

LEODIS ACADEMIES TRUST

Leodis
Academies
Trust

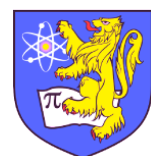


'Forging Young Futures'

Application Pack



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Leodis Academies Trust
Rein Road
Tingley
Wakefield
WF3 1JQ



We are delighted that you are considering joining Leodis Academies Trust. We have been established since 2016 with the four founding members of Woodkirk Academy, Westerton Primary Academy, Hill Top Primary Academy and East Ardsley Primary Academy.

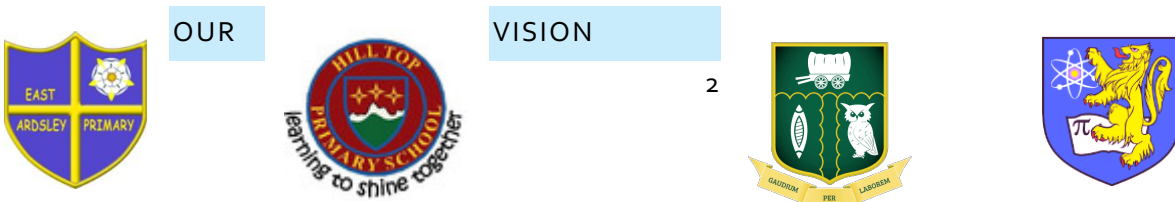
Our focus is to provide high quality educational opportunities for all the young people in our local community through a shared vision and collaborative approach to school improvement. Whilst we benefit from increased buying power and shared services, the purpose of our MAT is to offer one another open and honest support and challenge to secure excellent outcomes for all our young people.

We believe that we are different from other MATs in that our focus is on collaborative working and shared expertise. We are keen to attract other successful schools who want to work with us to broaden our portfolio of skills and expertise that we can use to benefit us all. Equally we are able to offer the expertise and support necessary to improve schools in challenging circumstances.

We focus on producing exceptional teachers and future leaders in education through specifically crafted CPD and mentor programmes to grow sustainable capacity within and across our schools. This is supported by a focus on equally exceptional teaching and non-teaching support staff and administrative staff. All our staff are qualified and trained to the standard necessary to meet the demands of the curriculum and the efficient running of each school, and the MAT itself.

Each school within our MAT operates independently and autonomously; managing its own budget and strategic direction through its Local Governing Board. There will, however be an emphasis on collaborative working and sharing of ideas and expertise across the MAT to secure the objectives of the MAT strategic plan for all the Academies within it.

This pack is designed to show you how you will benefit from joining Leodis Academies Trust and how to apply to become a member.



At Leodis Academies Trust we are committed to developing every young person's full learning potential through a wide variety of educational experiences in an environment that fosters positive relationships based on mutual respect.

Each of our schools have their own identity and ethos that reflects their specific community and the needs of the young people within them. However they are all underpinned by a strong sense of purpose, order and control which in turn produces confident and enthusiastic young people who value education and the opportunities it affords them.

Not content with focusing on academic excellence we all work hard to shape our young people into fully rounded individuals, ready to face the demands of a rapidly changing society. We access a comprehensive range of support and development services, in-house and externally, to ensure barriers to learning are tackled and their impact on attainment is reduced to allow every young person to make significant progress.

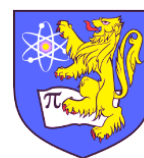
With collaboration at the heart of our work as a Trust we are able to share good practice, resources, and a philosophy that secures high quality teaching and learning across our schools. We focus on the breadth of curriculum; and value and provide enrichment opportunities for our young people to develop their talents and to find new skills and interests.

Our positive outlook and excellent reputation enables us to attract and sustain high quality staff teams lead by exceptional leadership teams. Our tireless focus on quality first teaching secures a safe, happy and high achieving learning environment for all our young people. We value every success and celebrate the achievements of all our young people through events, newsletters and our websites.

Whilst we focus on working together across the schools we recognise that we cannot grow, develop and fulfil our vision for every young person without strong partnerships. Central to this is the relationship between home and school; strong communication and open, honest dialogue ensuring we know our young people well and can work together to meet their needs.



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STRUCTURE

Members

One member from each of the four founding Academies

Board of Trustees

12 Trustees including the principals of the four founding Academies. Trustees are proposed and elected as vacancies arise. They can be from any Academy within the MAT.

The principals of all additional Academies within the MAT are in attendance at all Board of Trustees meetings.

Finance Committee

Relevant members of staff from Academies and appointed trustees

Safeguarding Committee

Relevant members of staff from Academies and appointed trustees.

Principals' Board

Principal from each school within the MAT.

Local
Governing
Board

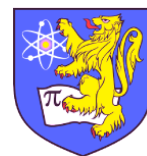
Local
Governing
Board

Local
Governing
Board

Local
Governing
Board



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ROLES AND RESPONSIBILITIES

Members (at least 3 and not employees)

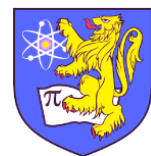
- Similar to shareholders of a company but no right to income.
- Limited financial liability
- Guarantors of Leodis to a £10 limit
- Appoint and remove certain trustees
- Review and approve constitutional changes, ie changes to name, articles of association subject to DFE and/or Charity Commission consent
- Appoint new Members
- Hold at least one AGM
- Be updated by Trustees

Trustees (minimum 3 with no more than a third being employees of Leodis)

- Manage the business of Leodis
- Responsible for strategic governance function.
- Approve the scheme of delegation
- Term of office 4 years
- Meet 3 times a year
- Regularly attend and prepare for meetings
- Resolutions passed by a majority with Chair having casting vote
- Directors listed at Company House with limited liability £10
- Directors of the charitable company
- Be familiar with the Articles of Association of Leodis
- Responsible for stewardship of funds ensuring economy, efficiency and effectiveness
- Compliance with charity and company law
- Compliance with funding agreement
- Pay due care to the financial health of Leodis and ensure its liquidity
- Take an interest in the management and ensure the positions are suitable filled with the correctly skilled persons required.
- Seek and act upon legal, financial and other professional advice whenever necessary
- To ensure objectives are achieved
- Update Members on matters such as legal action involving members of staff which may adversely affect the trust, financial concerns, Ofsted inspections and other external monitoring, resignation or appointment of a Principal, vacancies on the Board of Trustees



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- Provide details of the Governance structure including appointing co-opted Governors for |local Governing Boards.
- Delegate powers to a committee or executives
- Appoint CEO (if any) and Principals/Headteachers of the academies
- Appoint Accounting officer
- Appoint Chief Finance Officer
- Appoint Company Secretary
- Hold Principals/Headteachers to account for results
- Require a lead for safeguarding and approve policy
- Require a lead for health and safety as responsible in law for health and safety – discharged to LGB in scheme of delegation
- Approve capital spend
- Approve spend over £120K
- Approve virements over £20K
- Approve disposals up to £20K
- Approve the levy set each year for central costs
- Approve overarching compliance with School Teacher's Pay and Conditions (STPCD)
- Approve bad debt write off over £1,000
- Approve staff over payment write offs
- Approve Leodis wide policies
- Approve Leodis' business plan
- Contribute to skills audit and self-evaluation

Company law duties:

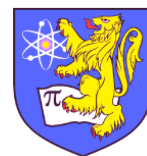
- To act within powers
- To promote the success of the company
- To exercise independent judgement
- To exercise reasonable care, skill and diligence
- To avoid conflicts of interest
- Not to accept benefits from third parties
- To declare interests in proposed transactions or arrangements

Charity Law duties

- Acting reasonably and prudently in all matters relating to the Academy Trust
- Always acting in the best interests of the Academy Trust
- Applying the income and property of the Academy Trust only for the purposes set out in the governing document
- Protecting the property of the Academy Trust



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- Investing the funds of the Academy Trust only in accordance with the powers of investment
- Regularly review the effectiveness of the Academy Trust.

Local Governing Boards

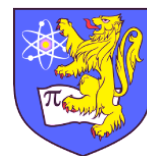
- Approve the budget for individual academies
- Approve spend up to £120K
- Set own admissions criteria
- Accept discharged responsibility for Health and Safety
- Compliance with STPCD
- Approve SLAs between academies
- Approve virements up to £20K
- Approve bad debt write offs to £1,000
- Approve policies delegated to LGB and committees.
- Act as link Governors to departments/aspects of school life.
- Complete the relevant documentation following such a visit.
- Approve individual academy development plan
- Contribute to skills audit and self-evaluation
- Appoint the committee to approve individual Principal's performance management.

The fundamental principles we work by are:

- Each academy has its own ethos and identity and it is important to ensure they have the freedom to develop these;
- Each academy commits to working collaboratively to secure high quality outcomes for all its young people;
- Each academy is at a different point on their journey and Leodis recognises and supports the academies actively and positively in their development;
- Local Governing Boards are responsible for overseeing the operational direction of the finance and strategy in individual academies under the umbrella of a strategic Board of Trustees;
- The Board of Trustees is responsible for identifying when individual academies are in need of additional support and agreeing how this might look.
- The academies within Leodis adhere to the principles and practices set out in their Memorandum of Understanding



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AGREEMENT PRINCIPLES

Leodis Academies Trust's commitment is to:

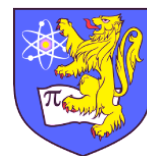
- work collaboratively as a partnership of equals to the benefit of the young people in our schools;
- be inclusive and to welcome children from vulnerable groups;
- secure high attainment and good progress for all our young people;
- follow a responsible admission criteria based on the circumstances of each school;
- offer places on the belief that local children should attend local schools and are not selective;
- adhere to our Memorandum of Understanding and Scheme of Delegation;
- follow the aims and objectives of our strategic plan;
- ensure all schools within Leodis meet their statutory obligations;
- preserve the delegated responsibilities of the Local Governing Boards;
- maintain and assess against the Leodis' Risk Register;
- identify areas of strength and aspects for improvement within each school and across Leodis;
- follow the School Teachers Pay and Conditions and National Joint Council conditions of service and work positively with Trade Union;

The commitment of Individual schools joining Leodis Academies Trust is to:

- work collaboratively as a partnership of equals to the benefit of the young people in our schools;
- be inclusive and welcome children from vulnerable groups;
- secure high attainment and good progress for the young people in their school ;
- follow a responsible admission criteria based on the circumstances of their school;
- offer places on the belief that local children should attend local schools and is not selective;
- adhere to our Memorandum of Understanding and Scheme of Delegation;
- follow the aims and objectives of our strategic plan;
- meet their statutory obligations;
- work positively and effectively with their Local Governing Boards;
- notify Leodis of any changes in circumstances than may impact on the Risk Register;
- set clear and focused school improvement objectives based on comprehensive monitoring data and pupil outcomes;
- follow the School Teachers Pay and Conditions and National Joint Council conditions of service and work positively with Trade Union;
- contribute an agreed percentage of the annual budget to central costs;
- feedback the school position termly through agreed reporting systems to the Board of Trustees.



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THE GOVERNMENTS CASE FOR ACADEMISATION

Myth

By making every school an academy, education is being privatised.

Fact

Academies are free, state-funded schools which are run by charitable trusts. They cannot be run for profit. Profit-making schools were explicitly ruled out in our manifesto and will continue to be: charity law would expressly prevent this. The school system is not being privatised - instead heads and teachers are being given greater freedom to run their schools.

There are already strict rules in place which prevent individuals and companies profiting from their relationship with an academy, as with local-authority schools, academies cannot sell or change the use of publicly funded school land without government approval. This will not change.

Myth

Academies don't lead to higher standards.

Fact

Evidence from around the world clearly demonstrates that educational performance is improved by giving autonomy to front-line teaching professionals and holding those professionals to account for the outcomes they achieve for young people.

It is not the case that every academy performs better than every local-authority school; but the academy system makes it easier to put in place those factors - better teaching, leadership, curriculums and accountability - that incontrovertibly drive up standards. It better allows underperformance to be tackled when it does occur; and establish a system more likely to lead to long-term improvements in results over the next decade.

Myth

Multi-academy trusts are national, remote organisations that don't give local schools and communities a say.

Fact

Empowering the frontline and moving control away from managers and bureaucrats and directly to the frontline is an effective way of improving performance - holding them to account for the results they achieve, and to much stricter standards of financial propriety than we ever have with local-authority schools. That is exactly what a system where every school is an academy does - providing weaker schools with the expert support they need to improve and giving the best schools the ability, freedom from meddling, money and power to innovate, build on their success and spread their reach further.

Whereas one-size-fits-all approaches dictated from County Hall gives an impression of local control, in fact, it's academy headteachers and governing bodies that hold direct relationships with the parents they serve and have the power to be much more responsive to their communities. If a parent tries to lobby County Hall for change, they'd have to persuade them to change things for the whole local authority; if the academy is approached, it's their responsibility to make a change at the school the parent cares about.

Myth

All schools will have to join multi-academy trusts.

Fact

Successful, sustainable schools will not be forced to join up in a trust with other schools. As it happens, many academy schools have chosen to join a trust because they can see the benefits. Two-thirds of current academies have chosen to be part of multi-academy trusts.



For

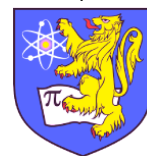


weaker schools,
stronger schools;

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that means help from
for



stronger headteachers, it's an opportunity to play a bigger role in improving standards for more children. But for all schools, including those that are already 'outstanding', it opens up opportunities to learn from others and share resources - for instance a small primary school that wouldn't ordinarily be able to afford their own foreign language teacher can now share that teacher with a group of schools.

And strong schools that choose to come together in a trust can decide how it should be led. But to be absolutely clear - we will never make a successful, sustainable school that is performing well join a trust - and successful schools that do choose to set up or join a trust will always be able to decide how it works.

Myth

Academies won't be accountable to parents.

Fact

We want parents to be more involved in their child's education - not less. We are not, and never have suggested parents should no longer sit on governing boards and we know that many parents already play a valuable role in governance, and parents will always be encouraged to be governors or trustees.

Many parents have skills that make them very effective governors. All boards are and will continue to be free to appoint them as they see fit. But we want to enable academies to move from a model where parents are elected or appointed to governing boards for means of representation to one where they are chosen for their expertise. That means that academy trust boards should be able to appoint all their trustees for their skills, insight and knowledge rather than who they represent.

Our [white paper](#) outlines a range of ways we are enabling parents to be more engaged with their children's education. For the first time we will create an expectation that every academy puts in place arrangements for meaningful engagement with all parents, and to listen to their views and feedback. We will also introduce more regular surveys of parental satisfaction with schools and display this alongside their examination results in our league tables.

Myth

Academies will be forced to cut all ties with the local authority.

Fact

Schools will still be able to work closely with good local authorities as most academies already choose to do. The difference is that the arrangements will be determined locally and driven by headteachers deciding what works for their school, rather than functions and responsibilities designed in Whitehall.

Schools will also be free to group together to buy services from local authorities as is already the case - it's just that they will also have the choice of other services and providers that may be better for their particular needs. For example, the local authority and some of their schools may decide to continue working together to offer HR and facilities-management services, but decide that school improvement is better delivered through small 'families' of schools working together with no need for the local authority.

We've set an end-point in 6 years' time, giving heads and teachers certainty over the future of their schools and a clear sense of direction, so that they can plan effectively to give schools and local authorities time to carefully design arrangements that work locally, rather than an ad hoc approach that schools and local authorities were telling us wasn't helping them plan.

What it does mean is the end of the local-authority monopoly on running schools and central government deciding a single approach to what services are delivered, where: schools will now be required to make a conscious choice over what will work best for their pupils. While there are well run local education authorities, there are also some local authorities that have been allowing schools to underperform, coast or fail for a long

time.



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Myth

Academies aren't transparent.

Fact

Academies are actually much more accountable than local-authority schools. Academy performance is monitored directly by regional school commissioners who intervene promptly in instances of underperformance.

The Education Funding Agency ensures compliance with a funding agreement to make sure that spend is securing better outcomes for pupils. Unlike local-authority schools, academies are regulated charities - so they prepare annual financial statements that are fully audited by an independent external auditor. Academy schools are all charities held to account through a contract with government and bound by both company and charity law. That contract enshrines their freedom, and keeps them accountable for their results.

Like all schools, the performance of every academy is completely transparent on Ofsted's website and DfE's performance tables. The latter have been re-designed to be easier to navigate and compare performance. We will also publish new academy trust-level performance tables each year.

Myth

Becoming an academy will mean my good school has to change.

Fact

Converting to an academy will not mean that a school that is performing well has to change its teaching practice or headteacher, or any of the things that make that school good. If new academies decide to opt into arrangements that look similar to those that currently work for them - working in the same local family of schools, choosing to fully follow the national curriculum and opting to work closely with the local authority, they're free to do so.

The difference is that we're asking them to make a conscious choice as to what to opt into; and we'll be more able to hold them to account for the effectiveness of their decisions, to continue driving up standards for their pupils.

We have seen that even schools that are 'good' or 'outstanding' continue to do well an academy - 2015 GCSE results show that secondary converter academies are performing 7.2 percentage points above the national average, with 64.3% of pupils achieving 5 or more good GCSEs, including English and maths.

Academy status frees the best heads and teachers to innovate, to raise the bar and to do what it takes to compete with the best schools not just in the UK but across the world.

Myth

Converting will be a bureaucratic and financial burden to schools.

Fact

We will ensure these new freedoms don't become a bureaucratic burden and will make the process of converting to an academy simpler. We have given schools a 6-year timetable to become an academy, so no school has to rush into an arrangement that isn't right for them and we will support small schools through this process.

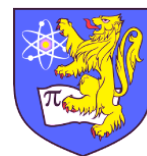
The policy is fully-funded, offering the same academisation grants that have so far seen two-thirds of secondaries and one-fifth of primaries successfully become academies.

We have set aside funding to support a high-quality, fully academised school system. Overall, we have over £500 million available in this Parliament to build capacity - including recruiting excellent sponsors and encouraging the development of strong multi-academy trusts.

Criticisms that the policy is not fully-funded use grossly inaccurate costings, for example, in one case, erroneously calculating the



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average cost of academisation will be £66,000. This is crude and highly misleading - costs per academy have fallen significantly over the 5-year period, from over £250,000 in 2010 to 2011 to around £32,000 in 2015 to 2016. The cost per academy will continue to fall significantly in the years ahead as we move towards full academisation.

Myth

There is no longer a role for the local authority in schools.

Fact

The local authority will still play a key role making sure that education provision in their area is of the highest quality.

Rather than running schools, local authorities will instead play a role in ensuring the system works for parents, focused on ensuring there are enough school places, overseeing admissions complaints and commissioning support for children with specific needs, especially those with SEN. We want them to be an advocate for parents and encourage the best multi-academy trusts into their communities and encourage high-quality free school applications.

Alongside this, the opportunities provided by local devolution give local authorities the chance to act as champions and advocates for the education their community wants and deserves.

