



## **The Boleyn Trust Founding Principles**

The Boleyn Trust has a long history of school to school support and this has been further developed through our Teaching School Alliance. As our family grows the Trust is always looking to developing strong and productive partnerships with new schools and settings.

Our current plans to grow the Trust are focused on finding good or outstanding schools with similar values and principles to join us as strong partners. We believe that schools joining in this way would reap many benefits from collaboration and would also enhance the capacity of the Trust. This would not be a loss of control or status for heads or governors, but in fact an opportunity to take control at a critical time of change in the wider organisation of schools.

Any school wishing to join the Trust can be fully supported through the legal and conversion process by our partners.

## **Six Principles for Boleyn Schools**

- A commitment to a culture of lifelong learning for all;
- A relentless pursuit of excellence in all aspects of school life;
- A purposeful curriculum, which is unique and reflects the school's geographical and cultural identity with strong links to the community and the outdoor;
- Strong emotional and pastoral care for all young people;
- Robust systems for monitoring important areas of school life such as health and safety, safeguarding and the quality of teaching and learning; and
- Successful partnerships with parents and families.

## **Governance for joining schools**

It is expected that 'Good' or 'Outstanding' schools joining the Trust would retain their local governing body and similar powers but would pass on some of the statutory responsibilities.

## **What is a Multi Academy Trust? (MAT)**

A group of schools who are working together to achieve the best outcomes for children. The schools are linked in a formal way, but not always sharing direct governance.

## **What are the key benefits of being in a MAT?**

- Sharing of expertise and joint staff professional development;
- Greater capacity to grow and develop our own leaders;
- Freeing up Heads to focus on the bits that really matter;

- Improved career progression for talented staff, allowing us to recruit and retain high quality people;
- Financial savings around procurement due to bulk purchasing of goods and services; and
- Shared back line support, saving money and providing financial security

**Will we be able to improve the services and support that we offer children and their families?**

Children and families should directly benefit from a school's membership of a MAT through an improved capacity to establish support services such as speech and language, pastoral care, family support and education psychology. Currently Boleyn Schools are keen to investigate the option of directly employing a CAMHS service which would address some significant needs.

**What will this mean for the staff and families of a school joining a MAT?**

Life continues as usual with the ethos, values, uniform and culture of the school remaining independent and unchanged.

**Will a school lose control of its own budget?**

A qualified accountant has the overview of all financial matters and is expected to provide savings through procurement, income generation and efficiency. At local level, schools still make decisions about how they spend their own budget.

**How are central services paid for?**

Schools will contribute a general contribution from their budget to allow the MAT to operate. The charge will be 5% of annual GAG and we would hope that most schools would see a net financial gain with this arrangement as we build the financial model together with our future partners.

**Will a school's funding and budget be used to support another school?**

No

**How much support will be given for the process of academy conversion?**

The process will be handled through the MAT together with our professional project and legal partners.

**Will our school staff end up working in a partner school?**

This is possible but only if existing staff choose to do this to further their career. New staff recruited once the school is a member of the MAT would be employed by the MAT. Leaders

would always take account of preferences, experience and physical location before suggesting a move.

**Will the current Headteacher of a school remain in charge and retain their status and position and responsibilities?**

This is the job heads are paid for and they will be left to continue to do it.

**Who would carry out Headteacher appraisals?**

This is most likely to be done by a Governor of the Local Governing Body and the Trust CEO.

**What about career progression for a Headteacher?**

As our Trust grows it is possible that future executive head opportunities may arise. The growth plan also includes some heads of school or headteachers stepping up to be Educational Leads for groups of schools.

**Is there a separate Ofsted inspection for a partner school?**

Yes, schools would be inspected separately.

**Will our Governing Body lose status and the power to make decisions affecting our school?**

It is expected that Good or Outstanding schools joining the Trust would retain their local governing body with similar powers but less statutory responsibility. Those of you, who have experience of community school governance, will have different experiences about governance and may initially believe that the role of a Local Governing Body within a Multi Academy Trust has less influence or drive. However, we believe that by sharing out some of the statutory responsibilities, Local Governing Bodies' become more effective in their focus to providing challenge and support in the delivery of educational excellence and to ensure the drive for outstanding outcomes for all young people.

**What is the bigger picture both locally and nationally?**

Local authorities have a diminishing role with vast cuts in the services they provide. This is against a backdrop of the government strongly encouraging schools to join MATs.

**What are the staffing implications of conversion?**

The conversion to an academy will mean that its employees will no longer be employed by the Local Authority, but will be employed by the Trust (a company limited by guarantee and an exempt charity).

Employees will transfer with their continuity of service for statutory purposes and their contractual terms and conditions protected in accordance with the Transfer of Undertakings (Protection of Employment) Regulations.

Employees who transfer to the Trust but leave its employment at a later date to return to the employment of a Local Authority or the governing body of a maintained school (other than by way of a further TUPE transfer) may lose their continuity of service in some respects but not in others. This will be communicated to you during the TUPE process.

### **Pensions**

All current and future teaching staff will continue to have access to the Teachers' Pension Scheme and all current and future support staff will continue to have access to the Local Government Pension Scheme (LGPS).

The Trust is a Scheme Employer for the purposes of the Local Government Pension Scheme. The employee's contribution is not altered by reason of the TUPE transfer.

The Trust's statement on the use of discretions under the LGPS may differ from the version in use by the current employer and its introduction may therefore be a measure.

Any existing opt-outs for auto-enrolment will not transfer to the Trust and any employees wishing to do so must opt out again.

### **Redundancy**

No redundancies are envisaged as a consequence of the TUPE transfer.