

Robin Hood Multi Academy Trust



School Conversion Information Pack

1. Welcome

Welcome to Robin Hood Multi Academy Trust. We understand that choosing a MAT to join can be a difficult and daunting task – it is important that you find the right partner who has the same principles and philosophies within education. This pack will provide you with a range of information that we hope will help with this process and includes what we stand for (this is the really important bit) to the key conversion processes. If there is anything that hasn't been covered or you'd like to know more then don't hesitate to get in touch.

If you wish to speak to a colleague at Robin Hood Multi Academy Trust, please contact:

Steve Taylor, Executive Headteacher

Email: staylor@robinhoodschool.co.uk

Phone: 0121 464 2187

John McDermott, Business Manager

Email: jmcdermott@robinhoodschool.co.uk

Phone: 0121 464 2187

2. What we stand for...

At Robin Hood Multi Academy Trust we believe in doing things a little bit **differently** from the educational norm. Real **learning** is about taking **risks**, applying key understanding and **improving** from **failure**. We believe it's ok for children and staff to **fail** (obviously within reason) as long as we learn from it and **refine** what we do and how we operate. We believe in **challenging** the **status quo** of education – Maths and English are important but they are not the only things that matter. We want children to leave our schools with a **breadth** of

experiences that stand them in good stead for the **future** and ultimately mean that they can go on and become **successful** in whatever they **desire** (even jobs that as yet have not been created or thought of). Within education we have the **opportunity** to create such **vibrant** learning opportunities for pupils as long as we have the **courage** to go with our **convictions** and do what we inherently **believe** to be right. We are confident that if we follow these principles **excellent** results will **naturally** follow.

Robin Hood Academy has, for many years, had a **rich** history of operating at the **cutting** edge of education. We have received **national** recognition for our ICT work, teach **Mandarin** from Nursery to Y6 and operate many other **innovative** approaches to learning. The one thing, though, that we are **not** is perfect – no school is but we have do have a **mindset** of innovating and trying **new** things.

Our **core** purpose in setting up a Multi Academy Trust is **not** to become a massive organisation or to forcefully impose our **principles** or views on schools within the local vicinity. We aim to work **collaboratively** with like-minded schools to grow a **collective** philosophy for education in order to ensure that as many **children** as possible receive a **rich** and **stimulating** learning experience. This is our **core driver**.

Examples of Innovation

ICT - over the past decade and beyond Robin Hood Academy has placed a large emphasis on the use of cutting edge technology – this included: providing all children in KS2 with access to a laptop/netbook when they had only just come out, using Raspberry Pi, creating 3D printing projects, stop gap animation, developing blogging and other key ICT projects. Our next goal is to introduce two robots into the school to work with our SEN children and also to provide meaningful coding opportunities for all children.

Independence Time – everyday between 8:45am and 9:20am the school engages in Independence Time which focuses on the promotion of key independent learning skills and is the bedrock of our principles for learning. This innovative approach places a firm emphasis on the children to take effective control of their learning and to challenge themselves but it doesn't stop there. At this time we also open the

school to parents to allow them to come in and learn with their children – on any given day we can have at least 100 parents in the school building. Naturally this helps to ensure that we have excellent relationships with the community.

3. Track Record

Robin Hood has a track record of working collaboratively with a variety of schools to improve outcomes for pupils. In a number of cases we have worked with schools in Special Measures (from inner city Birmingham to Burton Upon Trent) and those in Requires Improvement and had real impact. We also work collaboratively with good and outstanding schools across the country to drive (including our own) educational practices. In every school we have worked with we have done so in a collaborative and supportive manner as we recognise that it is about taking people with us rather than being done to.

4. Levels of autonomy

A big question for any school joining a MAT is that of autonomy and how this works in day to day practice. Robin Hood MAT operates a system of earned autonomy (see appendix 1 for the Scheme of Delegation) which means that if a school is in Special Measures then the MAT will drive the core operational features of this school however, if a school is good or outstanding, the MAT is very much there to enable further growth and improvement. Good and outstanding schools will by and large remain autonomous as it is recognised that they are already operating in a successful way. We are also keen to hold onto and retain each school's identity and unique qualities as joining a MAT is not about losing individuality for any school.

Within the Multi Academy Trust we have reserved two places at the Executive Board for serving headteachers of good and outstanding schools within the group to ensure that there is key input strategically at the highest level (each of these places has a two year service term). The MAT also operates a headteacher group that meets on a half termly basis to provide strategic input to the Executive Board.

5. Key Academy information

What is different about being an academy?

Academy governing bodies are not subject to the governance regulations (ie constitution, powers, duties and procedures) in the Guide to the Law. Instead, these are determined by the **Articles of Association**. However, academies are still subject to the law on employment, equalities, admissions and Special Educational Needs and are required to follow the same procedures for safeguarding and pupil exclusions as maintained schools.

- Academies have an **Academy Trust** which is responsible for the land and assets of the academy.
- Academy governors are the direct employers of staff, have direct health and safety responsibilities, are the school's admission authority and are responsible for ensuring an annual external financial audit;
- Some services previously provided by the local authority, such as behaviour support, legal/personnel services and school improvement services will have to be bought in or procured elsewhere;
- Academy schools have freedom from following the National Curriculum, although there is still a requirement for curriculum provision to be 'broad and balanced'
- Academy schools are able to set their own pay and conditions for staff, though most, like Robin Hood Multi Academy Trust choose to adopt the School Teachers' Pay and Conditions Document. It is important to note that the terms and conditions of existing staff will be protected
- Academy schools are their own admissions authority. However, an academy can not change its admissions policy until it is able to consult on doing so in line with the School Admissions Code. Academy schools must provide education for 'pupils of different abilities' unless they were selective before conversion to academy status.

Articles of Association

Governance arrangements of an Academy are constituted under the academy's Articles of Association, and describe the powers of governors and the procedures and rules governing them, so it is important that these are discussed and agreed by the governing body. For example, as well as defining the membership of the governing body, the articles will set out the quorum and notice periods required for meetings.

In order to set up an academy trust, the Memorandum of Association (DfE's approval to establish the Academy Trust) will need to be completed and the Articles of Association will need to be drawn up and agreed with the Secretary of State and registered with Companies House.

Scheme of Delegation

Each academy trust also develops a Scheme of Delegation for its schools in order to clarify the responsibilities and powers of governors and members of staff. It covers all key aspects of the management of the school and ensures compliance with legal requirements. Appendix 1 outlines Robin Hood's Multi Academy Trust's delegated authority to both convertor and sponsored academy schools.

4. Beginning the conversion process

Once you have decided to become an academy, the whole process will be led by an assigned Robin Hood project manager (PM) who will support you along with other staff from the Multi Academy Trust. He/she will be your main point of contact throughout the conversion process. Other Robin Hood Trust schools will also be on hand to offer support and guidance. Additionally, your assigned project

manager will work on your behalf with other stakeholder organisations, for example the Department for Education (DfE), Education Funding Agency (EFA), your local authority, diocese, solicitors and banks etc. This will be the same for both convertor and sponsored academies.

The project manager is accountable for the production of a conversion plan with clear tasks, timelines, costs and responsible owners noted. The project manager also has responsibility for updating you on progress at agreed stages of the process through meetings and dashboard summary reports. These progress dashboards report progress against the specified conversion tasks, highlighting any issues to be resolved or particular risks that could potentially delay or hinder the conversion.

The Robin Hood MAT Board is committed to making sure schools that join our MAT are able to retain their bespoke nature and ethos where this works well and reflects the local context and community. To achieve this, a key objective is to keep processes, procedures and ways of working the same as far as possible. The only exceptions to this are use of a unified Finance System and Tracking system (Target Tracker). A full range of training is available for both these systems.

The Board also understand that there may be a certain level of nervousness about academy conversion from parents, staff and governors which can make the process seem daunting. We believe there is no such thing as a 'silly question' so please ask if you are unsure or require clarification on any issue at any stage.

Additional current and useful information on the conversion process can be found on the DfE website, some of which has been mentioned in this pack <https://www.gov.uk/guidance/convert-to-an-academy-information-for-schools>

5. Summary of conversion key stages

1. Informal discussions by the governing body with staff, parents, stakeholders and pupils to outline intention to convert
2. Registration and application to convert submitted to the DfE. Consider time-frame.

3. Acceptance by the DfE and receipt of formal Academy Order from the Secretary of State.
4. Robin Hood MAT Project Manager assigned to lead on and work with the school on the conversion process and produce conversion plan.
5. School compile required information and forward to project manager.
6. Ongoing support from PM/MAT and third parties i.e. solicitors, LA, banks etc
7. Consultation with school staff, unions, parents/carers, stakeholders.
8. Building and Land valuations, Assets Valuations, Due Diligence etc.
9. Completion of conversion tasks management, legal, personnel and finance.
10. Signing of documents / conversion of school.

6. Pre conversion

Before applying to convert to become an academy the school needs to:

1. Ensure the governing body meet to consider responses, agree and pass a resolution to convert (formally noted in GB minutes – this is important and may be required at a later stage).
2. Register the school's interest with the DfE.
3. *Discuss your proposals with the Diocese (if applicable).*
4. *Obtain a letter of consent from the Diocese (if applicable).*
5. Discuss with the MAT Board and agree that your school will be joining the Robin Hood MAT.
6. Obtain a letter of consent from Robin Hood MAT.
7. Hold informal discussions with staff, parents and pupils to inform them that the school is considering becoming an academy.
8. Prepare and submit your application with support of the project manager. Account details will also need to be added to your application.

7. Conversion Process

The conversion process can be broken down into four key areas:

1. Management
2. Legal
3. Personnel
4. Finance

Sub-tasks within each key area:

1. Management:

- a. SLA
- b. Conversion visits / reporting
- c. Consultations (parents / stakeholders)
- d. Policies and procedures
- e. Scheme of delegation
- f. Registrations
- g. Name of academy/uniform
- h. Surveys/risk register
- i. Due Diligence of assets, finance and standards conducted by the MAT

2. Legal:

- a. Appointment of solicitors

- b. Commercial Transfer Agreement (CTA) Inc. contracts & agreements / suppliers
- c. Leases
- d. Sub-leases / shared use agreements
- e. Funding agreements (MFA / SFA)
- f. Staff (TUPE / measures)
- g. Liaison with local authority (LA)
- h. Insurance (RPA plus engineering and plant)
- i. Land and building valuations

3. Personnel:

- a. Consultations (staff and unions meetings)
- b. LA HR services / TUPE meeting with MAT representative
- c. Contracts
- d. Pension (LGPS / actuarial assessment)
- e. Teacher's pension arrangements
- f. HR and payroll
- g. DBS

4. Finance:

- a. Banking/Accounts/School Credit Cards
- b. Systems (ACS Finance, SPTO etc)
- c. PAYE
- d. EFA / funding
- e. VAT registration (if applicable)

- f. Suppliers
- g. Carry forward
- h. Orders

8. Useful additional information

Converter or sponsored Academy

The differences between a converter academy and a sponsored academy are:

- Sponsored academies - these are usually set up to replace under-performing schools with the aim of improving educational standards and raising the aspirations of, and future prospects for, pupils from all backgrounds especially the most disadvantaged. The DfE can formally require an underperforming school to become part of an academy trust.
- Converter academies - these are successful schools, judged by OFSTED to be good or outstanding, that have chosen to convert to academy status in order to benefit from the increased autonomy this brings.

Robin Hood MAT believes each school is unique, bringing a range of strengths and that all schools can benefit and contribute towards improvement across the wider MAT family.

Funding

The school business manager and senior leadership should familiarise themselves with the Academies Financial Handbook.

<https://www.gov.uk/government/publications/academies-financial-handbook-2015>

Local School Governors

Robin Hood MAT fully recognises the important role of governors and encourages them to engage with the conversion process. A meeting early in the process or prior to the process commencing between members of the Trust Board, the project manager and governors can be arranged to outline the process and resolve any initial concerns.

Governors are encouraged to read and familiarise themselves with their role post conversion in the following DfE publication - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395789/Governors_Handbook.pdf. In addition training can be made available as there are regular changes in the role of governance and associated responsibilities.

Governors must consider all consultation responses as part of the business case when making the decision about conversion.

Staff

Informal discussions should take place with all staff prior to proceeding with your application to the DfE. The project manager will work closely with the school and LA (who lead on TUPE) and will arrange meetings with staff and associated unions to address any concerns and clarify any points raised.

The Diocese will also be involved in this if you are a Foundation or VA school

Parents / Carers

Robin Hood MAT have template letters to inform parents / carers of the proposal to convert and invite them to a stakeholder meeting to learn more about the proposals and answer and queries they may have.

Community Stakeholders

We also have template letters to inform wider stakeholders of the proposal to convert and how they can feedback any views they have.

DfE Welcome pack for new academies

The DfE have published a useful Welcome Pack for new academies. This is a very helpful support guide with time frames and reporting schedules post conversion. The MAT will also issue a calendar of dates to ensure all key financial and reporting dates are met.

8. Initial information and actions required from the school

Completed information templates and any scanned documents should be forwarded to the project manager.

1. Contact and information details

- Confirmation of who the main point of contact will be for the conversion (this is usually the headteacher and/or school business manager)
 - Completion of the Contacts and Information Log (**Appendix 2**)
- 2. Academy order**
- On receipt, a copy of the academy order to be emailed to the PM.
- 3. Land registration and buildings information**
- The LA should be contacted for all land registration documents (Diocese for school buildings if applicable)
- 4. Third party user agreements / service level agreements**
- Details and copies of any third party user agreements to be collated i.e. Children's Centre, Support Unit, Nursery etc.
- 5. Contracts / service level agreements / assets / licences / Sport England or FA Grants**
- Template to be completed (Appendix 3) listing the details of all contracts, SLA's and Agreements etc.
 - Copies of all of the above to be sent to the PM. Hard copies should be forwarded directly to the appointed solicitor (Appendix 3)
- 6. Funding and loans**
- Details of all funding, grants received by the school and loans to be collated
 - Copies of all of the above to be forwarded to the appointed solicitor (Appendix 3)
- 7. Warranties**
- Details of all building works as appropriate
 - Copies of all of the above and any warranties for completed works to be forwarded to the appointed solicitor
- 8. EFA Funding Allocation Letter**

- The EFA will forward to the school an indicative funding allocation (usually 6 weeks prior to conversion). On receipt this is forwarded to the PM
- Initial information and actions required from the school

9. Land and buildings information

- The Land & Buildings Questionnaire Part B only to be completed (see Appendix 4).

10. Engineering and plant information

- A copy of the current schedule of plant and machinery should be forwarded to the PM to obtain quotes for engineering and plant i.e. boilers, heating, lifts, air conditioning units etc., that require scheduled inspections and insurance cover

11. Buildings information

- Information required by the EFA should be completed. The school may need to contact the LA for full information ie. year of school build (**see Appendix 5**)

12. Conversion summary table

- For exemplar summary of the tasks and actions required please see (**Appendix 6**) and refer to the DfE website for further information

<https://www.gov.uk/government/collections/convert-to-an-academy-documents-for-schools>

13. Governors checklist

- A checklist for Governors can be found in Appendix 7

14. Consultations with staff

- The PM advised of any consultations that have already taken place with staff (formally / informally)
- LA HR team contacted to advise of intention to convert
- Notes /minutes of all meetings should be recorded

15. Parent/carer consultation

- The PM advised of consultations that have already taken place with parents/carers (formally / informally)
- Notes / minutes of all meetings should be recorded

16. Stakeholder consultation

- The PM advised of consultations that have already taken place with stakeholders
- Set up web page to keep all parties informed of progress towards school conversion. Set up an email address so any party can contact school with their views.

17. Consultation feedback and responses

- All comments and feedback considered by the Governing Body when deciding on decision to convert.

18. Frequently asked questions

Appendix 8 provides a set of frequently asked questions about the conversion process. This is a live document and we are constantly making additions as questions are raised.

Appendix 1

	Key Area	Special Measures	RI	Good	Outstanding
Due Diligence	Financial	MAT	MAT	MAT	MAT
	Standards	MAT	MAT	MAT	MAT
	Building survey	MAT	MAT	MAT	MAT
	Peer:Peer review	N/A	N/A	HT/HT	HT/HT
Leadership/ Governance	Appointment of HT	MAT	MAT	MAT/LGB	MAT/LGB
	Appointment of DHT	MAT	MAT	LGB/HT	LGB/HT
	Appointment of SLT	MAT	MAT	LGB/HT	LGB/HT
	Appointment of Teacher	MAT	MAT/LGB/HT	LGB/HT	LGB/HT
	Appointment of Support Staff	MAT	MAT/LGB/HT	LGB/HT	LGB/HT
	Appointment of Chair of Governors	MAT	MAT/LGB	LGB	LGB
	Appointment of Governors	MAT	MAT	LGB	LGB
	Appointment of Transition Board	MAT	MAT	N/A	N/A
Comms	School name and signage	MAT	MAT/LGB	MAT/LGB	MAT/LGB
	School uniform	MAT	MAT/LGB	LGB	LGB
	School prospectus	MAT	MAT/LGB	LGB	LGB
	School website	MAT	MAT	MAT/LGB	MAT/LGB
Finance	Budget setting	MAT	MAT/LGB	LGB	LGB
	Contracts and procurement	MAT	MAT/LGB	LGB	LGB
	Large item spend (above £30,000)	MAT	MAT/LGB	MAT/LGB	MAT/LGB
	Medium item spend (up to £30,000)	MAT	MAT/LGB/HT	LGB/HT	LGB/HT
	Small item spend (up to £10,000)	LGB/HT	LGB/HT	LGB/HT	LGB/HT
Performance Management	PM of HT	MAT	MAT	MAT/LGB	MAT/LGB
	PM of SLT	MAT/HT	MAT/HT	HT	HT
	PM of Teachers	MAT/HT	MAT/HT	HT	HT
	PM of Support Staff	MAT/HT	MAT/HT	HT	HT
School Improvement	Curriculum design and planning	MAT	MAT/LGB/HT	LGB/HT	LGB/HT
	School development planning	MAT	MAT/LGB/HT	LGB/HT	LGB/HT
	Assessment systems	MAT	MAT	LGB/HT	LGB/HT
	Reporting arrangements	MAT	MAT	MAT	MAT
	Staffing arrangements	MAT	MAT/LGB/HT	LGB/HT	LGB/HT
	Timetabling	MAT	MAT/LGB/HT	LGB/HT	LGB/HT
CPD Plan	MAT	MAT/LGB/HT	LGB/HT	LGB/HT	
Safeguarding	Safeguarding procedures	MAT	MAT	MAT	MAT
	Safer recruitment practices	MAT	MAT	MAT	MAT
	Critical incident policy	MAT	MAT	MAT	MAT
	Child and parent agreements	MAT	MAT	MAT	MAT
	Childcare offer	MAT	MAT/LGB	LGB	LGB

Appendix 2

Contacts and Information Log

Rpbin Hood MAT

Contact	Name	Phone	Email
Project Manager	John McDermott	0121 464 2187	jmcdermott@robinhoodschool.co.uk
Group Accountant			

Details	Tel	Web
School name and address		

Conversion

Planned conversion date:	Proposed name change?	Comment

Information

Edubase number	Number on school role (last census date)	Best Days / Times for staff meetings:
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School*

Contact	Name	Phone inc. mobile where possible	Email
Head Teacher			
Deputy Head			
Admin/Bus Mgr			
Finance Support			

***Please indicate who will be the main school point of contact**

Governing Body

Contacts	Name	Phone	Email
Chair of Governors			
Deputy Chair			
Role of other Governors			

Role of other Governors			
Role of other Governors			
Role of other Governors			
Role of other Governors			
Role of other Governors			

Current Providers / Contacts

Details	Name	Phone	Email	Notes
LA (Main contact)				
LA (HR TUPE etc)				
LA (Payroll)				

Current Systems:

Finance:

MIS:
Student Tracking and Assessment:

Current Banking:

Bank name:
Number of accounts held:

Appendix 3

Contracts, SLA's & Agreements

Please can you provide copies of all contracts available marked for the attention of:

Mark Evans – either by e-mail (Mark.Evans@IrwinMitchell.com) or by post (FAO Mark Evans, Irwin Mitchell LLP) at:

Irwin Mitchell LLP
Riverside East
Sheffield
S3 8DT

Please cc the PM to all correspondence jmcdermott@robinhoodschools.co.uk

As part of the due diligence exercise the solicitors have been asked by Robin Hood MAT to undertake as part of the conversion process, to review the current contracts applicable to your school.

This should include all contracts (including those relating to any children's centre/nursery etc.) for:

- Grant funding (which should also include all documents referred to in the grant – which can include the application, standard terms, and a letter of award);
- Hire purchase and maintenance – including photocopiers, mobiles/telephones/telephone systems, other IT.
- Licenses used by the school (from software licences to PRS licenses and the like).
- SLAs the school is subject to or has the benefit of (from SLAs relating to local authority services used to those the school is committed to in relation to childcare, etc.)
- Contracts relating to any minor construction projects (such as construction or refurbishment of running tracks and sports pitches) to which the local authority is not party (ensuring that any connected funding agreements have been provided.
- Contracts or letters relating to any other services received or provided by the school, such as sports tuition, grass cutting or meal supply.
- Grant funding (which should also include all documents referred to in the grant – which can include the application, standard terms, and a letter of award).

This exercise is about making sure that the MAT understands what is required to operate the school, not solely about identifying which contracts should transfer and will be used to assess which contracts will transfer to the MAT on conversion of the school.

As a general rule, if you are unsure whether to include something, include it but flag that you are uncertain as to whether it should have been included.

If you are unable to locate an agreement, please supply any correspondence relating to that contract in your control, together with a summary of the school's understanding of the contract.

Appendix 4

Land Questionnaire (Part B only for completion)

COMMUNITY SCHOOLS

Additional Information Required for Conversion to Academy status¹

Please note that any alteration to the land questionnaire after it has been submitted may result in a delay in its approval.

BASIC INFORMATION

¹ All boxes must be completed either with yes or no or N/A or the required details inserted. If, any of the boxes are left blank then the application will not proceed until the form has been completed.

Full name and address of the school.	
Full name and address of the solicitors.	

PART A (FOR FULL COMPLETION)

Other Required Information²	Yes, No or N/A and insert details
1. Shared Usage a) does the school have any shared use arrangements in relation to land or premises? If Yes: b) please summarise these, and c) explain whether and how the current shared use arrangements will continue after conversion.	

² In relation to 3, 4 and 5 if the AT is intending to grant a disposition of the registered estate upon conversion e.g. a sublease back to the LA then in accordance with the terms of the Funding Agreement the Secretary of State's consent is required. Please provide the summary terms of any disposition of the registered estate to be granted in order for the Secretary of State to consider them.

<p>2. Building Works</p> <p>a) are there any current or planned building works? If yes:</p> <p>b) please confirm arrangements for the funding and how, if at all, these will be affected by the conversion;</p> <p>c) please confirm that the benefit of any warranties or guarantees will pass to the Academy Trust.</p>	
<p>3. Leisure/Sports Facilities</p> <p>a) Do the school's premises have a leisure centre/sports hall/swimming pool/sports pitches or similar facilities which are used by the wider community or external groups? If Yes:</p> <p>b) Who uses the facilities, and what is the pattern of use?</p> <p>c) Does the school or some other body manage this wider community use of the facilities?</p> <p>d) What are the staffing arrangements in relation to the facilities? Are staff working in the facility employed by the school or some other body?</p> <p>e) Are charges levied for use of the facilities? If yes, who sets the level of fees charged?</p> <p>f) What is the total annual income received?</p> <p>g) What are the costs of running the facility?</p> <p>h) How are the finances monitored?</p> <p>i) What is the level of any profit generated, and what is</p>	

<p>it used for?</p> <p>j) Has any external body contributed to the costs of the facility and if “yes”, are there any conditions attached to their contributions?</p> <p>k) What arrangements for the running of the facilities are proposed post conversion?</p>	
<p>4. Nursery</p> <p>a) is there a nursery on the current school’s premises or operated/run by the school?</p> <p>If Yes:</p> <p>b) please confirm who runs the nursery,</p> <p>c) what arrangements/agreements exist in relation to this,</p> <p>d) what is proposed upon conversion, and</p> <p>e) who will operate the nursery post conversion and under what arrangements/agreements.</p> <p>g) Does the school charge for the nursery arrangements (if providing more than 15 hours per week)</p> <p>h) if yes to g) how much money is generated per annum?</p>	
<p>5. Children’s Centres</p> <p>a) is there a children’s centre on the current school’s premises or operated/run by the school?</p> <p>If Yes:</p> <p>b) please confirm who currently runs the centre,</p> <p>c) what arrangements/agreements exist in relation to</p>	

<p>these, d) what is proposed upon conversion, and e) who will operate the centre post conversion and under what arrangements/agreements.</p>	
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Appendix 5

Land & Buildings – Academy Conversions

Information required – pre on-line submission - Land & Buildings information for the EFA

Questions	Number / comment
Number of: Classrooms?	
Main halls?	
Sports halls? (separate to main hall)	
Swimming pool?	
Playing fields?	
Boarding House?	

Caretakers House?	
Do you have any other facilities? (add number, name and purpose)	
Number of buildings operated by other organisations e.g. private nursery?	
Number of buildings on site that are being operated by the academy?	
Number of stories of main buildings?	
Approx. main school site build date?	
*Approx. internal square meters (building 1 – add name of building i.e. main school, nursery etc.)	
*Approx. internal square meters (building 2 – add name of building i.e. main school, nursery etc.)	
*Approx. internal square meters (building 3 – add name of building i.e. main school, nursery etc.)	
*Approx. internal square meters (building 4 – add name of building i.e. main school, nursery etc.)	

Appendix 6

Summary table of DfE Guide for schools

Item	Action	Who	When
1. Before you apply	How to prepare for your school's application to convert to an academy	-	-
1.2 Register your interest	Submit a registration of interest form to the DfE to let them know you are interested in becoming an academy. The DfE will then give you the name of your DfE project lead	HT/CoG	Pre application
1.3 Become familiar with the academies financial handbook	Before you begin the application process, we recommend you read the ' Academies financial handbook '. This document will help you understand the financial responsibilities of an academy trust.	SLT/SBM/GB	Pre application
1.4 Discuss joining the Robin Hood Multi Academy Trust	School to meet with the MAT to discuss the joining the Robin Hood MAT.	SLT/GB/MAT	Pre application
1.5 Get consent	Consent from your governing body (for all schools)	GB	Pre application
	Consent from the multi-academy trust (for schools joining an existing multi-academy trust)	Sch	Pre application

	<i>Consent from your trust or foundation (for foundation schools and voluntary schools with a foundation)</i>	<i>Sch</i>	<i>Pre application</i>
	<i>Consent from your religious body (for church and faith schools)</i>	<i>Sch</i>	<i>Pre application</i>
1.6 Prepare for your application	You should discuss your school's finances and performance with your DfE project lead before you apply. The DfE will look at exam results (last 3 years); progress pupils have been making (last 3 years), OfSTED inspections and finances.	HT/GB	Pre application
1.7 Informal discussions	Let staff members, parents, pupils, stakeholders and any alternative provision i.e. Children's Centres know that your governing body is considering applying for your school to become an academy.	Sch	Pre application
	You should also let your local authority know about your plans to apply to become an academy when you apply, Inc. schools LA Lead and HR	Sch	Pre application
1.8 PFI contracts	If your school has a PFI (private finance initiative) contract, you must let your project lead and PM know before you apply to become an academy.	Sch	Pre application
1.9 Appoint a Solicitor	The MAT will arrange solicitors to work on behalf of the	PM/MAT	Pre

	school and MAT.		application
1.10 Get an actuarial assessment (LGPS)	An actuarial assessment will help you understand how much money your academy trust will have to spend on pension contributions for any staff members who are part of the Local Government Pension Scheme The PM will arrange this.	PM	Once process started
1.11 Land registration	Ask your school's landowner to gather all land registration documents as your solicitor or legal adviser will need these documents later in the conversion process. Forward to PM. Solicitors will then take forward	Sch (PM/Sols)	Once process started
1.12 Contracts	You should compile a list of any: contracts, assets, service-level agreements, licences, Sport England or Football Association grants that your school's governing body and local authority hold. You will need to make arrangements to transfer or re-negotiate all these contracts and agreements later in the conversion process. Forward completed template and copies of all documents to the PM. Solicitors will then take forward	Sch/(PM/Sols)	Pre application
1.13 Transfer of staff: discuss the TUPE process with staff	We recommend that the employer of your school's staff starts informal discussions with all employees about your	LA HR / SLT	Pre application

	<p>school's conversion to academy status at this point. The employer of the school's staff must comply with The Transfer of Undertakings (Protection of Employment) Regulations 2006. NB: Please be aware, however, that the formal TUPE process cannot begin until we have approved your application to convert and granted your academy order.</p>		
2. Apply to convert	Links to the academy conversion application forms, and information about notifying your local authority	-	-
2.1 Complete the application form	<p>Your school's head-teacher or chair of governors should fill in and submit the academy conversion application form online.</p>	HT/CoG	Application
2.2 Notify your local authority	<p>If you have not already done so, you should notify your local authority of your plans to convert to academy status when you apply (see 1.7). Ask them if they have any internal processes or timescales that you will need to take into consideration during the conversion process, particularly if your school has:</p> <ul style="list-style-type: none"> ● a private finance initiative (PFI) contract ● a deficit with a recovery plan agreed with the local authority 	Sch/PM	Pre-application

	<ul style="list-style-type: none"> major building works financed by the local authority <p>If you have any of these, you may have to go through elected members (or cabinet) to get your local authority's approval to convert to academy status, which can be time consuming.</p>		
3. Join an academy trust	What actions to take following approval of your academy conversion application.	-	-
3.1 Academy order	It will take somewhere between 2 and 6 weeks for us to assess your application and grant your academy order, if you have been successful. Please forward a copy to the PM	Sch/(PM)	Application approved
3.2 Support grant	As soon as we have granted your academy order, your project lead will arrange for a £25,000 support grant to spend on the conversion process. We will send the grant to your school's existing bank account (the one you provided in your application form). You should receive this grant within 14 working days. NB: If received by the school, please forward to the MAT	Sch	Application approved
3.3 Funding allocation letter	The Education Funding Agency (EFA) will send you your funding allocation pack / indicative funding allocation letter (usually 6 weeks prior to conversion), which confirms how	Sch/MAT consultant	Application approved

	much funding your academy is likely to get after conversion. Please forward a copy to the PM		
3.4 Statutory consultation	<p>Your governing body must consult formally about your school's plans to become an academy with anyone who has an interest in your school. This will include staff members and parents, but you should also involve pupils and the wider local community.</p> <p>You must complete the formal consultation process before you sign your academy funding agreement, so we suggest you begin the consultation now to allow time for everyone with an interest to respond.</p>	Sch/PM	Application approved
3.5 Apply to open your academy's bank account	The MAT will start the process of opening a bank account	PM	Once process started
3.6 Complete and return the land questionnaire	The PM will work with you on completing this and forward to the solicitors who will take this forward	Sch/PM	Once process started
3.7 Complete and submit your draft memorandum and articles of association	These are in place having been completed by the MAT (any amends will be dealt with by the MAT and solicitors).	MAT/Sols/PM	In place
3.8 Complete and submit your draft	This will be completed by the Solicitors using the DfE	Sols	Once

funding agreement	model agreements		process started
3.9 Register with Companies House	This will be completed by the Solicitors Once your project lead has confirmed that DfE has approved a final version of your memorandum and articles of association, you should register your academy trust with Companies House .	Sols	Once process started
3.10 Appoint your academy trustees	In place	-	-
3.11 Local governing body (for all schools in a multi-academy trust)	The trustees' choice of governors must comply with the rules around the composition of academy governing bodies set out in section 2 of the ' Governors' handbook '.	Sch	Once process started
4. Transfer responsibilities to the academy trust	What responsibilities you should transfer to your academy trust as part of your school's conversion to academy status.	-	-
4.1 Land arrangements (Lease's, TMO's)	Once the Land Questionnaire has been completed, the solicitors will use DfE model lease, directions and TMO's / SLA (Church Schools) documents and lead on this.	Sols/PM	Once process started
4.2 Commercial transfer agreement (CTA)	The commercial transfer agreement (CTA) records the contracts and staff transferring from a local-authority	Sols/PM	Once process

	<p>maintained school to an academy. Before you can convert, your local authority and the academy trust must sign the final CTA.</p> <p>Contracts and agreements form part of this. The solicitors will use DfE model documents and lead on this,</p>		started
<p>4.3 Staff</p> <p>4.3.1 TUPE process</p>	<p>Once the DfE have granted the academy order, the employer of your school's staff (usually the local authority or governing body) must begin the TUPE process. This process will allow you to transfer your school staff to the academy trust. This will be led by the existing HR provider supported by the PM/MAT.</p>	HR (LA)/PM/MAT	Once process started
<p>4.3.2 Pension registrations</p>	<p>Your academy trust will be responsible for the pension arrangements of your school's staff, even if your local authority is acting as payroll provider for your academy. The PM will make arrangements for this with LGPS.</p>	PM	Once process started
	<p>Teacher's Pension will be informed by the PM and the school will be sent details to register post-conversion.</p>	PM/Sch	Once process started
<p>4.4.2 Building works</p>	<p>If there are ongoing building works in your school, and you expect them to be finished after your conversion to academy status, you must instruct your solicitor or legal adviser to draw up an agreement between the academy trust and the organisations involved in the building works</p>	Sch/PM/Sols	Once process started

	<p>(e.g. your local authority).</p> <p>The agreement must clarify who will pay for completing works and make sure that unfunded liabilities don't pass to your academy trust after you convert.</p>		
4.4.3 Loans	<p>Let your project lead know if your school has any loans. DfE will have to approve the transfer of responsibility for the loan from your school's governing body to your new academy trust.</p> <p>Depending on the size of the loan, your project lead may ask for budget predictions that show how the academy will finance the loan. This will be led by the solicitors.</p>	Sch/PM/ Sols	Once process started
4.4.4 Contracts with external providers	<p>You should review any contract the school has with external providers, for example: catering, cleaning, security, ICT products and services, software licences</p> <p>If you consider that these contracts are good value for money, you and the supplier should discuss transferring the contracts to your academy trust via the CTA.</p>	Sch/PM/Sols	Once process started
5. Prepare to open as an academy	What final preparations you should complete before your school can open as an academy.	-	-

<p>5.1 Finish statutory consultation</p>	<p>You should have finished consulting with everyone interested in the school's plans to convert to academy status. Your governing body should review the responses and decide what action they wish to take as a result. You should now get in touch with your project lead and inform them of the outcome of the consultation.</p>	<p>Sch/PM</p>	<p>Once process started</p>
<p>5.2 Final funding agreement</p>	<p>You should sign 2 undated paper copies of the final agreed version of the funding agreement and send them to your project lead. They will check the agreement one last time and ask the Secretary of State to sign, seal and date it.</p> <p>We will keep 1 copy of the signed funding agreement and return the other to you (or your solicitor). If your school is a faith school, the diocese may wish to keep a third copy for its own records.</p> <p>You will need to publish a copy of the signed funding agreement on your school's website when you open as an academy.</p> <p>The deadline by which you need to send your project lead hard copies of your signed, undated, funding agreement is in the 'Academy conversion: important dates' document.</p>	<p>Sols/PM</p>	<p>Once process started</p>

<p>5.3 Open your academy's bank account</p>	<p>When you have finished the process of opening the bank account for your academy trust, send your account details to the Education Funding Agency (EFA) using the academy bank details form. Make sure you copy your project lead into the email.</p> <p>You should send EFA your new bank account information by the middle of the month before you are planning to reopen as an academy.</p> <p>The deadline by which you need to send EFA details of your academy's bank account is in the 'Academy conversion: important dates' document.</p>	<p>PM/Sch</p>	<p>Once process started</p>
	<p>You will need to agree a closing balance with your local authority and transfer any surplus money from your former school bank account to your academy trust account. You will then be able to close the old account.</p>	<p>Finance Team/Sch</p>	<p>Once process started</p>
<p>Appoint academy officers and auditors 5.4.Accounting officer</p>	<p>Your academy must have an accounting officer responsible for the academy's finances. They will oversee the chief finance officer.</p> <p>In single-academy trusts, the accounting officer should be the head teacher. In multi-academy trusts, it should be the chief executive or executive head teacher.</p>	<p>MAT/Sch</p>	<p>Once process started</p>

	You can find more information in the ' Academies financial handbook '.		
5.5 Chief finance officer	<p>The board of your academy trust must appoint a chief finance officer (CFO), who will act as the trust's finance director or business manager.</p> <p>The CFO should:</p> <ul style="list-style-type: none"> • make sure the academy trust's financial governance and risk management arrangements are sound and appropriate • prepare and monitor the academy trust's budgets • produce the annual accounts <p>You can find more information in the 'Academies financial handbook'.</p>	MAT/Sch	Once process started
5.6 External auditors	<p>Your academy trust must appoint an external auditor to certify your accounts.</p> <p>You can find more information in the 'Academies financial handbook'.</p>	MAT/PM	Once process started
5.7 Register with the Information Commissioner's Office (ICO)	<p>Under the Data Protection Act 1998, your academy will be responsible for storing and processing all your pupils' and staff members' personal data.</p> <p>You must contact ICO to let them know that your academy is opening. ICO will add the information you give them to their register, which is open to the public. You'll have to</p>	Sch	Once process started

	pay a fee of £35, which you can pay from your support grant.		
5.8 Appoint a data protection officer	<p>The ICO strongly recommends that you make a specific staff member responsible for:</p> <ul style="list-style-type: none"> ● raising awareness about data protection among staff members ● making sure staff members are adhering to the academy's data protection policies ● making sure your academy updates its data protection policies regularly <p>Visit the ICO website for more advice for schools on data protection.</p>	Sch/MAT	Once process started
5.9 Insurance	<p>The PM will make arrangements for this through the RPA scheme and arrange additional insurances as required. NB: EFA allocates academies £25 per pupil every year for them to spend on RPA or insurance.</p>	PM	Once process started
5.10 PFI academy trusts	The solicitors will lead on this (if required)	Sols	Once process started
5.11 Disclosure and Barring Service (DBS) checks	All members of staff, local governors and members of the trust must have a current Disclosure and Barring Service (DBS) check before you can appoint them.	Sch	Once process started

5.12 Complaints procedure	You must establish a complaints procedure for your new academy. Academy complaints procedures are different from those of maintained schools. You should make sure your new complaints procedure complies with The Education (Independent School Standards) Regulations 2010 .	Sch/MAT	Once process started
5.13 Notify Edubase	Contact Edubase so they issue your academy's new unique reference number (URN).	Sch	Once process started
Notify exam boards	Secondary academy's only	-	-
6. Open as an academy	What actions you should take in the first few months after your school opens as an academy.	-	-
6.1 First payment	EFA will send you a welcome letter and information pack once you have finished the conversion process. The pack will outline the steps you must complete within your first few months of opening. Your project lead will confirm the date on which EFA will send your academy its first payment. Contact EFA if you don't receive your first payment on time.	Sch/MAT/PM	Post conversion
6.2 Submit your support grant expenditure certificate	Your chair of governors should fill in the academy financial support grant expenditure certificate and send it to your	MAT/Sch	Post conversion

	<p>project lead.</p> <p>This certificate confirms how much of the support grant you have spent on converting, and whether you are carrying a portion of the grant over into your academy's budget.</p>		
6.3 Funding agreement	You should publish your final funding agreement on your academy's website.	Sch	Post conversion
6.4 Land and buildings valuation	This will be led by the PM	PM	Post conversion
6.5 Support after conversion	Once you have opened as an academy, EFA will be responsible for allocating your funding and answering any questions you may have about running your academy. They will also make sure you comply with your funding agreement and the 'Academies financial handbook' .	Sch/MAT	Post conversion

Appendix 7

Governors Checklist

1. School governing body

Hold a minuted discussion about the governing body's decision to convert to academy status. Carry out a skills audit of the governing body to identify the areas where you might need to seek support or legal and financial guidance.

- Minute all discussions with the governing body about the academy conversion.
- Refer to your existing skills audit or undertake a new one early in the conversion process and identify areas for procurement.
- Identify which skills are needed that do not currently exist.
- Consider the capacity of the current leadership team and governing body to manage the process.
- It is important to do this so that once funding becomes available, the school will be able to seek ways and quickly procure the skills identified.

2. Roles and responsibilities

Allocate roles and responsibilities, making sure that the headteacher is fully supported throughout the process, and is not taking on every responsibility. Be clear about where decision-making responsibilities lie, and have clear lines of communication.

3. Consultation

The consultation process takes the most time so start now to identify the stakeholders who will need to be consulted and whose agreement you need for the change of status.

4. Register interest

The headteacher or chair of the governing body will complete and submit an online registration form and the school will be assigned a named contact within the DfE who will provide online support throughout the process of conversion.

5. The process for Governors

When submitting the application to convert, you need to be able to demonstrate that the governing body has met to consider and has passed a resolution to convert to academy status.

Under the Academies Act 2010, governing bodies of schools who want to convert must carry out a consultation on the conversion process with stakeholders. The secretary of state (SoS) needs to ensure that such consultation has been carried out by the governors before the funding agreement is signed, so it is important to keep records of all consultations and responses and have meetings minuted wherever possible.

The question for the consultation ought to be: should the school become an academy? It will be for the governing body of the school to determine who should be consulted, although schools should consider involving local bodies or groups who have strong links with the school.

Schools with a religious designation would be expected to consult their diocesan board or relevant religious authority.

There is no specified length of time for the consultation but it is important that interested groups, individuals or organisations have a fair chance to respond and ask questions.

Your school can consult in different ways:

- information on the school's website about the application with a link to the Department's website and contact address for enquiries
- a letter to all parents/carers explaining the proposals
- a meeting with parents/carers or other opportunities to discuss the proposal

6. TUPE process

As part of the process of setting up an academy, staff have to transfer to the employment of the academy trust. Under the Transfer of Undertakings (Protection of Employment) Regulations (TUPE), staff and their representatives have to be provided with information by their current employer about the transfer. For voluntary-aided and foundation schools, the current employer will be the existing governing body. For community schools and voluntary-controlled schools, it will be the local authority.

If the governing body of your school employs the staff, then you should also start preparing to carry out the TUPE process. Formal TUPE consultations cannot start until the governing body has formally approved the proposal to convert to academy status, but you could hold informal discussions with staff and unions as soon as the conversion is proposed. Try to give as much notice as possible to the local authority and employees in this case.

There is no set period legally for how long TUPE consultations should take. But where employers propose changes before the transfer, they must start early enough so that there is time to make a genuine attempt to agree the changes with staff.

7. Master Funding Agreement

The main objectives of this stage are to:

- finalise the necessary constitutional documents to establish the academy trust
- identify the governors who will sit on its governing body
- make and agree, with the local authority/diocese and other landowners as necessary, arrangements for the academy trust to occupy the school land and buildings

The consultation that the governing body is required to conduct must be completed before the funding agreement is signed. The trust will then sign a funding agreement with the secretary of state, which becomes the legal basis for opening the academy on the date specified in the agreement.

Your named DfE contact/solicitor will advise you on which documents you will need to complete and provide you with guidance on how they should be filled in. Model documents are used at this stage and amendments to these documents are only possible in limited circumstances. Any discussion of amendments is likely to delay the conversion process.

Some of the completed documents must be approved by the Department before they are finalised: the details are set out in this document. As well as putting in place the necessary legal documentation, there are other important steps schools should take to be ready for conversion from the intended date.

Ensure you understand all the steps that are required to be completed before the funding agreement can be signed by the secretary of state.

8. Scheme of Delegation

The MAT Board considers the vision and aims of the Trust and its schools, as well as the strategy to deliver its key policy objectives. It has ultimate responsibility for standards, budgets, human resources and safeguarding.

Apart from ensuring good governance, the Trust Board's primary objectives are to develop the Trust, to assist schools in delivering the best possible outcomes for all pupils and to hold Executive Directors, Local Governing Bodies and school leaders to account for the ways in which these functions are carried out.

Robin Hood MAT has a Scheme of Delegation for schools that distinguishes between those schools and their OFSTED grades. Schools that aren't sponsored (generally good and outstanding) have a larger amount delegated to them to enable local autonomy and decision making. The schools that are sponsored (generally Special Measures and Requires Improvement) have less delegation in recognition of the need for additional input from the central MAT Board in order to support a quick turnaround

The Scheme of Delegation

1. The Scheme of Delegation has been developed to provide clarity on the level of delegation approved by the Robin Hood Multi Academy Trust Board to Local Governing Bodies; the Local Governing Body sub-committees; and the school Headteacher.
2. What makes a school a special and successful place is its unique set of context, history and experience. Robin Hood Multi Academy Trust will allow each school to bring that vision with them to the Robin Hood MAT, tying it closely to the ethos of the MAT and adding to the richness and diversity of the whole family. The bespoke nature of individual Schemes of Delegation will reflect this as appropriate.
3. Robin Hood MAT is determined that each school within the MAT will continue to celebrate its own unique context whilst receiving the appropriate level of support from the central team. With this in mind we have developed our Scheme of Delegation which supports the concept of 'earned autonomy', to be worked out in each individual school. This will be particularly evident initially with sponsored academies.
4. Each school will enter the scheme with the delegated authority which is appropriate for its present context (ie. sponsored or convertor academy and be related to their OFSTED grade) and this will be reviewed annually by the MAT Board of Directors,

allowing schools to move within the scheme. Our aim will always be to support schools in order for them to achieve the highest level of autonomy where they can flourish and develop, ably led by their Local Governing Body and their Senior Leadership Team.

Solicitor

Your named DfE contact/solicitor will advise you on which documents you will need to complete and provide you with guidance on how they should be filled in.

Useful acronyms

AFS	Advance Finance System
CTA	Commercial Transfer Agreement
DfE	Department for Education
EFA	Education Funding Agency
IEB	Interim Executive Board
LA	Local Authority
LGB	Local Governing Body
MAT	Multi Academy Trust
MFA	Master Funding Agreement
NGA	National Governors Association
NLG	National Leaders of Governance
PM	Project Manager

SLA Service Level Agreement
SoS Secretary of State
SPTO School Pupil Tracker

Useful links

Governor EFA Top Tips

<http://media.education.gov.uk/assets/files/pdf/g/governor%20top%20tips%20july%202013.pdf>

Governor Handbook

<https://www.gov.uk/government/publications/governors-handbook--3>

Capital Funding <http://www.education.gov.uk/schools/adminandfinance/financialmanagement/efafundingfinance/b00212638/efa-academies-capital>

Appendix 8

Becoming an Academy

Frequently asked questions for parents and carers

This is an incredibly exciting time for your school. As you will already be aware, the Governing Body have applied to become an academy under the Academies Act 2010 and will shortly join the newly formed Robin Hood Multi Academy Trust. Further information about what becoming an academy means is set out below.

Will our school definitely become an academy?

As you are already aware the Governing Body has submitted an application to convert to academy status and is currently finalising the process following the parental consultation period. The School will become an academy from (tbc).

Meetings have been held with staff and governors and pupils informed appropriately throughout the process.

What is an academy?

An academy is essentially an independent school that is funded by the state directly rather than through the local authority. It is independent of the local authority and receives its funding direct from central government. We will become an academy as part of the Robin Hood Multi Academy Trust. This means that we will be part of an academy group currently comprising of three other schools.

What are the benefits of being an academy?

In the school's opinion the benefits are numerous:

- **Academies are independent of local authority control**

This means that academies have more freedom about how they conduct themselves and the decisions they make.

- **Academies receive their funding direct from central government**

This means that academies receive more funding because no money is retained by the local authority for the provision of central services.

However, a percentage of the budget is held by the academy sponsor to provide these services.

- **Academies have more freedom over the curriculum taught**

This means that academies do not need to teach parts of the National Curriculum which they do not consider appropriate for their pupils. They must, however, ensure a broad and balanced curriculum for all pupils.

- **Academies can set their own pay and conditions of service for their Staff**

This means academies have the freedom to alter the pay and conditions of their staff (subject to normal employment law protections for staff) and so can provide staff with better pay and conditions than previously.

- **Academies have more freedom to undertake innovative projects and action research**

This means academies have more freedom to undertake innovative projects and form partnerships to support the improvement of teaching and learning. As part of a Multi Academy Trust the school will also be part of a group of schools sharing the same commitment to high standards and exciting learning experiences.

Are there any disadvantages to becoming an academy?

Robin Hood Multi Academy Trust will be directly liable for matters such as insurance, employment liabilities, pensions, health and safety, and property maintenance. However, as mentioned above, academies receive funding from central government to meet these costs.

Will the admissions arrangements change?

As a community school, admissions arrangements are set by the local authority. The local authority also decides which pupils should be offered places at the school. The current admission arrangements will remain in place. If the academy wants to change its admission arrangements further consultation will be required.

Will becoming a member of the academy change the admissions process or will we still remain a community school?

We will retain the LA admissions criteria and the focus on community school will remain. We see our schools are centres of the local community not isolated in any way from it. The concept of community schooling is therefore critical.

Will our school change?

We do not intend to change your school except in ways we think will improve the school and the learning experiences available to our children. For them, it is unlikely that they will see much, if any, change in their day to day school lives. Academies do have the power to vary the curriculum and vary the length of the school day, however, it is not intended to take any such steps at this stage and we would engage with parents/carers, staff and pupils if we did intend to make any such changes in the future.

How will the Governing Body change? Will the way members of the Governing Body be elected in future change?

The MAT Board considers the vision and aims of the Trust and its schools, as well as the strategy to deliver its key policy objectives. It has ultimate responsibility for standards, budgets, human resources and safeguarding.

Apart from ensuring good governance, the MAT Board's primary objectives are to develop the Trust, to assist schools in delivering the best possible outcomes for all pupils and to hold Executive Directors, Local Governing Bodies and school leaders to account for the ways in which these functions are carried out.

As a member of a MAT will we have responsibility for other schools in the MAT?

No not directly as the MAT Board have overall accountability for the schools in the MAT (ie. they assume the current LA responsibilities for maintained provision).

However, our MAT model is a school led system where schools support each other. So as a convertor schools, it is likely that the school will be approached to offer guidance to a sponsored MAT school where this is most appropriate eg. your school's strengths match the needs of the receiving schools or it geographically makes good sense etc.

How will our school be represented with the Trustees of the Board?

Our Governance arrangements include two serving Headteachers on MAT Board from a good or outstanding school, nominated every 2 years. They act as representatives for all schools in the MAT (this is how most MAT Governance arrangements work). On top of this we have established the Senior Leaders Forum which currently meets every half term and is the place where Headteachers have the opportunity to strategically feed into the MAT Board.

What will our role within the MAT be?

We have a very clear view about our 'family of schools' and how we will work together to support individual and collective success and improvement. The school will be encouraged to play a significant part in contributing to the overall vision and making decisions/representations

to the MAT Board. Our approach is to give as much autonomy and decision making controls to the schools as a collective group (this is why we decided to remain geographically close in the first instance).

The school building and land is owned by the city will we be granted permission to alter building/land as we feel necessary?

The MAT/School (tenant) has entered into a long lease with the Council (landlord). The Academy as the tenant can erect buildings or other structures on the land and make structural or external alterations or additions or variations to any structures provided it obtains the landlord's previous consent in writing. Such consent is not to be unreasonably withheld or delayed.

Can you guarantee that the ethos of the school will remain unchanged and in the best interests of the children?

Robin Hood has always had the philosophy of putting children at the centre of all we do and therefore we are certain that your school will not lose its ethos or child centred approach. That is the reason we are in education – to improve children's lives.

What will our school gain by joining the Robin Hood MAT?

It will gain:

- The opportunity to push the boundaries of education in the best interests of the children.
- Forward thinking dynamic approach to teaching and learning.
- Opportunity to work with others to shape curriculum and try out new approaches.
- Focussed CPD activity at all levels ie. NQT, Middle and Senior Leadership Programmes, Fellowship opportunities.
- Opportunity and resource to engage in action learning and peer to peer learning.
- Access to collective expertise within Trust.
- Access to services of wider group creating efficiencies and improved value for money.
- Security of value led organisation.

What are the implications for teachers and support staff? Will the terms and conditions change?

When the school becomes an academy, all staff currently employed by the school will automatically transfer to the new academy on their current pay and conditions.

Although the academy will have more freedom to amend those pay and conditions in the future, the governing body does not intend to take such a step in the foreseeable future. Any change to pay and conditions would need to be consulted upon with staff representatives.

How will it affect staff when they leave for a promotion etc? Will our terms and conditions be affected?

As in any change of employment, staff would negotiate their terms and conditions with their new employer.

Would you make a guarantee not to re-negotiate the T & C's of teachers and support staff?

It is unlikely that we would need to do this in a convertor school that is already well run with a clear and appropriate staffing structure. However, in some sponsored schools the reason for their difficulties is that they are overstaffed and need efficiencies so there may be a need to look at this in underperforming schools.

How can I find out more?

A welcome meeting will be held at your school (to be confirmed by the Headteacher). We would encourage you to attend if you have any questions, or simply want to learn more. There is also more information about academies on the DfE website:

<http://www.education.gov.uk/academies>.

Appendix 9

Membership Fees

Robin Hood Multi Academy Trust operates a tiered membership fee policy based on the **effectiveness** of each individual school. All schools within the MAT will receive the following **benefits**:

- Collaborative work with a skilled and effective group of leaders.
- Leadership support through the Executive Headteacher.
- Governor support network.
- An annual external validation of the school.
- Headteacher Performance Management.
- Two collaborative INSET days a year provided by Robin Hood MAT.
- Access to the 'Growing Leaders' range of courses - these are run by the MAT and offer CPD at all levels for future leaders.
- Financial support (MAT accounting).
- The opportunity for highly skilled teachers to work in your school through the MATs fluid approach to staff deployment.

The percentage of membership fees taken from a school is reflected in their current OFSTED rating.

Outstanding

Schools within this bracket will pay 4%. This is based on a high level of capacity currently within the school.

Good

Schools within this bracket will pay 4%. This is based on a high level of capacity currently within the school.

Requires Improvement

Schools within this bracket will pay 5%. This is based on increased support of the school at the highest strategic levels.

Special Measures

Schools within this bracket will pay 6%. This is based on a high level of need and support across all areas of school life including at the highest strategic levels.