progression recommendation where this is required
- A final report of the Headteacher Appraisal Targets for the academic year to submit to the Board

It is essential that documents are reviewed and presented in a timely fashion.

Documentation will be complete within 3 working days of each meeting (where there is no annual leave entitlement, which will be discussed with Governors and the Headteacher prior to commencement)

A mid-year review of Appraisal Targets will also be supported.



Mental Health Support



Our team of Mental Health Support Workers provide support to our learners in negotiation with each academy, following the systems and procedures as identified to each academy lead. Learner support will either be:

- Individual basis
- Attendance at Multi Agency meeting by request of the academy
- Small group work
- Therapy sessions- where this is within the training of the MHSW
- Support for whole school well-being events
- Links with the Student/Pupil Council to establish school wide promotion of good mental health and well-being

The Staff MHSW will offer the following support to groups of staff as a core offer:

- NQT/RQT – termly self-care sessions as a group to promote a life-long commitment to positive self-care
- Headteacher – biannually an **individual** self-care session as part of the Trust commitment to supporting the well-being of our leaders
- Promotion of Well-Being events across the Trust – both national and internal
- A support session for those staff entering retirement, usually conducted as a group but individuals can request a further session

In addition a self-referral system for first tier mental health support is available in partnership with the Trust HR team.

Academy Commitment:

Engage fully in opportunities for review and continuous sustained development available

Be generous of spirit to offer support to other academies within the Trust (and perhaps beyond) by supporting colleagues who are expert in their field to engage in SSR process, recognising the high quality CPDL this will deliver for their own staff and academy

Release the Headteacher to participate in at least 1 peer review each year, if requested to do so

Release the Headteacher, or in their absence the DH to participate in Strategic and Operational Headteacher Board meetings to develop for the good of all academies within the Trust

Highlight CPDL opportunities positively to all staff and enable engagement, including by highlighting Training Events in the annual calendar

Maintain a Curriculum Lead Financial Planning model that makes the most effective use of financial resources to enable a high quality learner experience and spending flexibility to invest in the staff team

Promote the Better Together @ TCAT agenda continually within the academy

Provide a DSL/DDSL/CP link for the Mental Health Support Worker

Provide professional and well evidenced feedback on all aspects of the Trust and the Academy Improvement team in a timely fashion, enabling any concerns to be addressed swiftly and the service developed further

****It should be noted that for schools/academies joining the Trust as sponsored, a separate Action Plan will be developed, supported by the Trust Academy Improvement Team to swiftly and effectively address any underperformance.***

Crisis Intervention – Upto Six Months

Possible Criteria:

- Academy requires significant improvement (perhaps as a result of an OFSTED category or a significant change in circumstance which is unexpected)
- Safeguarding procedures are ineffective (inc Attendance falling below National and Persistent Absenteeism becoming a safeguarding issue)
- Outcomes are significantly negative and in free fall
- No or limited internal capacity for improvement – potential for Trust appointed leadership
- *Sponsored Academy conversion
- Non-compliance issues identified in key aspects of Academy work
- Community confidence is extremely low
- Human Resource issues create a high risk environment

Trust Action

- The CST led by the Director of Education directs all Academy Improvement activity around leadership support, teaching and learning and student safety and well-being agenda
- Crisis Management Plan required
- Possible partnerships explored (LA, TSA or Diocese for example) for collaboration or shared funding agreements
- Safeguarding and Attendance evaluation and a Leadership Audit is completed
- Governance directed by Trust Board and CEO, Financial control taken by Trust Board supported by the Director of Business (CST)
- CEO/Director of Education determine long term strategic course of action
- Trust consistent policies and practices are adopted in all areas of the schools work



Stabilise – 12 to 18 months (cumulative)

Possible Criteria

- Establishing control through clear and transparent accountability and responsibility structures
- Decision making becomes reactive not responsive to crisis
- Coherent daily management tools are in place to provide structure to the Academy's daily work
- A clear upward trajectory in all 'measures' is beginning to be seen across all aspects of the Academy's work
- Confidence begins to build within the Academy
- Leadership capacity is effective and well supported working with vision and efficacy for learners and staff
- Improvement in safeguarding culture
- Community confidence beginning to rise
- Trust mentoring of Headteacher (and potential for other members of leadership)

Trust Action

- CST and DoE begin to move into consultative roles, directive when necessary but transferring accountability to leaders where capacity and progress is evident
- CEO/DoE evaluation of impact and improvement is reviewed and monitoring continues in discussion with Leaders and Governance
- Analysis of frequent data collection begins to demonstrate improving trends
- Governance Review demonstrates that LGB can begin to take responsibility in line with Trust Scheme of Delegation
- Consistent Trust approaches continue to be embedded to deliver further improvement

Appendix 1 – Academy Improvement Model

The Trust recognises that sustainable Academy Improvement takes time to achieve and that an Academy may move between phases of the model as a result of a changing set of circumstances in its improvement journey. The criteria and interventions are a best fit principle and will be determined by Trust monitoring and review data or as a result of due diligence.

Rebuild

Possible Criteria:

- Leadership of proactive rather than reactive
- Leadership capacity is secure and reflective, opportunity begins to emerge to give support across the Trust in some aspects of work
- Strategies are embedded and consistent improvement evident in a wide range of data sets
- LGB fully effective and any Trust support has been removed
- Academy Development Plan now fully 'owned' by Academy Leaders and LGB and staffing structure functions well to meet the needs of learners
- Well Being of staff is positive
- Structures are in place to gather the views of stakeholders
- All Compliance elements are met and monitored internally by the academy
- Safeguarding is embedded and a proactive culture is developing rapidly
- Community confidence is high

Trust Action:

- Some areas of Academy Improvement Services may now be 'light touch'
- Academy on the core Improvement Programme for support and challenge
- CST available purely in consultative role
- Director of Education conducts termly visit to monitor progress, review actions for impact and provide reassurance to Trust Board



Sustain and Improve (continuous)

Possible Criteria:

- Performance is high and sustained in all aspects of the Academy work
- Confidence of leaders is high and they are able to take risks to deliver further innovation and improvement
- Capacity to offer school support is high
- Leadership is system led and of a high calibre at all levels – succession planning is an opportunity within the Academy and across the Trust
- Systems and procedures are well embedded and provide clarity of direction
- CPDL is coherent and creates a culture of sustained self-improvement across all staff within the Academy
- Safeguarding culture is embedded and all learners are safe
- Well-being and consequently staff retention is high
- The Academy has a high confidence level within the local community

Trust Action:

- CST offer light touch consultancy when appropriately requested
- Monitoring Activity takes place in line with MAT systems
- Academy returns fully to the Academy Improvement Programme agenda

EMBRACING TECHNOLOGY

- Develop a mature approach to the power of technology
- Transferable skills
- Excitement about a world not yet realised!
- Access to 24/7 learning
- Technology as a tool NOT as a slave!
- Impact of technology on first quality teaching

"A person who never made a mistake never tried anything new".

Albert Einstein
Scientist 1879-1955

COLLABORATION

- Learners:**
- learn through cooperative learning
 - develop resilience
 - recognise and celebrate qualities in others
 - develop empathy and character

- Staff:**
- share 'great' practice
 - develop team approaches
 - challenge each other
 - reflect on own workload/wellbeing
 - engage in evidence based research and development

"You can do what I cannot. I can do what you cannot. Together we can do great things".

Mother Theresa
Missionary 1910-1997

Appendix 2



THE CONSORTIUM
ACADEMY TRUST



FEEDBACK

Learners:

- consistent and overt
- high quality leading ALWAYS to improvement
- variety of methods used effectively

Staff:

- understand barriers to receiving feedback
- ethos of continuous self improvement
- self-reflective practitioners
- TCAT Language of Learning

"We all need people who will give us feedback. That's how we improve".

Bill Gates
Owner Microsoft

ASPIRATION

- Strategic programme of CEIAG from Year 1-Year 13
- Meet and exceed the IAG Statutory Guidance
- Breakdown barriers to social mobility
- Raise ambition and awareness
- Motivate and engage

"Whatever you are, be a good one".

Abraham Lincoln
US President 1861-1865

5 Pillars of Teaching and Learning

META-COGNITION

- Consistent questioning strategy
- Develop high quality 'low threat, high challenge' questions
- Problem solving
- Developing vocabulary
- Focus of resilience and independence
- Facilitate learning
- Utilise a range of activities
- Promote space for thinking

"You can't solve a problem until you're asking the right question".

Anon

Partnerships@TCAT

September 2020

Business



Clare Thorley

*Service Lead
Director of Business*

Overview

One of the benefits of a MAT is the opportunity to work collaboratively in order to help all academies in the Trust manage their funding and resources efficiently.

This will allow Academies to implement the required staffing structure, provide a safe environment and implement the right ICT provision to support teaching and learning.

The Trust's Business partnership agreement supports the Headteachers and stakeholders on all Business aspects of their Academies. The areas of support included within this agreement are:

1. Finance

2. Estates

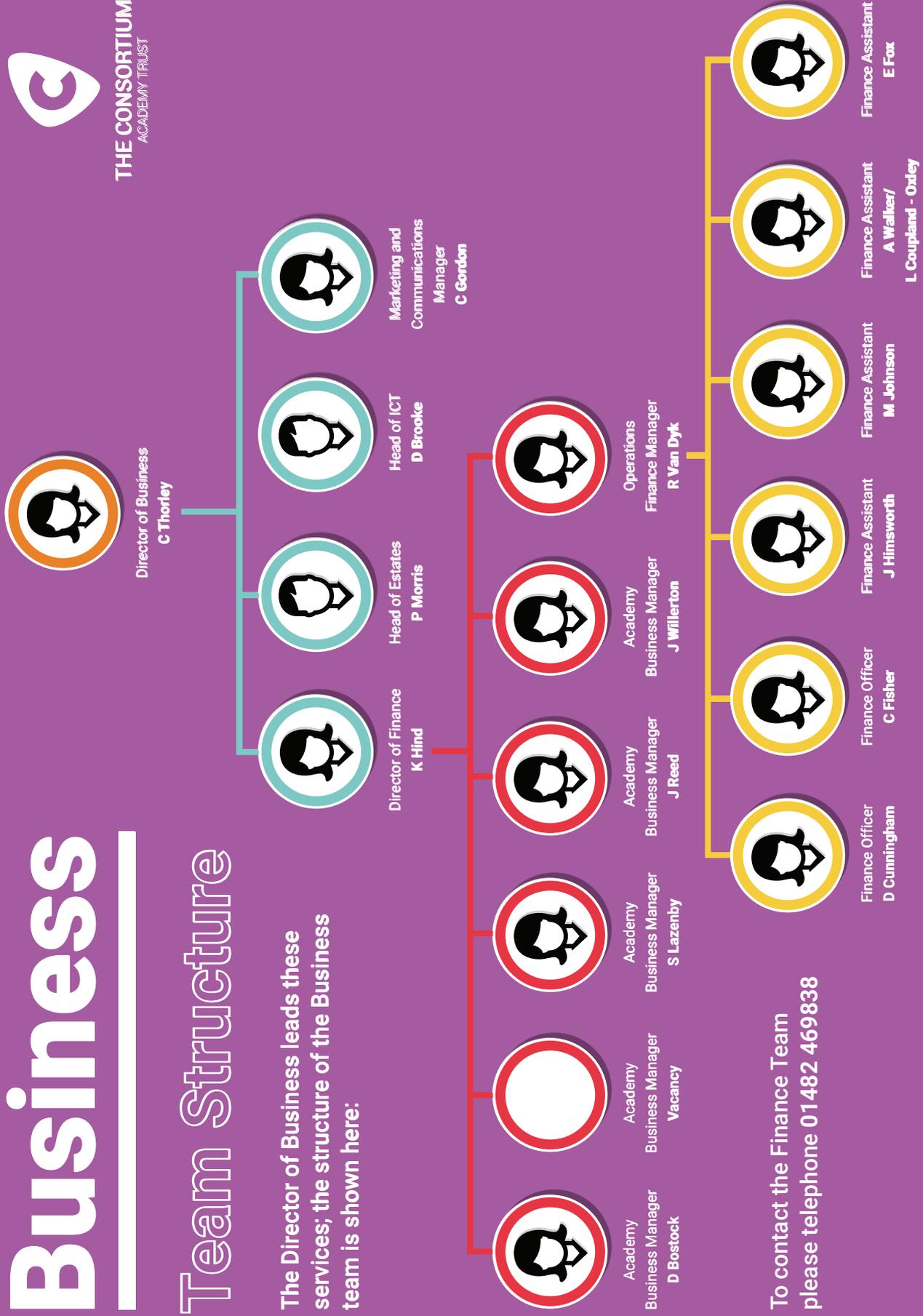
3. ICT

4. Marketing and Communications

Business

Team Structure

The Director of Business leads these services; the structure of the Business team is shown here:



To contact the Finance Team please telephone 01482 469838



THE CONSORTIUM
ACADEMY TRUST



Finance

1. Finance

Introduction

Securing financial efficiency in the current economic climate does require a change in customs and practice from the historic position where individual academies worked in isolation, to the current understanding where best practice indicates the most effective method is to introduce Trust-wide systems, structures and protocols that meet the needs of all.

As a Trust, we have adopted the approach of centralisation of finance; this service will deliver efficiencies for all Academies within the Trust.

Finance Team

The Finance team provides finance services to Academies, within the service, Headteachers have access to the Director of Finance and Academy Business Managers who will provide strategic business planning advice and support.

Services in detail

Academy Business Managers - support each academy with strategic business financial planning, the production and monitoring of the Academy Financial Plan, ESFA Financial returns (in collaboration with the Director of Finance), monthly management accounts and budget monitoring. They will ensure that Headteachers work within the Trust Scheme of Delegation, the Academies Financial Handbook and the Financial Levels of Authority Statement. The Academy Business Manager will provide on-site assistance 1 day per week for Secondaries and ½ day per week (or 1 day a fortnight) for Primaries.

Finance Operations Team - This service covers all processing and payment of all financial expenditure by the academy.

The operational finance support service includes the following provision:

- Supplier setup – includes obtaining all relevant information from supplier
- Purchase order requisition service – Academies are all required to use the SAGE requisition service. Implementation and training is provided by the finance team. This service also allows budget holders to view and monitor their budget allocations
- Processing of orders within the agreed delegated powers of authority
- Delivery monitoring and returns
- Invoice payment processing
- Process and manage all charge card payments/Direct debit payments
- Monitoring of all on line payment systems and reporting on the payment status of trips and other items, in liaison with the academy
- Customer invoices
- Bank accounts – the team will monitor all sales payments (including trips/music tuition)/bank payments/income received by the individual Academy
- Booking of overnight accommodation/CPD/Train tickets
- Checking and approval of trip/visit financial viability

Activities to be undertaken at academy level

Placing purchase requisitions on the web portal, in line with the Trust's purchase requisition and authorisation guidance.

Petty cash distribution, receipt and distribution of deliveries, in liaison with central finance arrange return of damaged/incorrect deliveries. Administration of the online payment system including start of year and end of year tasks. Letters to parents, which include on line payment log in details and the input/amendment/removal of the payment items including trips/music tuition/revision guides, liaising with parents regarding lunch payment debtors and recording of cash income will remain with the academy.

Procurement

It is possible to make significant financial efficiencies using an effective procurement process deployed by all academies in the Trust. In order to maximise these efficiencies, procurement will take place centrally following

the guidelines in the Trust's Procurement Policy. This will ensure that the Trust is able to negotiate with suppliers to secure the best value for the benefit of all academies.

Headteachers should not sign any contracts unless requested to do so by the Director of Business.

Integrated Curriculum Financial Planning (ICFP)

ICFP provides a means of bringing together the curriculum and budget planning and if used correctly can help academies use their available resources as effectively as possible by adopting a strategic approach with regard to the curriculum offered and the staff deployed to deliver that curriculum.

This will be co-ordinated by the CEO and Director of Education in consultation with the academy. The Trust requires Headteachers to follow the Trust Financial Protocols as shown.



Financial Protocols

Financial Protocols

Overview

One of the benefits of a MAT is the opportunity to work collaboratively in order to help all academies in the Trust manage their funding and resources efficiently for the benefit of all learners.

Securing financial efficiency in the current economic climate does require a change in customs and practice from the historic position where individual academies worked in isolation, to the current understanding where best practice indicates the most effective method is to introduce Trust-wide systems, structures and protocols that meet the needs of all. As a Trust, we have adopted this approach and the centralisation of finance should deliver efficiencies for all.

Services provided to academies

Academy Business Managers - support each academy with strategic business financial planning, the production and monitoring of the Academy Financial Plan, ESFA Financial returns (in collaboration with the Director of Finance), monthly management accounts and budget monitoring. They will ensure that Headteachers work within the Trust Scheme of Delegation, the Academies Financial Handbook and the Financial Levels of Authority Statement.

Finance Operations Team - Processing and payment of all financial expenditure and recording of all income by the academy.

These teams will offer high levels of challenge and support.

Activities to be undertaken at academy level

Petty cash distribution, receipt and distribution of deliveries and recording of cash income will remain with the academy.

Trust Expectations

Headteachers are responsible for their budgets and the Trust seeks to ensure that wherever possible funding supports the delivery of a high quality of education provided by the academy.

The Trust is responsible for ensuring that public money is spent in accordance with the regulations laid down in The Academies Financial Handbook. The Trust therefore has established a number of key, non-negotiable expectations that all academies must adhere to. These are:

- Strategic budget planning is an important role of the Headteacher working in partnership with an Academy Business Manager. The HCSS software enables a 5-year budget forecast to be created and this allows the Headteacher to use this information, (supported by other tools such as CLFP, Curriculum Reviews, staffing considerations and future learner numbers), to make informed medium term decisions that will ensure the academy maintains a surplus budget.
- The expectation is that all academies will set, and operate within the approved in-year balanced budget. If there is a requirement to increase the approved budget lines this must be funded within the agreed budget and not from the in-year surplus. If this is not possible and if the requirement is to use the surplus in-year balance, prior approval will be required from the Director of Finance. Headteachers are expected to include a plan to recover this additional expenditure within the current academic year.

- The 5-year budget plan must show an in-year surplus for at least years 1 and 2. Planning during year 1 can then take place to overcome any projected deficits in years 3 to 5.
- Any academy faced with the prospect of setting a deficit in-year budget must inform the Director of Finance as early as possible during the budget planning process once the funding allocation is confirmed by the ESFA in February. This will provide an opportunity to consider the actions which will need to be undertaken to rectify this position.

Budget deficit

- In the exceptional circumstances where the only option is to set a deficit in-year budget this will only be considered as a last resort and approval must be given by the Director of Business and CEO in accordance with the guidance stated in the Trust's Financial Levels of Authority Statement.
- Any requests for setting a deficit in-year budget will not be authorised without a robust Recovery Plan. This plan should be time-limited with the expectation being that the academy will return to a balanced (ideally surplus) in-year position within an agreed timescale.

Academy Business Manager (ABM) visits

The key to effective budget monitoring is to see it as an ongoing process involving the Academy Business Manager and the Academy Headteacher.

It is important that regular, weekly meetings take place between the Headteacher and Academy Business Manager with the latter informing the Headteacher of the implications of any changes to the budget as a consequence of additional spending and/or unplanned expenditure. There should be no 'surprises' once an agreed budget is running, and while it is acknowledged that there are occasions when additional costs are unavoidable due to circumstances beyond the control of the academy, such as long term absence and national staff pay rises above expected (and budgeted) percentages, every attempt must be made to adhere to the budget set.

The Academy Business Manager's weekly visits to individual academies will take place on a day agreed between the Headteacher and the Academy Business Manager and while every attempt will be made to adhere to this there may be occasions when due to Trust need the day may need to be changed. This will be done in consultation with the Headteacher.

In order to maximise the use of the weekly visits the following points should be noted:

- Headteachers need to ensure that the Academy Business Manager's weekly visit to their academy is carefully planned to make effective use of everyone's time. It is expected that the day will start with a

meeting between the Academy Business Manager and the Headteacher which will allow the Headteacher to provide an update on any relevant academy changes since the Academy Business Manager's last visit.

This meeting should include an update on all staffing changes and recruitment proposals, with the opportunity to discuss the rationale and business reasons for any proposed changes, taking into consideration the current and future budget position of the academy. The Academy Business Manager's authorisation of any recruitment appointment forms should be completed at this meeting

- If during budget monitoring it is felt that an academy's budget is likely to reduce the approved in year balance, funding for this must be found within the approved budget. If this is not possible, prior approval from the Director of Finance will be required; all requests need to include a timed Recovery Plan
- All changes to a budget line must be recorded in the monthly accounts
- All work requests for the Academy Business Manager will be agreed during the meeting and a timescale for completion will be agreed
- In order to ensure that the Trust remains compliant and uses approved suppliers who offer best value, all supplier contracts / agreements must be approved by the Director of Business. Such requests must be discussed with the Academy Business Manager
- Although responsibility for financial management lies with the Headteacher, in extreme cases the Director of Finance may take control of an academy's finances in order to achieve a balanced position within an acceptable timescale (determined by the Director of Business and CEO)

Budget Holders at Academy Level

It is likely that there will be a number of middle and senior leaders in an academy who have responsibility for an identified sum as part of the academy's overall budget.

It is important that these colleagues understand their responsibilities in terms of ensuring that they operate within the limitations of the budget allocated to them. It is the responsibility of the Headteacher to ensure this.

Trust Reserves

The Trust operates a Reserves Policy.

This is to ensure the stability of the Trust's operations, to protect from the impact of unplanned large expenditure and to enable planning for the future. The Trust holds Reserves in order to make sufficient provision for future cash flow requirements, to provide a cushion to deal with unexpected emergencies and to build up funding for planned future capital projects.

The Director of Finance will determine the level of in year revenue each academy is required to contribute to reserves. This will be communicated to Headteachers when their Central Contribution for the year is set, around March.

Reserves are held at Trust level and the use of Reserves must be approved by the Director of Business and CEO and/or the Trust Board in accordance with the Financial Levels of Authority statement.

'Lagged' Funding

This situation occurs when an academy's learner numbers increase significantly due to a small year group leaving and being replaced by a larger group on entry.

The fund for an academic year is calculated on the previous year's School Census numbers and this can result in a situation where an academy needs to run more classes in a particular year group than those funded. Although some Local Authorities including Hull make an allowance for this in the methodology used to allocate funding to schools, the East Riding currently has no such scheme.

As a Trust some of our academies have faced this situation in recent years and there has been a requirement to appoint additional teachers and support staff in order to deliver the curriculum. In some cases, this has caused an academy to fall into a deficit in-year budget position.

Ideally, in this situation Trust Reserves would be used to provide a 'loan' to that academy to cover these additional costs. The loan should be paid back in subsequent years once the funding has been received for these learners. This highlights the importance of the Trust building a healthy reserve, but this can only be achieved if all academies manage their funds effectively to secure a surplus each year.

Procurement

It is possible to make significant financial efficiencies using an effective procurement process deployed by all academies in the Trust.

In order to maximise these efficiencies, procurement will take place centrally following the guidelines in the Trust's Procurement Policy. This will ensure that the Trust is able to negotiate with suppliers to secure the best value for the benefit of all academies.

In practice this means that all contracts should be procured through the central team and not by individual academies. The Trust will ensure all contract terms and conditions are reviewed. Headteachers should not sign any contracts unless requested to do so by the Director of Business. The Headteacher Board provides a forum for discussing the merits of a particular supplier and whether a contract would benefit all academies.

Integrated Curriculum Financial Planning (ICFP)

ICFP provides a means of bringing together the curriculum and budget planning and if used correctly can help academies use their available resources as effectively as possible by adopting a strategic approach with regard to the curriculum offered and the staff deployed to deliver that curriculum.

However, it does not remove the need for strategic budget planning. The outcomes of the process can be used to start a conversation about the type of curriculum that should be delivered to meet the needs of all groups of learners and the funding available to achieve this.



THE CONSORTIUM
ACADEMY TRUST

Estates and Facilities Management



2. Estates and Facilities Management

Vision

.....

To provide an outstanding, fit-for-purpose environment that enhances the best outcomes for all our learners, is valued by our colleagues and our communities; and supports the academic vision of the Trust.

Mission

.....

To provide the best possible facilities for our learners and staff.
To be good neighbours and valued members of our community.
To be ethical, socially conscious and environmentally responsible.

Service detail

.....

Academies benefit from a supportive, inclusive and ethical service that currently provides:

Competent H&S advice

-
- All TCAT academies have access to a professional and trusted Health and Safety service with easily accessible advice, information and guidance and on-site support where required.
 - Regular Health and Safety system and site audits carried out by the Trusts' Head of Estates and our competent advisor. The advisor provides a written report and action plan, which the Estates Team uses to monitor compliance and improve standards.
 - An effective Trust-wide Health and Safety Policy, supporting policies, documents and risk assessments.
 - Regular compliance audits to ensure all duties and responsibilities in managing asbestos, fire, traffic and legionella risks are identified, recorded and managed.

Insurance

- Buildings and Contents; Public and Employee Liability; School Journey including Winter Sports; Chancel and Motor insurances are provided as a part of this agreement, as is information, advice and guidance on insurance queries and claim handling.

Strategic facilities management

- Tactical and operational support to facilities teams (Facility Managers and their teams, Caretaking, Grounds Maintenance, Cleaning and Catering) and any contracted-out facilities-based services.
- Membership of the Facilities Management Working Group. A local network of facilities professionals sharing practical information and experience. Guided by, and developing a common timetable of inspections, audits and compliance checks, ensuring that all of our academies operate in a safe, efficient and ethical manner.
- Independently and regularly produced Asset Management Condition Surveys, which provide the base-line data to guide academy improvements.

Planned improvement and development programme

- Based on the condition surveys, a major part of the asset management plan is to improve accommodation across all Trust academies, and plan for expansion where we need to, to meet future accommodation needs.

Access to the Schools Condition Allocation

- This funding currently allows us to invest in our academies, improving the teaching and learning environment, reducing our environmental impact and academy running costs wherever possible.
- Support and guidance for funding through the internal SCA process and external bids and applications.

Quality and value testing of service contracts

- Ensuring academies obtain the best possible services and goods at the best possible price.

Branded signage

- As a partner academy within the Trust, external branded signage makes each academy identifiable as part of TCAT.

Cyclical and pre-programmed maintenance

- The management fee is included as part of this agreement, offering individual academies an immediate cost saving.

2020/21 Partnership Agreement

In the future, the Estates Team are working towards providing the following as part of the agreement for 2020/21 and beyond;

- **Display Energy Certification** - provides academies and the Trust with nationally benchmarked data to measure our environmental performance.
- **Radiation Protection Advice** - a competent and trusted professional service to ensure our academies are compliant with current radiation legislation, have the appropriate systems and controls in place and are registered with the regulatory body.
- **A centralised helpdesk (joint project and provision with ICT)** - which will give colleagues access to an easily accessible one-stop-shop for reporting faults and requesting assistance, across both facilities and IT.
- **Standardise Estates roles and responsibilities across the Trust** - standard FM job specifications will assure consistency of provision, cost and quality.
- **Trust-wide standard operating procedures (e.g. accident reporting, CCTV, lettings, etc.)** - provide consistent and robust approaches to how our academies operate.
- **Inventory management system (joint project and provision with ICT)** - a Trust-wide common inventory to ensure partner academies meet audit requirements and that insurance valuations are accurately reflected in the stored data.
- **Centralised approach to purchasing services and supplies** - to reduce procurement time and costs and provide consistency of quality standards.
- **Centralised lettings management** - (internal room bookings during the school day will remain the responsibility of the individual academies). Administered centrally, but acting globally, availability of facilities for hire can be searched across all sites and alternatives offered if the customers' first choice is not available, maximising potential income generation.
- **Providing a turnkey Total Facilities Management solution** - to all our academies, releasing Headteachers, Local Governing Boards and Academy Leadership Teams to focus on Teaching and Learning.
- **Carbon Management Plan** - reducing environment impact of the way we operate and manage our estate.
- **Subscription to CLEAPSS** - the definitive basis for safe practice for practical work in academies. Practical specialist advice for Science, Technology and Art practitioners, technicians and H&S Leads including model risk assessments, hazards and training.



ICT

3. ICT

Our ICT Vision

We recognise ICT is an integral element of life and take a user first approach to deliver excellence, staying agile to drive innovation whilst keeping core assets safe and resilient.

With ICT at the heart of learning and management, we will work together to achieve the best opportunities and outcomes for all our stakeholders.

Our Mission

- **Service Excellence** – a ‘User First’ approach; responding flexibly with agility to academy needs whilst delivering exceptional customer service, gaining a reputation locally / regionally of having the expertise to provide outstanding support.
- **Infrastructure** – an agile environment; having a common ICT platform which is of modern architecture supporting an efficient, agile and mobile working culture with a development structure which provides opportunities for all staff.
- **Digital Leaders** – a digital transformation; engage all users to exploit digital opportunities. A transformation which has the greatest impact for student and staff experience with optimum value from investments.
- **Information Security** – secure and reliable robust arrangements for business continuity, information management, governance and security. Develop digital skills, culture and innovation at all levels within the Trust.

What to expect from us?

- A central ICT strategy
- Strategic / Operational support to all stake holders in relation to ICT
- Ad-Hoc telephone / email support from the Trust's Head of ICT
- Information, advice and guidance to local ICT teams in producing a standard set of configuration documents, namely;
 - ✓ ICT Development Plan
 - ✓ Asset Register
 - ✓ Capital Replacement Plans
 - ✓ Business Continuity Plans
 - ✓ Backup Strategy
 - ✓ Disaster Recovery Procedure
 - ✓ Network Configuration
 - ✓ WAN/LAN Topology
 - ✓ WLAN Topology / Survey
 - ✓ License Entitlements ad Support Contracts
- Broadband and filtering provision
- Third line technical support provided through East Riding Yorkshire Council Schools ICT Services
- Annual external penetration testing to protect our systems and users from external influences
- Trust-wide ICT policies to protect our systems and users and to ensure best practice
- Procurement services to ensure academies receive best value and to build on economies of scale
- Access to the ICT element of the Schools Condition Allocation (SCA). This funding currently allows us to invest in our academies ensuring we utilize the right technology to help deliver outstanding teaching and learning
- Support and guidance for funding through the internal SCA process, external bids and applications
- ICT Team working group meetings held termly to facilitate sharing of practical information and experiences
- A centralised helpdesk function which will allow all stakeholders to engage with the ICT Team to facilitate support
- Standard set of service reports relating to ICT with set key performance indicators (KPI)
- Trust-wide asset management ensuring devices are safe and secure
- Academy contribution to a central ICT Development Fund to improve Trust wide ICT facilities which in turn reduces local Academy spend

In the near future

- Standard ICT roles and responsibility across the Trust with refreshed job descriptions and profiles will ensure consistency of provision, cost and quality.
- Proactive monitoring of academy networks to pre-empt any potential issues.

Marketing and Communications



4. Marketing and Communications

Introduction

The Marketing and Communications Partnership Agreement provides a strategy for the corporate branding of each individual Academy, including the implementation and promotion of this.

It will devise and manage a communications strategy, both internally and externally, allowing the Academy to foster good relationships with their local communities and the media.

The broad areas covered by the strategy include:

- Guidance on the production/sources of all external marketing documentation and media to a professional standard including the redesign and development of the Academy website
- Advice on events management for key dates in the Academy calendar
- Help with the creation of high quality recruitment materials



Service in detail

Core Provision: The Marketing and Communications Partnership Agreement provides the following for an Academy:



Marketing Strategy Meeting

- Marketing and Communications Manager (MCM) meets with the Headteacher to discuss strategic marketing requirements to ensure consistency in following vision and values of both the Academy and of the Trust.



Website

- Each Academy will have the benefit of a new website, with on-going project management by the Marketing and Communications Manager (MCM). Training will be provided to the key Academy user/s on updating website as required once website complete.



Photography

- The MCM will work with the Academy (with the assistance of a designated school contact) to ensure that a stock of professional high quality images are produced. The images will be used to best present the life of the Academy in all marketing materials throughout the year.



Branding

- A branding document produced by the MCM will provide guidance for the Academy on the use of the correct house style for fonts, colours, logo usage etc. This should then form the basis for all Academy literature, internal and external.

Academies receive on-going access, advice and guidance on:

Marketing Audit

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An audit will be undertaken annually by the MCM (or a member of the team) to ensure onsite consistency of Academy and Trust branding and to provide an additional opportunity to discuss on-going requirements.

Printed materials

.....

The MCM will have an overview of all external marketing documents and provide guidance to ensure a professional standard is maintained. This includes the Prospectus as the Academy's main annual external publication.

Event materials

.....

The MCM will ensure that each school is equipped with a range of suitable marketing materials to be able to host professional events, both within the Academy and externally. This may include, but is not limited to, tablecloths, roll-up banners, A frames for directional signage, hanging outdoor banners etc.

Advertising

.....

The MCM will co-ordinate Trust wide procurement of advertising for events such as Open Evenings across the Trust to ensure best rates are achieved. Guidance will be provided to ensure each Academy's advertising is cost effective, targeted and ethical.

Press

.....

The Marketing and Communications Partnership provides each Academy with support through a Crisis Public Relations SLA with the East Riding Local Authority. This provides up to 20 hours of dedicated advice, support and guidance each year across the Trust on media and publicity issues, including the provision of crisis management communications. Each Headteacher is the key contact for their Academy. During normal working hours, any queries should be directed through the MCM for guidance and to ensure key stakeholders are kept informed and reassured during a crisis. This can include internal stakeholders such as staff members, trustees and governors as well as students, parents and the local community.

Branding of Academy building

.....

Guidance provided with presentation of Academy buildings, both internally and externally to ensure compliance with both Academy and Trust corporate branding – this includes external signage on buildings as well as internally, including the main visitor reception space where focus may be more on vision and values.

Recruitment

.....

Guidance will be provided with recruitment packs to ensure compliance with both Academy and Trust branding, accuracy and consistency of message with a view to ensuring the recruitment and retention of high quality members of staff.

Termly Meeting with Headteacher

Termly meeting available with MCM to discuss developments within the Academy.

Promotion as part of TCAT

Each Academy will benefit from promotion both internally and externally through their membership of TCAT. Academy news stories will feature in the TCAT newsletter and website and individual academies will be promoted at Trust events.

Additional Services

Subject to discussion and requirements, a range of other services are available outside of the core offer at an additional cost. This may include, but is not limited to:

Additional Printed Materials

This may include Staff Diaries, Student Planners, Parent Handbooks and other printed literature.

Internal Displays

Provision of both generic themed and individual bespoke high quality classroom and corridor displays – including design work, production, fitting.

One-off bespoke projects

Assistance with new initiatives, for example the implementation of a new House system: necessitating graphic design artwork for House shields, guidance with concept and slogans/wording to ensure a fit with existing Academy and Trust ethos etc

Event co-ordination

Support from the Marketing Team with the running of external events such as an Academic Awards Evening, Sports Presentation Evening, Prom etc

Please get in touch to discuss further any requirements you may have.

Future developments:

Marketing of a Centralised Lettings Management Service

Work with the Head of Estates to help promote the facilities available for hire, both in individual academies and then across the Trust, to ensure alternatives are offered if there is a lack of availability at one academy, thereby maximising income generation.

Partnerships@TCAT

September 2020

Clerking Services



Gilly Stafford

*Service Lead
Clerk to the Trust*



Area of Service – 'Clerking Services'

Introduction

The TCAT Clerking Services Partnership Agreement provides detail of what is offered to each academy in order to support effective governance.

All governing bodies are required to appoint a Clerk. The Clerk must deliver a full service to support governors to fulfil their statutory role and thus support the governing body to achieve its core functions.



Clerking

In order to do this the Clerk will provide:

- Administrative and organisational support
- Guidance to ensure the local governing body works in compliance with the regulatory framework
- Advice on procedural matters relating to the operation of the governing body

Services

If the Clerk is appointed from within the Trust, then ongoing training and support will be provided by the Clerk to the Trust in the form of the following:

- High quality and ongoing professional development to develop confidence in the role
- Assistance to produce effective agendas (in consultation with the Chair)
- ‘Supported dual clerking’ at meetings until competence is achieved
- Advice and guidance on corporate timescales of when reports are required in compliance with established standards
- Assistance to circulate papers at least seven days in advance of the meeting to facilitate effective discussion
- Assistance to produce high quality minutes capturing evidence of the governing body’s ability to challenge and to demonstrate its leadership role
- Working with the trainee to ensure the Trust corporate style is adopted
- Clerks will be invited to attend termly meetings to share good practice and ensure harmonisation

In addition to this support, the following will be provided from the Clerk to the Trust:

- Provision of a governor booklet to support governors through induction
- Procedural advice on the statutory functions of the governing body
- Provision of Trust policies and guidance on academy-based policies

- Advice on terms of office and re-appointment of governors
- Advice on the Company Articles, the Trust Scheme of Delegation and the LGB Terms of Reference
- Ongoing advice and support
- Maintenance of the Get Information About Schools (GIAS) site for all governor information
- Advice, support and provision of documentation in relation to election of parent and staff governors
- Advice relating to the maintenance of records relating to the governing body such as membership, attendance at meetings, personal details and pecuniary interests
- Advice on what should be published on the academy websites regarding governance
- A link to all governors to enable access to the NGA Learning Link online platform
- Invitations to relevant training events
- Provision of a trained substitute Clerk if the appointed Clerk is unable to attend a meeting



THE CONSORTIUM
ACADEMY TRUST

Partnerships@TCAT

September 2020

Human

Resources



Jane Simpson

*Service Lead
Director of HR*

Introduction

Human Resources (HR) specialise in providing advice and guidance on employment matters to enable each of our academies to manage their staff effectively and within employment law.

HR will work in partnership with each academy to ensure that you have access to a personalised package of HR advice and support on all employment matters. We will outline the HR strategy for the Trust ensuring compliance with legislation and delivering HR best practice. We will work with you on all aspects of the management of people within the Trust from recruitment and selection to payroll, employee relations, policies and procedures, training and development and staff wellbeing.

This is supported, monitored and evaluated by a variety of different means that include appropriate staff training, audits of practice, weekly updates via email, sharing of good practice in forums and maintaining good links and working relationships with outside agency professionals, including the Local Authority.



Human Resources

Our Agreement

This open-ended agreement is from **1 September 2020** and remains in operation indefinitely unless withdrawn or superseded, and is made between [**Academy**] and **The Consortium Academy Trust** and will be reviewed every 12 months.

The agreement is intended to ensure transparency around the provision of Human Resource Services provided by The Consortium Academy Trust.

Responsibilities of TCAT – HR Central Services

- To ensure statutory legalisation is adhered to
- To implement Trust policies
- To provide an approachable friendly, professional service
- Provide telephone, email and face to face support and guidance
- To support you with the management of the employee lifecycle
- To provide appropriate training and support
- Providing an efficient and effective HR and Recruitment service
- To keep all confidential information in the strictest confidence and will not disclose any part of it to any person, without prior consent

Responsibilities of the Academy

- To alert us when there are Employee Relations concerns
- To alert us when there are recruitment needs and vacancies
- To alert us to Safeguarding concerns involving employees
- To ensure the provider is informed of Attendance issues
- To follow best practice guidance provided by the HR team
- To follow Trust policies and procedures including recruitment procedures
- Acknowledges that, for the benefit of all academies, the Provider has structured and costed the provision of the Services on the basis of average levels of use. By taking this approach, the Provider is able to deliver a quality service to all academies
- Is responsible for ensuring that all staffing costs are within the academy's financial planning

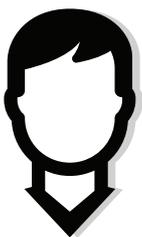
Service Delivery

The Provider will proactively manage and support the Academy with all aspects of Employee Relations cases including safeguarding cases involving employees, Disciplinary, Grievance, Capability, Attendance and Recruitment. The Provider will provide necessary expertise and advice to support the effective management of these areas.

The standard services provided under this agreement are:

Our Team

HR Operations Team Responsibilities



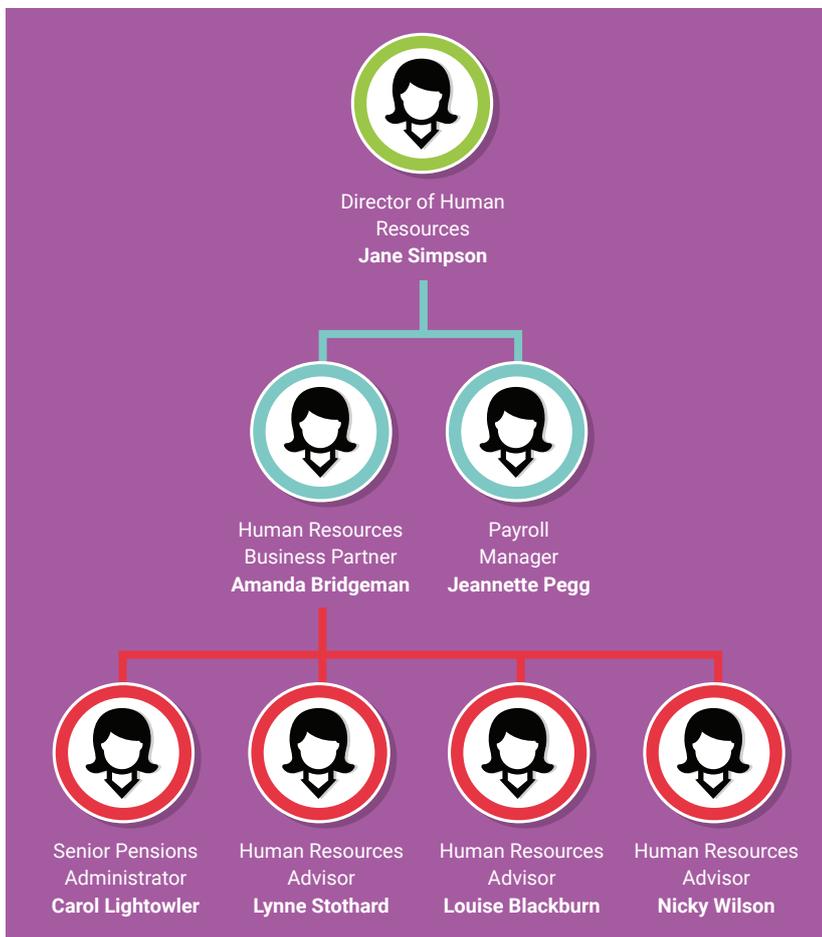
- Deliver a full range of quality efficient and effective HR services to ensure the application of good HR practices that assist the Trust in meeting its key objectives
- Provide and promote advice and guidance on all HR matters by interpreting Policies and Procedures, and employment law
- Understanding and applying local and National terms and conditions of service, policies and practice to ensure consistent implementation and management across the Trust
- Provide a professional and proactive approach to ensure that the HR Team meet their key objectives and current and future employment legislation requirements
- Supporting, guiding and line managing the HR Advisory team to ensure that the quality of service is continuously developing to meet the needs of the Trust, and to ensure that the Team's objectives and performance measures are met
- Undertaking special projects when required and providing appropriate training to employees of the Trust on HR matters

HR Advisory Team Responsibilities



- To provide an interface between customers (internal and external) and the HR team, by providing a high-quality HR Advisory service, initiating and resolving a range of HR issues
- To advise managers and employees upon a range of queries related to HR Processes, terms and conditions of employment, and interpretation of HR policies and procedures
- To process the payroll and pension for the Trust, including processing maternity and adoption leave and to provide advice and guidance to managers and employees on these matters
- To provide admin support to the HR Operations team, i.e. diary management of investigations, hearings and other HR meetings, along with providing the necessary documentation, and letters
- To contribute to the provision of a range of management information and employee statistics, for monitoring, and for external bodies
- To provide general support to the HR Operations team, including project based assignments and minute taking were necessary

Human Resources Structure



The HR Advice Team

For HR advice regarding employee relations and policy queries, the HR advice team can be contacted between the hours of:

Monday to Thursday
8.15 am to 4.15 pm

Friday 8.15 am to 3.30 pm

Human Resources Records

All electronic employee records will be retained and maintained by Central Services, and a copy will be retained at the Academy in accordance with the provisions of the General Data Protection Regulation, and the Trust's Records Management Policy.

The General Service Provided by The Central Human Resources Teams

The following services are included as standard:

Contracts of Employment, HR Policies and Procedures

The Central HR Team will issue on behalf of the academy all contracts of employment to its employed staff. On receipt of an approved new starter form including all requisite details, application form and satisfactory employment references, we will provide a legally compliant Statement of Main Terms and Conditions of Employment for all new employees by their appointment date or sooner.

Casual Workers will be dealt with exclusively by the Academy, however advice can be sought from the HR Team.

The Central HR Team will:

- Provide guidance on all aspects of teaching and support staff pay and conditions of service, including a response to individual or collective issues either in writing, by telephone or by email
- Undertake all necessary administration of arrangements for statutory and occupational maternity leave including confirmation of qualifying service, statutory notice provisions, leave entitlements and payments, right to return to work, verifying service and leave entitlements and correspondence with employees as required, and liaison with payroll regarding any payments to be made
- Offer telephone and email advice during business hours. Direct phone telephone and email access to the HR team who will be able to give you expert HR advice and guidance. Including access to practical FAQ's, and template documentation, tailored guidance notes and assistance with drafted letters
- Publicise relevant information concerning legislative or policy changes via the HR system, HR meetings, and Trust committees to keep academies informed about employment legislation changes, and Trust policy and procedure development, and best practice in terms of a wide range of issues requiring consultation or negotiation with employees and/or trade union representatives.
- Electronically distribute policies and procedures via the HR system
- Termly briefing sessions for the Headteacher/Operations Manager/or nominated representative to review employment issues within the Academy, and for workforce planning

Job Evaluation

- The Academy will follow the Job Evaluation Guidance and the Central HR Team will evaluate and re-evaluate new and existing posts at the request of the Headteacher following the completion of the request to evaluate form and the Trusts job profile template
- The Operational HR Team will support academies with any Appeals that arise out of a re-evaluation

Employee Relations Advice and Support

The Central HR Team will provide advice and guidance on individual casework, low-level cases will be managed by the Academy with telephone advice from the HR Team, this will include access to templates and letters. More complex or higher-level cases will be supported by a designated member of the HR team, who will attend investigation meetings, and provide support to the assigned investigating officer.

A senior member of the HR Team will be available to attend Hearings and will support Managers, Headteachers or Governors during the proceedings.

Employee Attendance at Work

The Central HR Team will:

- Liaise directly with the Academy to provide advice and guidance via telephone and email on best practice when managing sickness and absence
- Be available to attend case conferences to discuss difficult and complex cases, these are multi-agency meetings involving the

Operations Manager or designated officer from the academy, Occupational Health, and Human Resources, and in exceptional cases a Trade Union representative.

- Provide advice and guidance on individual casework, including suggestions for return to work plans
- Be in attendance at more complex meetings, Attendance Level Warnings and Dismissal hearings to offer advice and guidance

Discipline, Capability and Grievance

The Central HR Team will:

- Liaise directly with the Academy to provide advice and guidance via telephone and email on best practice when managing cases
- Provide advice and guidance on individual casework
- Be available to attend more complex and serious investigation meetings or formal capability meetings
- Be in attendance at disciplinary, grievance and formal capability hearings to offer advice and guidance

Redundancy and Restructure

The Central HR Team will:

- Provide advice to Headteachers about these procedures, to ensure legal compliance with statutory consultation and timeframes
- Provide timetables and templates for consultation packs
- Will attend various meetings throughout the process at the Headteachers request
- Ensure that advice is given to ensure a fair and transparent process is followed
- Attendance at any Hearing or Appeal in

respects of these procedures to support and guide.

Termination of Employment

The Central Services HR Team will assist the academy with matters relating to termination of employment, including resignation, unsuccessful probation, ill health retirement termination, capability, redundancy, misconduct and redeployment in accordance with the HR Policies and Procedures, and employment law.

The Central HR Team will:

- Offer advice on statutory consultation procedures in redundancy situations, including briefing sessions with the academy
- Advise on ending fixed term contracts
- Offer advice on all terminations including conduct, capability, redundancy, and SOSR, and provide termination letters when concluding the process.

Redeployment

The Central HR Team will:

- Provide advice on redeployment matters in accordance with the Trust's policies
- Hold a central redeployment register
- Will provide a redeployment officer to guide employees who are eligible for redeployment
- Will be responsible for informing academies of redeployees prior to external recruitment

Recruitment and Selection

The Central HR Team will:

- Manage and implement the recruitment strategy across the Trust
- Ensure compliance against the statutory safer recruitment guidelines and requirements of the Trust including equal opportunities
- Provide advice on all recruitment queries
- Support Schools in managing and using the apprenticeship levy

Training

The Central HR Team will:

- Provide advice on training matters and as part of this agreement ensure that the cost of safeguarding training is included



THE CONSORTIUM
ACADEMY TRUST

Contact Us

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David Brooke | Head of ICT david.brooke@consortiumtrust.co.uk

Patrick Morris | Head of Estates Pat.Morris@consortiumtrust.co.uk

Claire Gordon | Marketing and Communications Manager claire.gordon@consortiumtrust.co.uk

Louise Craxton | Central Services Administrator louise.craxton@consortiumtrust.co.uk

Support



THE CONSORTIUM
ACADEMY TRUST

The Trust will make every effort to ensure that all employees involved in providing Academy support are professional and experts in their field.

However, the arrangement to provide support is on the basis that it is in an advisory capacity and the Headteacher, Senior Leaders and Local Governing Body remain responsible and accountable for all areas under this agreement and associated decision-making and action taken.

We welcome feedback. Should the Headteacher, or another member of the Academy's Leadership Team, wish to make

a suggestion, comment or express a concern or a complaint regarding the quality of service delivery, they should first raise this with the Service Lead, who can be contacted via the emails above or Telephone Number 01482 469838.

Should the concern or complaint be about the Service Lead this should be directed to the Chief Executive Officer who can be contacted at The Consortium Academy Trust, Harland Way, Cottingham, HU16 5PX. Telephone Number 01482 469838. At this point the Trust Complaints Procedure will be followed which can be found at:

www.consortiumtrust.co.uk