

THE RUTLAND LEARNING TRUST

Working Together
Sustaining Excellence
Transforming Learning

Consultation 2020/21

Why a school should join our Multi-Academy trust

Before reading this document please watch this video on
www.rltschools.com

A survey to capture your ideas, suggestions or questions will:

Open on: 22nd June 2020

Close on: 20th July 2020



THE RUTLAND LEARNING TRUST

Providing outstanding education for all pupils – today and tomorrow!

First-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.

By

Working Together Sustaining Excellence Transforming Learning

“Every Part Depending on Each Other”

In 1 Corinthians 12, St Paul famously compares the Christian community to the human body. Our eyes couldn't do much if we had no hands, and our head wouldn't get very far if we had no feet. In the same way, we don't get very far by trying to do Christ's work alone! To carry out our mission, we need every bit of our body to work together, because each of us has gifts and our part to play.

“our bodies have many parts, and God has put each part just where he wants it. ... In fact, some parts of the body that seem weakest and least important are actually the most necessary. ... This makes for harmony among the members, so that all the members care for each other. If one part suffers, all the parts suffer with it, and if one part is honoured, all the parts are glad.” (1 Corinthians 12)

Vision

Our shared vision for the Rutland Learning Trust is to provide outstanding education for all pupils; first-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.

By **Working Together** to **Sustain Excellence** and **Transform Learning** we believe that we can improve outcomes for all children. By working in this way, we know that every child will be valued, cared for and have the very best chance to excel and achieve their potential. We seek high levels of attainment and achievement across a broad, creative and inspirational curriculum. Memorable learning experiences are at the heart of all we do. Every child deserves to be successful and our role is to help them blossom and believe everything is possible!

As a dedicated team of teachers, support staff, governors, parents and families we work with love, professionalism and commitment on behalf of all pupils to provide educational provision of the very highest quality.

Aims

The Rutland Learning Trust aims to...

- Promote real, genuine and planned collaboration - **Working Together**.
- **Sustain Excellence** - raise standards of achievement for all pupils.
- **Transform Learning** - provide first-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.

The Rutland Learning Trust is values driven and educationally led; it aims to provide first-class education and care that allows every child to reach their potential; it recognises the importance of high quality teaching and learning. It operates a robust school improvement system, with the ultimate aim of doing something exceptional for children in our care. All pupils will feel safe and all will be supported, whatever their needs.

The Rutland Learning Trust aims for all of its schools to be outstanding. This means outstanding outcomes for all children; innovative, enthusiastic, well-trained staff that provide high-quality teaching, learning and assessment experiences every day, and pupils that leave education well-prepared for the next step of their lives.

A considerable strength of the Rutland Learning Trust is its vision to inculcate and promote genuine collaboration. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success. The RLT supports its schools with protocols and procedures to ensure effective systems are in place where they are appropriate and needed to ensure efficiency and safety - but the underlying belief is that its schools are unique and should demonstrate this whenever there is good opportunity. It is important to us that schools to retain their unique characteristics and specialness to reflect their locality, community and families.

Christian Ethos

Christian values and practice are at the heart of our shared life as Church of England Schools and they shape an enquiring and respectful approach to everything we do. We have strong, well-established links with our local churches that contribute regularly to our schools programmes and we seek to learn about and from other faith-traditions in today's world.

Our Christian Values

"The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law." (Galatians 5:22-23)

Through our Christian commitment...

- We provide a warm, caring and Christian atmosphere in which children feel happy and secure and therefore receptive to learning.
- Children gain an understanding of the Christian faith and what it means to be part of the world wide Anglican family.
- We promote the Christian values of: kindness, patience, faithfulness, unselfishness, honesty, forgiveness, loyalty, trust, empathy and love as shown to us through the teachings of Jesus.
- Children develop social, spiritual and emotional awareness through these teachings.
- Children are taught to be sympathetic to the needs of others in society, to conduct their lives with honesty, pride and respect for all and to form valued and lasting relationships through experience of Christian teaching and practice.
- Children receive a broad, balanced and inspirational education, including the exploration of faith questions that will provide the basis of a successful, informed life.

The Rutland Learning Trust is immensely proud of the team - a dynamic, high performing and talented community. There is tremendous team spirit - we are all committed to the success of each of our schools and we always put the children's best interests first.

Across all of our schools we encourage pupils to be inquisitive and passionate about their learning. We strive to develop confident, creative, self-assured, positive young people who love to learn, contribute and to achieve. Our inclusive learning environment also teaches our pupils to celebrate differences, help one another and promote a culture of tolerance and mutual respect. Our vision for each child is that they will work towards their personal best, in a caring atmosphere, which reflects the inclusive British and Christian values of our Academies.

Our Academies

- Provide a broad, balanced and inspirational - *knowledge and vocabulary rich* curriculum for all children
- Produce independent thinkers and learners who are ready for 21st Century Learning: Resilient, Responsible, Resourceful, Risk Taking, Reflective and Respectful learners.
- Develop confident, creative, self-assured, collaborative pupils who love to learn, to contribute and to achieve.
- Encourage pupils to be inquisitive and passionate about their learning.
- Cultivate a desire within our children to protect and care for the environment and contribute positively to the local community of which they are members.
- Encourage all pupils to grow in stature, confidence and self-esteem through encouragement, reward and recognition.
- Provide a wide range of extra-curricular and enrichment activities to enhance and deepen skills.
- Foster a healthy competitive attitude, a desire to be successful, a commitment to fair play and to appreciate and enjoy the pleasure of taking part.
- Ensure all children reach their full potential by providing relevant and challenging technological educational experiences.
- Strengthen partnerships with families so that they feel fully involved in their child's education.
- Teach the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs – underpinned by our Christian values.

Our strategy is ambitious and exciting; it is to ensure schools within the Rutland Learning Trust are 'Outstanding', not only in terms of an Ofsted judgement, but also in the eyes of our learners, staff, families and our wider community members.

Vision	The Rutland Learning Trust Providing outstanding education for all pupils - today and tomorrow First-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.			Vision overview 2020-2023
Aims	Working Together <i>(Real, genuine and planned collaboration)</i>	Sustaining Excellence <i>(Raising standards of achievement)</i>	Transforming Learning <i>(Improving the quality of teaching and learning, curriculum and use of assessment)</i>	
Delivery priorities - key objectives	Strong Leadership and Governance <i>A sustainable learning organisation Partnerships and networks</i>	Highly Effective School Improvement and Quality Assurance <i>Appropriate challenge and support for all schools</i>	Ambitious and Inspirational Curriculum <i>Intent, implementation and impact Broad and balanced - knowledge and vocabulary rich</i>	
	Sustainable Growth of the Trust <i>Vision, values, strategy and culture</i>	Improving Standards <i>Attainment and achievement High expectations</i>	High quality teaching and learning <i>Evidence informed reflective practice Shared principles and consistent approaches</i>	
	Talent Management and Succession Planning <i>People, learning and capacity</i>	Inclusion <i>Consistently high quality provision for disadvantaged and vulnerable pupils, and children with SEND</i>	Effective and Innovative Use of IT <i>Enhanced collaboration, communication and connectivity</i>	Clear Assessment Strategy <i>Meaningful, manageable, motivating</i>
Financial Aims	Value for money		Sustainability	Effectiveness
Critical Success Factors	DEMAND <i>Pupil numbers, reputation, standards, Ofsted rating</i> LOCATION <i>Geographically close</i>	COMMUNICATION <i>Communicate, connect, collaborate</i>	GROWTH <i>Sustainable and progressive growth: 10-15 schools or 2000 pupils by 2022</i> EFFECTIVE LEADERSHIP <i>Standardisation, alignment, autonomy. Central direction and collaborative convergence</i>	FINANCIAL SUSTAINABILITY <i>Funding and grants</i> PEOPLE <i>Capability and capacity Talent management and succession planning</i> IDENTITY <i>Retaining unique characteristics and specialness to reflect locality, community and families</i>
Values	<p>The Rutland Learning Trust promotes high achievement and learning for life through our commitment to Working Together, Sustaining Excellence and Transforming Learning.</p> <p>Alongside our Christian and British values, vision and ethos, this underpins everything we do.</p>			

Our strategy is underpinned by 'The Nine Pillars of Greatness'

- Shared vision, values, culture and ethos of high expectations of all members of the school community
- Inspirational leadership at all levels throughout the Trust
- Exceptional teaching, learning and use of assessment
- A relentless focus on engaging and involving pupils in all aspects of school life



- Personalised and highly effective CPD
- A stimulating and inclusive environment and climate for learning
- A rich and creative - knowledge based curriculum within and beyond the classroom
- High quality partnerships and networks
- Robust self-evaluation, data analysis and collective review

Nolan principles

ALL INDIVIDUALS ARE REQUIRED TO ACT IN ACCORDANCE WITH THE NOLAN PRINCIPLES FOR CONDUCT IN PUBLIC LIFE:

SELFLESSNESS

Governing Body Members should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.

INTEGRITY

Governing Body Members should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

OBJECTIVITY

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

ACCOUNTABILITY

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

OPENNESS

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

HONESTY

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

MANAGEMENT

Holders of public office should promote and support these principles by Management and example.

General principles

It is The Rutland Learning Trust's stated intention and preference that:

The Trust Board and Local Governing Bodies will work collaboratively and in partnership at all times.

The Trust Board will make decisions, following consultation with Local Governing Bodies, on matters which will affect all academies in the trust: Local Governing Bodies will make decisions on matters which will affect individual academies.

Local Governing Bodies and Head teachers of academies in the trust should be as autonomous as possible and have as much freedom as possible.

Local Governing Bodies and Head teachers will have maximum delegation of responsibility and decision making for the strategic direction and day-to-day operation of their academies *unless there is a cause for concern*.

The Trust Board will put in place effective arrangements for monitoring and evaluating the performance of Local Governing Bodies and academies.

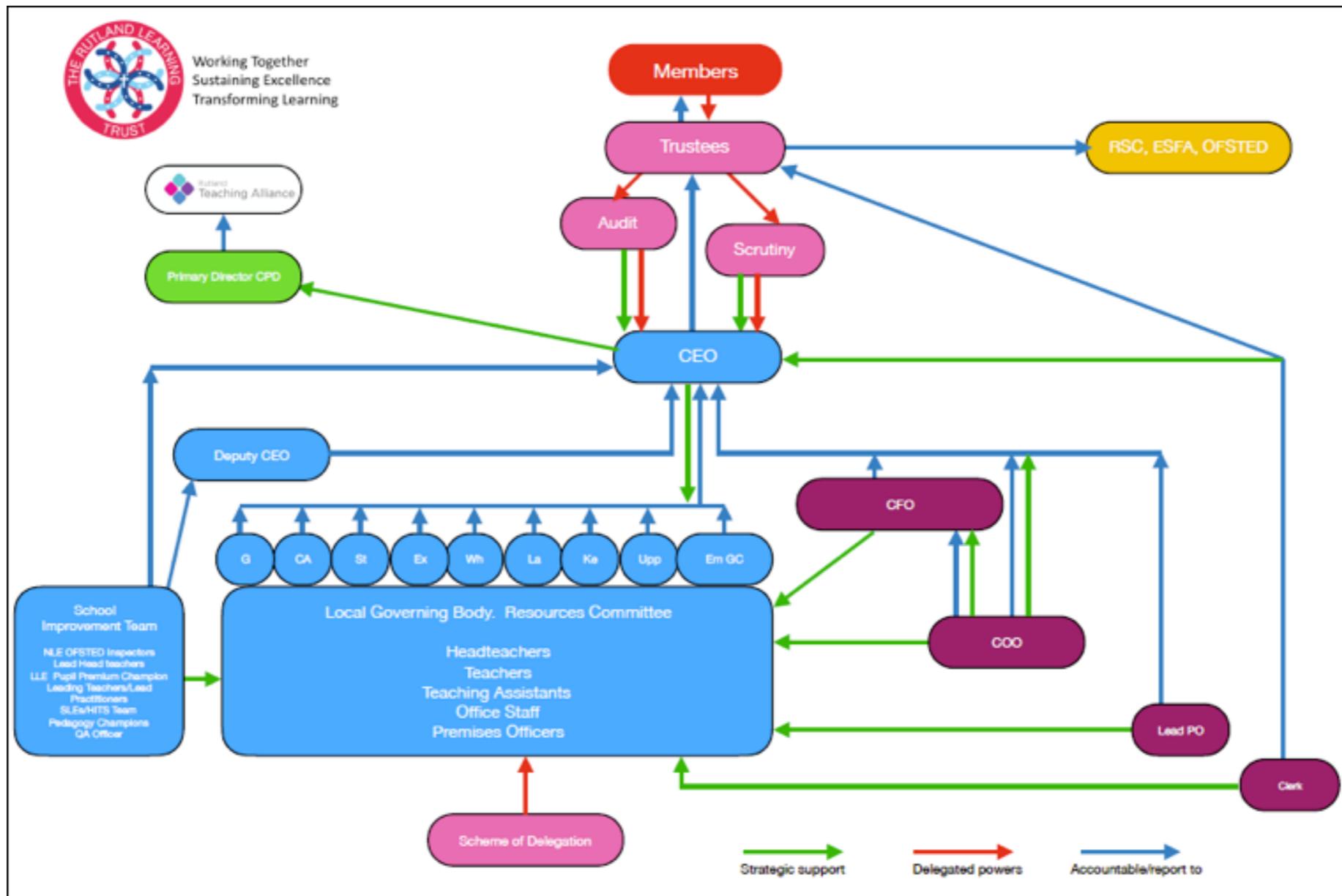
The Trust Board will take action, including the full or partial withdrawal of delegated authorities to individuals, groups and Local Governing Bodies should the individual, group, or Local Governing Body, fail to carry out their duties and responsibilities effectively.

The governance arrangements of good schools/academies joining the trust (as agreed through due diligence) will remain in the main unchanged except where changes are required in order to comply with legal or statutory requirements, or to ensure optimal effectiveness of the Rutland Learning Trust.

The Trust Board will fully consult Local Governing Bodies on proposals for composition, membership, structure terms of reference for Local Governing Bodies and sub-committees, on arrangements for the recruitment and appointment of governors, and on arrangements for the introduction of the trust's multi-academy governance arrangements before any decisions are made.

The Trust Board will fully consult Local Governing Bodies before putting in place any arrangements which directly affect Local Governing Bodies and individual academies and before taking any decisions on policy or procedural matters.

Local Governing Bodies will report regularly and frequently to the Trust Board and will make available all relevant data and information on performance.



Rutland Learning Trust. Governance Structure

The role of the Members

The members of the Trust have a different status to Trustees. Originally, they will have been the signatories to the memorandum of understanding and will have agreed the Trust's first Articles of Association (a document which outlines the governance structure and how the Trust will operate). The Articles of Association will also describe how members are recruited and replaced, and how many of the Trustees the members can appoint to the Trust Board. The members appoint Trustees to ensure that the Trust's charitable object is carried out and so must be able to remove Trustees if they fail to fulfil this responsibility.

Accordingly, the Trust Board submits an annual report on the performance of the Trust to the members. Members are also responsible for approving any amendments made to the Trust's Articles of Association.

While members are permitted to be appointed as Trustees, in order to retain a degree of separation of powers between the members and the Trust Board, and in line with DfE current expectations, only one member may be a Trustees. In RLT's case that is the Chair of the Trust Board. Employees of the academy Trust are not permitted to be members.

In the Rutland Learning Trust the majority of Members will be appointees of, or representatives from, the Peterborough Diocese Church Schools Trust.

- The Peterborough Diocese Church Schools Trust
- Two individuals appointed by the Peterborough Diocese Church Schools Trust
- The Chair of Trustees
- An additional Member appointed under Article 16.

Article 16 allows the Members to appoint and remove an Additional Member, with the written consent of the Diocesan Board of Education.

Our 5 Trust Board Members

- Peterborough Diocese Church Schools Trust – Corporate - Representative Member:
Peter Cantley
- Two individuals appointed by the Peterborough Diocese Church Schools Trust:
Alexandra Martin, TBA
- The Chair of Trustees:
James Saunders
- An Additional Member appointed under Article 16:
TBA

The Role of the Trustees (or Directors)

The Trustees are the charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and are responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the memorandum and articles of association. The Board of Trustees is accountable for the performance of all schools within the Trust and as such must:

- 1.Ensure clarity of vision, ethos and strategic direction
- 2.Hold the executive to account for the educational performance of the schools and their pupils, and the performance management of staff
- 3.Oversee the financial performance of the Trust and make sure its money is well spent

Because Trustees are bound by both charity and company law, the terms ‘Trustees’ and ‘directors’ are often used interchangeably. We use the term Trustee as it avoids the possible confusion caused when executive leaders are called directors but are not company directors and Trustees. The Trust Board is permitted to exercise all the powers of the Academy Trust. The Trust Board will delegate to the chief executive responsibility for the day to day operations of the Trust. The Trustees can determine whether to delegate any governance functions.

The Chair of Trustees has, after consulting with one other Board Member or the CEO, delegated executive powers to make decisions in the event of emergency. The Chair is required to report any actions or decisions taken to the next formal meeting of the Board for ratification, with a full written explanation of why the emergency decision was required.

The Trust has the right to review and adapt its governance structure at any time which includes removing delegation.

The Trustees may establish committees either with delegated authority to make decisions or to provide advice and support, informing the overall work of the Trust Board. However, these committees are not legally accountable for statutory functions – the Trust Board retains overall accountability. The responsibilities of these Board committees are set out in their Terms of Reference: **Scrutiny, Audit, CEO Appraisal, Safeguarding.**

Rutland Learning Trust: Trustees	Rutland Learning Trust: Audit Committee	Rutland Learning Trust: Scrutiny Committee	CEO Appraisal Trustees
Rev James Saunders (Chair) David Evans (Vice Chair) Adrienne Holland (Vice Chair) Nicole Topham Kristi Withers Anna Raine Ian Blackburn Emma Keith Rob Gooding CEO Vacancy: Marketing Vacancy: HR Vacancy: EYFS	David Evans (Chair) Kristi Withers Anna Raine Ian Blackburn Rob Gooding CEO Graham Kirby CFO Emma Kirkklamnd COO	Adrienne Holland (Chair) Nicole Topham Rev James Saunders Emma Keith Rob Gooding CEO	Rev James Saunders (Chair) David Evans (Vice Chair) Adrienne Holland (Vice Chair) Nicole Topham
Trustees are appointed based on their particular skill set: Leadership, Strategy, Education - Curriculum and Pedagogy, Business, Accountancy - Finance, Communication, Legal, Ability to develop the Christian ethos, Marketing, HR - Personnel			

Trust Board

The corporate management and trustee responsibility for the actions of the company is vested in the “**Trustees**” of the Academy Trust (together, referred to as “the **Trust Board**”), who are company directors registered with Companies House.

The Trustees are personally responsible for the actions of the Academy Trust and the Academies and are accountable to the Members, to the Secretary of State for Education and to the wider community for the quality of the education received by all pupils of the Academies and for the expenditure of public money. The Trustees are required, as trustees and pursuant to the Funding Agreements, to have systems in place through which they can assure themselves of the quality, safety and good practice of the affairs of the Academy Trust.

The role of the Trust Board is reflected in the ‘21 questions that every Multi-Academy Trust should ask itself’ identified by the All Party Parliamentary Group on Education Governance and Leadership (January 2015):

- Setting the vision, ethos and strategy for the Academy Trust and its academies over the next three to five years;
- Establishing the governance structures for the Academy Trust, from Members to Academy level, in keeping with the Articles of Association;
- Providing clarity, through the published Terms of Reference, the roles and functions overview and the Scheme of Delegation, about the level at which the following governance functions are exercised:
 - determining each individual Academy’s vision, ethos and strategic direction
 - recruiting each Academy’s Headteacher
 - performance management of each Academy’s Headteacher
 - determining Human Resources policy and practice
 - oversight of each Academy’s budget
 - assessment of the risks for each Academy.
- Setting the level at which the LGBs will have authority and accountability through the scheme of delegation;
- Engaging with the Academies’ communities, parents, pupils and staff;
- Contributing to developing collaborative relationships beyond the Academy Trust;
- Ensuring that there is a strong and effective executive leadership structure, and personnel, in place across the Trust;
- Overview and scrutiny of Academies’ education performance data;

- Overview and scrutiny of the Academy Trust’s financial capability and management systems to ensure compliance with the Academies Financial Handbook, and deliver best value for money;
- Ensuring senior leaders within Academies are challenged to improve the education of pupils;
- Developing the Trust Board to ensure that it has the capacity, skills and succession plans to have a positive impact on outcomes for pupils.
- Providing a published Annual Report.

The Trust Board sets Trust-wide policy.

The Board will carry out a regular skills audit of its Trustees. Where key skills are missing on the Board, expertise will be procured to support the challenge and scrutiny of specialist areas such as human resources or educational performance.

Trust Board Sub-Committees

Trust Board Sub-Committees will provide the overview and high-level scrutiny of the prioritised risks. The Trust Board Sub-Committees will be:

- Scrutiny
- Audit
- The Local Governing Bodies of each individual academy

The Audit Sub-Committee shall determine senior executive salaries and performance criteria. Senior executives include the CEO and any member of the Executive - Central Team that reports directly to the CEO, including Executive Headteachers and Headteachers, COO, CFO, Lead Premises Officer. The salaries of all employees are determined according to the overall budget limits and the Pay Policies approved by the Trust Board.

Executive - Central Team

The RLT “**Executive - Central Team**” is the executive management arm of the Academy Trust, focusing on finance, operations and the educational performance of the Academies. It operates under the leadership and direction of the CEO, who is by virtue of his/her position a Trustee of the Academy Trust. The Executive Team works directly with the staff in each Academy and the Local Governing Bodies to ensure that the required outcomes are achieved in accordance with the direction and vision of the Trust Board.

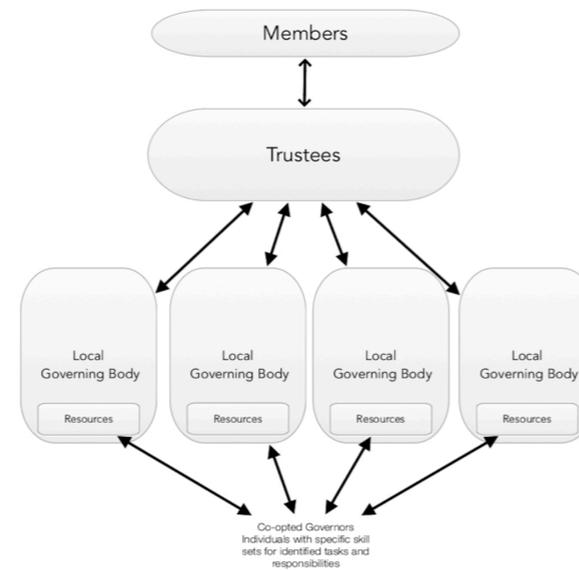
The role of Local Governing Bodies

Individuals who sit on local governing bodies (LGBs) are referred to as 'local governors'. This is because Trustees can delegate governance functions to the local level.

The continuous focus on Teaching and Learning and high standards requires local governors (particularly Chairs of Governors) to be able to interpret data and monitor performance expertly.

Composition

- Chair
- Vice
- Executive Head teacher/Head teacher
- Staff member
- At least 2 parents
- Governors appointed via application process
- At least 3 Foundation Governors (in each C of E School)
(St Nicholas must maintain a Foundation Governor majority overall)



Local Governing Body

The LGB meets 6 times a year

The core purposes of the Local Governing Body are:

- To provide advice, support and challenge to the headteacher in leading the school, helping all its pupils to thrive, guarding its ethos and managing its relationship with its community;
- To work with the Trust CEO on the performance management of the headteacher;
- To report to the Trust Board on the school's achievements and areas for development.

The role of an LGB is an important one. It is to provide focused, authentic governance for the Academy at a local level, which does not duplicate the role of the Trustees. The LGB monitors the Academy's key performance indicators and acts as a critical friend to the Headteacher and the Academy's senior leadership team, providing support and challenge where appropriate.

Local Governing Bodies provide advice, support and challenge to the headteacher in leading the school and ensuring all pupils flourish. They guard the school's ethos, ensure the school collaborates with other schools in the Trust to share effective practice, resources and experience and manage its relationship with the community.

Local Governors work with the Trust CEO to manage the performance of the Headteacher and report annually to the Trust Board on the school's achievements and areas of development.

The Local Governors are accountable to the Trust Board (which in turn is accountable to the Department for Education) as well as to the communities they serve.

The responsibilities and duties of the Local Governing Body are outlined in the Scheme of Delegation, a key document which supports the work of Local Governing Bodies, facilitating a clear focus on the core areas of:

- Quality of Education
- The effectiveness of Leadership and Management
- The Ethos and Culture of the school
- Behaviour and Attitudes
- Inclusion
- Health, safety and premises, including safeguarding
- Parental and wider community engagement
- Assurance and oversight of compliance and risk, including finance.

The LGBs carry out their functions in relation to their respective Academy on behalf of the Trust Board and in accordance with policies determined by the Trust Board.

The act of delegation from the Trust Board to the LGBs is a delegation of powers and duties, not a delegation or shedding of responsibilities.

The responsibilities and authorities of Local Governing Bodies are set out in the Scheme of Delegation.

A Resources/Business Committee meet termly to consider – Health and Safety, Finance, Personnel, Premises, Deployment of RLT support. The responsibilities and authorities of Local Governing Bodies are set out in the Scheme of Delegation below. LGBs must nominate Governors to join this committee.

The Role of the Chief Executive Officer (CEO)

The CEO has the delegated responsibility for the operation of the Trust including the performance of the Trust's academies.

Where the performance management of the academy Head teacher is delegated to a Local Governing sub-committee (LGB) this will be with the full involvement of the CEO and /or an external adviser appointed by the Trust Board and in accordance with Trust policy.

The CEO is the Accounting Officer so has overall responsibility for the operation of the academy Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money. In this role the CEO will have the power to challenge decisions made by Local Governing Bodies and may seek reconsideration of those decisions. The CEO leads the School Improvement and Central team of the RLТ. The CEO will delegate aspects of the executive management functions to the Central Business Team: CFO, COO and Lead Premises Officer as appropriate.



The Role of the Academy Head teacher

The academy Head teacher is responsible for the day to day leadership and management of the school as outlined in their job descriptions.

The academy Head teacher remains the lead professional in the school and reports to the LGB on matters which have been delegated – and may have responsibilities delegated to them by the LGB.

This scheme delegates responsibility for the annual performance management of the academy Head teacher to the LGB with the full involvement of the CEO and/or an external adviser appointed by the Trust Board.

CENTRAL SERVICES 2020/21

Our mission is to create high quality educational opportunities for all children and young people across the Rutland Learning Trust by developing a strong collaborative and co-operative partnership model through which we encourage autonomy, share best practice, enhance the professional aspirations of our staff and ensure the safety and well-being of all pupils and staff.

Our model and scheme of delegation differs greatly from many Trusts and is based on local autonomy and an affordable Central Services Offer. At the heart of our ethos is trust and a commitment to help each other and contribute to the MAT's effectiveness.

Our MAT consults fully on all significant developments, the opposite to a top down hierarchy with low autonomy. This means all head teachers and Local Governing Bodies are listened to and encouraged to contribute on all Trust matters.

Our Trust has the added benefit of being part of The Rutland Teaching School Alliance. This gives full access and opportunities to be involved in a wide range of projects. All academies get access to a high quality CPD programme, rigorous but supportive monitoring and evaluation and fast response advice for the constant challenges of day-to-day school leadership.

Our Central Service package includes:

Regular school improvement and quality assurance visits to provide professional challenge, scrutiny, coaching and support by:

- Acting as a critical professional friend to the academy, helping the leadership to evaluate their academy's performance, identify priorities for improvement and plan effective change.
- Helping build the academy's capacity to improve pupils' achievement.
- Providing challenge and support for the senior leadership team in the academy.
- Providing information to local governing bodies on the academy's performance and development - School Score Card
- Advising the local governing body on the headteacher's performance management/ appraisal.
- Providing targeted school to school support – CEO, NLE, NSS, LLE, SLE, Pupil Premium Champion, Primary Director of CPD, SEND, HITS - lead practitioner/teacher deployment.
- For the first year, a fortnightly visit from CEO or an experienced head teacher to offer support and assist with any school specific needs to embed Trust level systems.
- A personal leadership mentor.
- Weekly head teacher meetings - held centrally or in hubs.
- A personal, fully qualified, GALLUP Strengths Coach – to support the Head teacher and leadership team in realising their potential.
- Access to centrally organised training for all staff - subsidised through the RLT and Rutland Teaching School Alliance
- Centrally organised Governor Training.
- Subsidised Diocese Service Level Agreements.
- Providing access to a suite of Quality Assurance, School Improvement and Self Evaluation activities planned across the year:
- PLEASE REFER TO THE RLT SHOOOL IMPROVEMENT STRATEGY 2020
- Support with creating school improvement documents: SEF, School Improvement Planning, Leadership reports, Pupil Premium, Sports Premium, Target Setting, Appraisal, Teacher Profiles, Polices, Data Capture and Analysis, Monitoring and Evaluation, Compliance, Moderation
- Quality Assurance Visits from CEO, QA Advisor, External Consultants, OFSTED Inspectors, Leading Head teachers
- Audits: Safeguarding, Health and Safety

Educational Psychologists

- Access to Educational Psychologists on a termly basis - 6 times per year. Training, clinics, workshops, Resources.

Payroll and Personnel (HR)

- Comprehensive payroll and personnel provision to ensure full compliance with legislation (EPM, Flint Bishop Solicitors and RLT COO).
- Safer recruitment; adverts, job descriptions, pre-employment checks, SCR, interview process, staffing structures.

Financial Management Support

Work with the Academy/School to ensure full compliance with legislation, to include:

- Central finance administration
- School financial management and support service tailored to the bespoke needs of the Academy: budget setting, monitoring and management
- RLT COO - business support
- Regular visits, attendance at LGB meetings, advice and consultancy.

Audit and Accountancy

- Preparation and submission of annual accounts plus in year guidance
- Annual compliance audit of accounts
- Audit of the Teacher's Pension Scheme
- Responsible officer/Internal Audit
- Quality assurance of process and suitability

Legal Support

- A limited number of hours of legal support including additional specialised HR support (the number of hours is likely to be based on school size)
- Governor Training and Induction
- Draft Policies

The Rutland Teaching School Alliance

The Rutland Learning Trust is a key strategic partner in the Rutland Teaching School Alliance organising a suite of bespoke training opportunities for teachers and support staff.

- Free and reduced-price training - 15 tokens
- Primary Director of CPD support
- Support for school based CPD needs – bespoke training activities in school and across the Trust.

Management of central services and group procurement

- Our academies benefit from greater efficiency through group procurement for common expenditure.
- Support with GDPR and other statutory compliance activities

Facilities Management - Health, Safety and Well-being Services

- Lead Premises Officer – Facilities Manager support
- Comprehensive health and safety support for our academies on building related issues such as asbestos, fire, legionella, statutory inspections, contractors, electrical testing
- Full health and safety audit programme, including written risk assessment reports with action plans and follow up.
- Evolve: Educational visits risk assessment/accident reporting (AssessNet)
- Support to ensure statutory compliance.

Admissions

- Central administration of admissions and support with: applications, process, offers and appeals



Frequently Asked Questions

What is an Academy?

“Academies are publicly funded independent schools. Academies don’t have to follow the national curriculum and can set their own term times.

They still have to follow the same rules on admissions, special educational needs and exclusions as other state schools.

Academies get money direct from the government, not the local council.

They’re run by an academy trust which employs the staff.” DfE 2017

What is a Multi Academy Trust?

A multi-academy trust (MAT) is a single entity established to undertake a strategic collaboration to improve and maintain high educational standards across a number of schools.

A group of schools form a single MAT which has overarching responsibility for their governance.

The MAT is accountable for the performance of each school in the group,, although each can still have their own governing body which operates subject to delegation of power from the MAT..

Why are we looking to join the Rutland Learning Trust?

Being part of the Rutland Learning Trust - Multi Academy Trust

- Provides us with structures that enable us to be resilient in an uncertain political and economic climate.
- Provides us with direct access to a National Leader in Education and National Support School, Specialist Leaders in Education, Educational Psychologists...
- Increases autonomy and decision-making processes
- Provides us with resilience and addresses an over reliance on specific or key individuals.
- Allows us to secure succession planning, staff recruitment and the retention of our very best staff - providing enhanced leadership opportunities, models and challenges.
- Provides us with opportunities to be a key strategic partner in The Rutland Teaching School - to grow, train and develop our own teachers and leaders of tomorrow.
- Revitalises staff, a relentless focus on improving teaching and learning
- Enables us to retain our local community identities whilst maintaining the strong Christian ethos of our schools.
- Inculcates sharing of outstanding teaching and learning, resources, expertise, specialisms and facilities
- Offers larger school opportunities to children in smaller schools – increased opportunities to work closely with other local Church schools
- Enhances transition – pupils already working together before meeting again in KS3
- Facilitates centralised fiscal and strategic management – economies of scale e.g. the opportunity for greater investment targeted at the enhancement of teaching and learning, assets and professional development. Becoming financially robust and more protected against changes to funding policy.

Governance in Multi-Academy Trusts – DfE Publication

Sponsor headteachers and chairs of governors interviewed for this publication cited a strong sense of moral purpose and an aspiration to improve the quality of teaching and learning as key drivers for adopting a MAT model. It has enabled them to build on existing partnerships, work collaboratively and support schools to improve attainment.

The MAT model enabled them to capitalise on the benefits of this approach, including:

- sharing best practice
- economic benefits, such as centralised services
- the ability to focus funds where they are most needed
- increased and flexible staffing resources
- the opportunity to establish succession planning programmes and, in doing so, retain good staff who might otherwise move on – including headteachers

For our schools, a MAT model has enabled us to remain local but also to grow and expand, and support a wider network of schools. Equally, our MAT model offers a school the potential to retain its unique characteristics and maintain its own local governing body; it also offers headteachers a high degree of autonomy in leading their schools, whilst giving them the freedom to focus on teaching and learning.

We are already seeing the benefits of being part of a MAT, including:

- high-quality staff development
- enrichment opportunities for their pupils
- investment in school facilities
- greater community involvement
- a clear identity and focus
- a stronger focus on teaching and learning
- a stronger focus on data and pupil attainment
- more effective governance

What are the duties of the Trust Board?

Trustees on the Board of the MAT will be responsible for the operation of the Trust. They set strategic direction and are directly accountable for finance and standards. Trustees have duties as Directors under company law, duties as Trustees under charity law and duties as academy School Governors.

Will other schools join us?

We hope that a small number of others will do so, in the future, but only when we consider it to be the right time for the MAT partnership.

What changes will I see?

There will be very little visible change as a result of joining the MAT. The Headteacher, staff, dress and premises will all remain the same.

How will forming the MAT improve educational standards for our children?

Being part of a MAT will enable us to fully utilise the expertise of staff from schools in the MAT to raise the educational achievement of all children through collaborative working and shared training, thereby continuing to improve outcomes for children and young people. There have already been significant improvements and changes to teaching and learning in your team that have improved the outcome for pupils.

Will the school change its name?

No – there will be no change to either school's name.

Who will be teaching my child? Will the same teachers and teaching assistants remain in each school?

Staff in each school will be employed by the MAT, but existing teachers, teaching assistants and support staff will carry on working in their current school and there will be no compulsion to work in another school unless they seek promotion elsewhere. However, there will be opportunities for colleagues across the MAT, if they wish, to broaden their professional roles by working across other academy schools in partnership with staff from other MAT schools. The MAT will also create opportunities to retain existing staff by providing greater opportunities for possible career development.

How does the admission process work across the MAT?

As publicly-funded schools, academies must have admission arrangements that clearly set out how children will be admitted, including the criteria that will be applied if there are more applications than available places. This process will not change.

How will this affect admissions?

Academy schools, as their own admission authorities, must ensure that the practices and the criteria used to decide the allocation of school places are fair, clear and objective. Academies are required to comply with the Admissions and Admission Appeals Codes of Practice as with local authority maintained schools. They are also required to participate in local authority co-ordination of admissions processes and the local authority's Fair Access Protocol. All local authorities are required to co-ordinate admissions but must still abide by the Admissions Code. This process will not change.