



Shropshire Education Trust

Our Vision is to secure and sustain:

- outstanding provision and outcomes for children across all schools in the Trust in order to prepare them well for their futures and improve their life chances
- healthy schools where pupils' well-being is central to each school's work; where pupils are safe and feel safe so that they are ready to learn and able to fulfil their potential.

Our Aims are to:

- provide inclusive (pupil centred) learning that ensures equal access to a broad and balanced curriculum and opportunities for all pupils to reach the highest standards
- foster collaboration and co-operation between schools to disseminate leading practice and maximise flexibilities of scale
- ensure that a culture of continual school improvement lies at the heart of all that we do to secure and sustain high quality provision and outcomes for all pupils
- ensure the efficient use of the resources available to all schools within the Trust for the benefit of all pupils and staff
- ensure all staff have access to high quality professional development so that they can continually refine and improve their pedagogy and practice
- promote and foster the active engagement of pupils, parents, staff, governors, the community and the diocese to raise the aspirations of each whole school community

Our Ethos is about establishing and embedding a culture of mutual support and challenge where Trust schools are committed to:

- excellence of provision and outcomes for every pupil in their own school and others in the Trust
- developing, promoting and demonstrating shared values of respect, appreciation, challenge and support
- agreeing and implementing shared policies, procedures and protocols
- recognising, valuing and maintaining the unique strengths and identity of each school in the communities they serve
- working closely with the diocese to uphold the Christian values and religious character of church schools in the Trust

“Collectively responsible, individually accountable”

The governance of the Trust:

There is potential for schools that join the Trust in the 1st phase to have representation at member and trustee levels of governance.

Members: up to 7 members recruited through an open process of advertisement and expressions of interest. They will provide skills, expertise and experience across education, business, governance, and finance and asset management. The members will agree the articles which define charitable status and how the MAT will operate. They will appoint (and can remove) trustees, sign off company accounts and the annual report, and hold board of trustees to account.

Trustees: up to 12 trustees also recruited for their expertise and experience in education, business, finance, governance, human resources, legal, and asset management. The trustees will be the directors of the company who are responsible for the operation of the trust including: ensuring the clarity of vision, ethos and strategic direction; holding the Director to account for the educational performance and outcomes of the Trust; and overseeing the financial performance of the Trust and making sure its resources are used efficiently. They will also be responsible for ensuring compliance with charitable law and the funding agreement with the Secretary of State for Education.

Local Governing Committees: up to 12 local governors recruited from parents, the local community, the diocese (for church schools), staff (including the Headteacher) and the local authority. They will be responsible for ensuring the clarity of vision, ethos and strategic direction of their school; holding the headteacher to account for the educational performance of their school; and overseeing sustainable financial management of their school and ensuring that the resources available to their school are used efficiently.

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The roles and responsibilities of senior officers

The Director of the Trust will be responsible for the overall development, effectiveness and efficiency of the operation and outcomes of the Trust. The post holder will be directly accountable to the Trustees who in turn are accountable to the Secretary of State for Education through the Regional Schools Commissioner. Their responsibilities will include:

- the development and implementation of the MAT's vision, ethos and values
- the identification, development, monitoring and meeting of the Trust's strategic objectives
- monitoring, supporting and challenging headteachers to improve the quality of provision in member schools (with a clear focus on pupils' progress and attainment)
- planning, implementing and monitoring the effectiveness of the Trust's programmes to increase pupils' progress and raise standards of attainment through increasingly effective teaching and learning
- ensuring the provision of effective programmes for the professional development of staff in member schools
- ensuring the efficient operation of the Trust through consistently effective leadership at all levels

The Chief Financial Officer will be responsible for overall effectiveness and efficiency of the financial operation of the Trust including:

- leading and managing the professional financial services provided by the Trust
- ensuring that financial models, controls and reports enable the Trust to achieve its aims through the highly effective and efficient management of financial resources
- ensuring best practice and compliance with the financial processes and procedures set out in the policies of the Trust and Academies Finance Handbook
- overseeing the financial management of each of the Local Governing Committees
- preparing and presenting school and Trust budget reports to the Trust Board
- promoting sustained improvement across all finance processes and transactions including sharing best practice across schools in the Trust
- providing reports to the Director of the Trust and Trustees and responding to the Articles under law

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The Head of School Improvement will be responsible for ensuring effective arrangements for the sustained improvement of provision and outcomes across the Trust. This will include:

- The programme for monitoring performance data and outcomes across all schools in the Trust and identifying strengths in performance and priorities for improvement
- Ensuring appropriate and effective support for staff through professional development and collaboration
- Ensuring effective challenge and where necessary timely intervention to secure high quality of provision and outcomes in all school within the Trust
- Working closely with the area hubs to disseminate leading practice and address priorities for improvement
- Brokering support as necessary.

The Administration Team will provide clerical and business support sufficient to ensure the effective operation of the Trust.

The Financial Model

The top-slicing of school budgets will be kept to a minimum to provide for the effective and accountable operation of the Trust. We will seek to maximise the resources available to participant schools to apply within their own settings. The economies of scale and the capacity required will be dependent on the number of pupils and schools across the Trust, as well as the pace at which the Trust grows. All schools in the Trust will receive the same agreed percentage top-slice which will be no more than 5 percent. This is consistent with the top-slice applied by other MATs. The model will seek to generate further financial efficiencies across the Trust schools over time through the central co-ordination of the procurement of back office support services and functions, and reinvesting released resources back into the classrooms.

Due diligence will be undertaken by the Trust for each school that applies to join because the trustees will require assurance that each school is financially viable. The process will include scrutiny of:

- budget (income)
- costs (expenditure)
- current and forecast numbers of pupils on roll
- buildings and land

The Trust would expect that schools wishing to join would also undertake due diligence. Financial and structural information will be available to all such schools.

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School budgets and service level agreements: the Trust intends to devolve 95% of school budgets to Local Governing Committees (LGCs) where they demonstrate a sustainable approach to financial management. Where the financial management of an LGC is less secure then delegation of financial management may be reduced. Each school will have opportunity (but not be compelled) to purchase service level agreements at rates negotiated by the Trust.

Support Services will be commissioned by the Trust to ensure Headteachers can focus on leading teaching and learning. These will include:

- HR
- Payroll
- ICT
- School Improvement (over and above that provided from within the Trust)
- Education Welfare
- Asset management

Additional support can be requested by Headteachers or by LGC's.

Summary of Estimated income and expenditure

Table 1 below provides estimates of costs for the Trust based on the full time employment of the senior officers and back-office staff detailed above.

Table 2 overleaf provides estimates of income available depending on the size, number and status of school that have expressed an interest in the Trust. These estimates are based on a 5 percent top slice from each school's budget.

The tables confirm that the Trust will have a budget that will support the full time appointment of a Director, Chief Finance Officer, Head of School Improvement and a small administration team if there is a minimum of 6 of the largest schools or a minimum of 10 schools of average size for those expressing an interest.

For a smaller number of school the model would be made to achieve a financial balance by tailoring the model accordingly. This could be achieved with part-time officer posts at first, developing as the Trust grew over time.

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Table 1
Anticipated expenditure based on a Full-time Officer model

	£	on costs	£ total
Director	75,000	18,750	93,750
Chief Finance Officer	50,000	12,500	62,500
Head of School Improvement	55,000	13,750	68,750
Administration	20,000	5,000	25,000
Premises	12,000		12,000
Energy	3,000		3,000
Admin resources	3,000		3,000
Other	10,000		10,000
			278,000
			Total

Table 2

Income from a 5% cap (anticipated)

	£	Out-turn	Viability with full time officer model
6 typical small schools	87,918	- 190,082	Not viable
6 typical large schools	341,897	63,897	A viable model
12 typical small schools	218,957	- 59,043	Not viable
12 typical large schools	556,058	278,058	A viable model
9 average sized schools	276,431	- 1,569	Not viable
10 average sized schools	307,145	29,145	A viable model

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Our developing model

The purpose and function of the hubs:

We will establish hubs of schools. The hubs will provide opportunity and access for collaboration within and beyond schools that will assist them to secure and sustain improvement. The work of the hubs will include a focus on leadership and management, and teaching and learning to ensure high quality provision and outcomes for all pupils including the most vulnerable. They will provide a clear structure for sharing leading practice across schools in the Trust including through joint CPD and shared approaches to addressing common priorities for improvement

The focus of the hubs will include:

1. Leadership and management including governance by

LGCs:

- Self and peer evaluation
- Safeguarding
- Improvement planning and prioritising
- Performance management
- Succession planning
- Policy development at school level
- Shared and targeted CPD
- Shared curriculum planning.

2. Quality 1st Teaching, learning and assessment (e.g.):

- Planning (long, medium and short – term)
- Progression
- Questioning, assessment and feedback
- Challenge for high attainers
- Support for lower attainers
- Safeguarding (ensuring a safe climate for learning)
- Accelerating learning for significant groups of pupils (e.g. boys, disadvantaged).

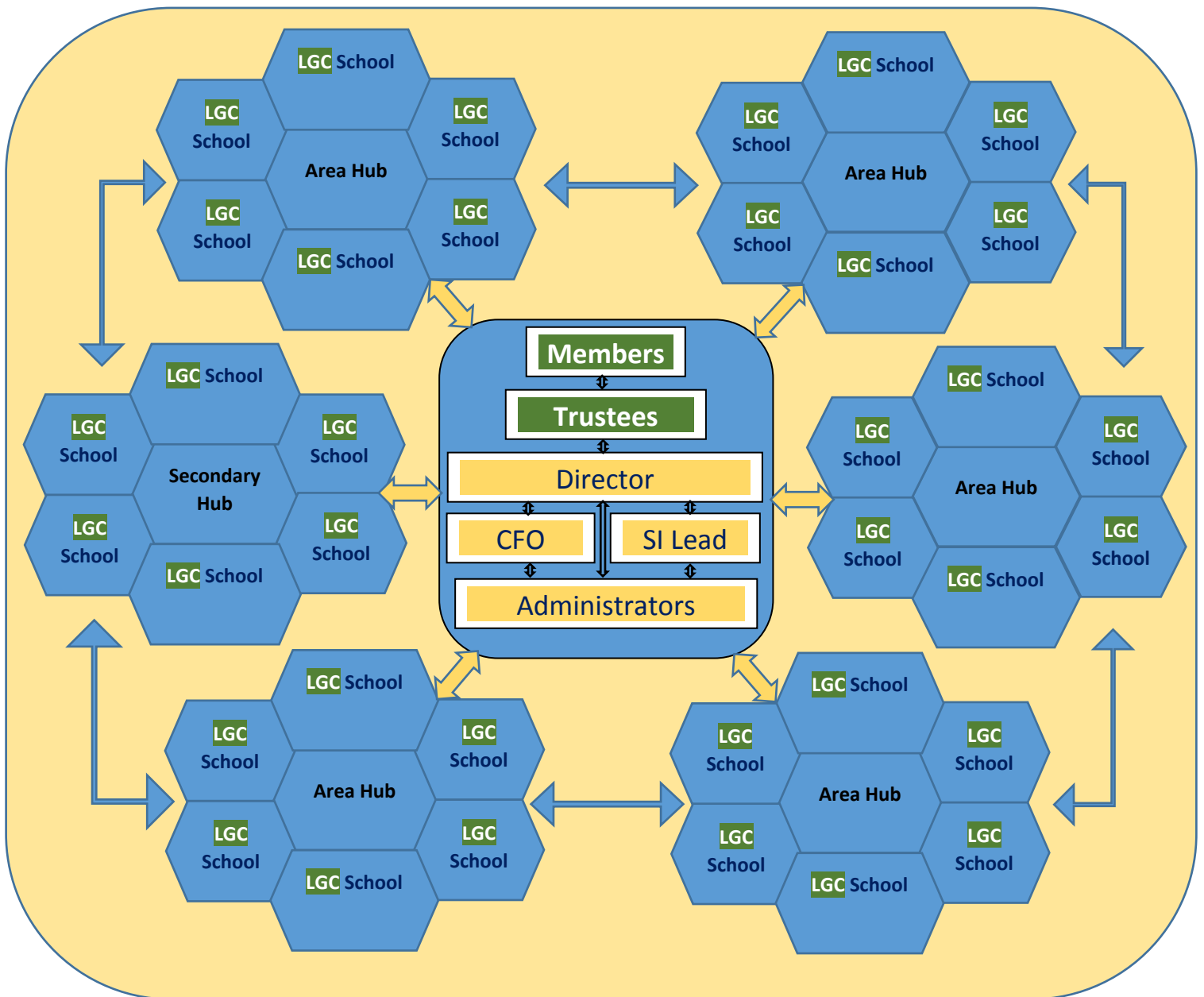
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A Representation of the Hubs

Each hub would be connected to other hubs and the pattern of hubs develop over time as Shropshire Education Trust grew.

Membership of each hub is not exclusive: primary and secondary schools can be part of two or more hubs.

This diagram represents a model with a large number of participating schools but initially a more modest model with reduced time for the Director and shared roles within the administrative centre could be made to ensure viability.



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Operational Autonomy and the Scheme of Delegation

The Trust will ensure that the scheme of delegation reflects the effectiveness of each school in the Trust. **It will ensure that headteachers can focus on leading and managing teaching and learning to secure the best provision and outcomes for all pupils.** In good and outstanding schools headteachers and local governing committees will have the autonomy they need to ensure the most effective use of resources for the benefit of pupils and staff.

The table below provides examples of the operational elements and the degree of delegation for schools that present low risk. Typically these will be schools that are good and outstanding

Core and Common (Elements directed and controlled by the Trust)	Influenced and aligned (Elements with common principles directed by the Trust but practice directed by the school)	Independent (to include) (Elements directed and controlled by the Headteacher and/or LGC)
The Trust is the single employer Key central policies (e.g. Terms and Conditions) HR, finance, compliance with statutory requirements Governance: agendas, QA and training Budget & financial reporting Safeguarding Management information System Calendar: Term dates and CPD Estates and Health & Safety Admissions Risk Register Recruitment of headteachers Performance Management of headteachers	Promotion & branding Ofsted inspection planning SEND and Inclusion ICT (school systems) Initial Teacher Training Attendance Closing the gap Recruitment of staff (other than headteachers)	Leadership structure Self-evaluation record and improvement planning Pedagogy Curriculum Assessment recording and reporting Examination Boards (Secondary) Staffing structure Performance Management of staff (Other than headteacher) Monitoring the quality of teaching, learning and assessment Spiritual Moral Social and Cultural development Personal development and well-being including behaviour policy Website Links and communications with parents including parents' evenings

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Schools that present a medium or high risk will have less autonomy. Typically these will be schools that require improvement or that are in an Ofsted category of concern: the table below identifies the increase in core and aligned elements and the reduction in independent elements.

Core and Common (Elements directed and controlled by the Trust)	Influenced and aligned (Elements of common principles directed by the Trust but school directed practice)	Independent (to include) (Elements directed and controlled by the Headteacher and/or LGC)
The Trust is the single employer Key central policies (e.g. terms and conditions) HR, finance, compliance with statutory requirements Governance: agendas, QA and training Budget & financial reporting Safeguarding Management Information System Calendar: Term dates and CPD Estates and Health & Safety Admissions Risk Register Self-evaluation record and improvement planning Ofsted inspection planning Quality assurance including the monitoring the quality of teaching, learning and assessment Performance Management Performance Management of the Headteacher Attendance Closing the gap – interventions SEND and Inclusion	Promotion & branding (of the school) Leadership structures Pedagogy Curriculum Assessment recording and reporting Closing the gap Staffing structures Personal development and well-being including behaviour policy Pedagogy Spiritual Moral Social and Cultural development ICT (school systems) Exam Boards (Secondary) Parents evenings	Website Links and communications with parents

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