

Alexandra Academy Trust

Working together to
create better
futures



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AIMS

- ◉ Welcome
- ◉ Introductions
- ◉ Current situation
- ◉ Academy status
- ◉ Process
- ◉ Benefits
- ◉ Questions

ALEXANDRA ACADEMY TRUST

- ⦿ Monks Coppenhall Academy large primary
- ⦿ Monks Coppenhall Academy Day Nursery

WHAT DOES IT LOOK LIKE TO BE AN ACADEMY?

Funding received directly from the Education Funding Agency (GAG Funding).

Legislation for admissions, special educational needs and exclusions are the same as maintained schools.

Academies have greater freedom over how they use their budgets to best benefit their pupils and greater freedom over the curriculum in none core subjects.

Academies have greater access to grant funding options and School Improvement Funding (Directly from the DfE).

PROCESS

2 routes depending on circumstance - sponsorship or Academy conversion route.

Schools that are struggling or coasting can be issued with an academy order that forces them to make the change where they will have to find or be allocated a sponsor to help them through the changes required.

WHY CHOSE ALEXANDRA ACADEMY TRUST?

- ⦿ Trusted relationships have developed since March 2020
- ⦿ Same ethos and values
- ⦿ Proven track record in supporting schools
- ⦿ Local Leader of Education
- ⦿ NPQEL
- ⦿ Back office operations can be streamlined
- ⦿ Sharing expertise:

Teachers at all levels, Lead Moderator for Writing, Arts, ICT, Music, PE and RE Specialists. Wellbeing Mentors, De Bono Thinking skills, Character Building Curriculum, Finance, Dedicated and Highly skilled Directors.

FURTHER BENEFITS:

Staff recruitment, retention and wellbeing	Greater opportunities and career pathways and succession planning
Shared thinking, planning, resources, expertise	Ideas creative ways to think outside the box - generating revenue
Collaboration	Valuing ideas contribution to vision
Shared procurement of resources, services - economy of scales	Robust financial probity
Shared professional development	Cost effective - better quality (QA)
Fund specialist expertise	Sharing across schools

IN ADDITION:

- ⦿ Increased freedom over budgets
- ⦿ More flexibility over the curriculum
- ⦿ More scope to procure services e.g external payroll/HR
- ⦿ Bring standards up to match Lead School

PROCESS AND PREPARATION

- ⦿ Appoint a solicitor
- ⦿ Statutory consultation
- ⦿ On-line joint application form - Headteacher Board
- ⦿ Academy bank account/payroll
- ⦿ Complete and return land questionnaire
- ⦿ Complete and submit draft memorandum and articles of association
- ⦿ Complete and submit your draft funding agreement

ALEXANDRA MAT STRUCTURE

Members (Shareholders/Employers)



Directors/Trustees - Strategic decision making



Local Advisory Board for each school

One employer - staff transferred over (TUPE)
Trust has equal responsibility for all schools.

Normal to have Local Governing/Advisory
Boards (LAB) in each of the schools.

Each school is funded on individual academy
basis (following the Academies Financial
Handbook).

Inspected as individual academies - OFSTED.

Each academy's grade will not directly affect
another's.

LINE OF ACCOUNTABILITY

Lead school is accountable - Accounting Officer (CEO) reports to Board of Directors/Trustees.

Same accounting system/tracking system for each across the schools.

Autonomy for each school depends on level of support required.

A degree of policy consistency across each school.

MEMBERS' ROLE

Have limited but specific powers including:-

Appoint other members

Amend the Articles of Association

Appoint 'Member Trustees'

Remove any Trustee

Change the name of the Trust

5 members recommended by DfE (no employees)

ROLE OF DIRECTORS/TRUSTEES

Responsible for
management and control

Decision-makers

Charitable trustees and
company directors

Driving force of the trust

Ensure regularity, propriety
in use of the trust's funds
and achieve **economy,**
efficiency and
effectiveness - the 3
elements of Value For Money
(VFM)

Fundamental points:

Trustees/Directors have responsibility for all schools in the MAT.

Trustees can delegate powers and decisions but not responsibility.

Trustees have ability to intervene and take action.

LAB

- ⦿ Local Advisory Boards
- ⦿ Smaller body in each school focus just on school specific issues via Scheme of Delegation

VISION AND VALUES THROUGH:

Integrity

Respect

Resilience

Excellence

Teamwork

Aspirations

Co-operation

Passion



WE AIM TO BE A PLACE:

- ⦿ Of high aspirations, excellence, enjoyment and discovery.
- ⦿ Where everyone feels valued and achieves to the best of their potential.
- ⦿ Where self-discipline and very good behaviour is expected.
- ⦿ Where all learners are treated fairly and given equal opportunities.
- ⦿ Where learners are able to make positive contributions to society and are prepared for future technologies.
- ⦿ Where we create motivated, lifelong learners and safely use a range of technologies to enhance and support learning.

AUTONOMY AND STANDARDISATION

- ⦿ The Alexandra Academy Trust aims to give individual schools as much autonomy as aligns with the Academies Financial Handbook
- ⦿ Autonomy will be dependent upon standards
- ⦿ Levels of standardisation and consistency will include all statutory policies such as pay policy, safeguarding policy.

Each school is unique and should retain this uniqueness

Each school has many of the same things and working together creates lighter workloads to focus on the important aspect 'the children'