



Elliot Foundation Academies Trust

Membership Services Document

2018-19

Document control

Date	Revision amendment details	By whom
11th April 2016	2016-17 document 1st draft	Hugh Greenway
14th April 2016	Operations group revisions - spelling, addition of contents page, contact details for directors, additional of Elliot Learning Foundation	All
15th April 2016	Finance committee review and revisions	Hugh Greenway
6th May 2016	TEFAT board - greater clarity on finance recharges	Trustees
July 2017	Redraft	Hugh Greenway/Andy Kreppel
July 2017	Approved by TEFAT board	Trustees
April 2018	Reworked by Ops Group. New business model (5.5% + 0.5%)	Hugh Greenway & Mary Gavigan
April 2018	Recommended to TEFAT board by TEFAT Finance Committee	Finance Committee
May 2018	Rewrite of introduction and Ops Group review of detail	Ops Group & CEO
May 2018	Approved by TEFAT board	Trustees
October 2018	Reviewed by Ops Group. Change of personnel. Clarity to service offerings. Changes to Continuous improvement process	Ops Group & CEO

October 2018	Approved by TEFAT Board	Trustees
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Introduction

The Elliot Foundation Academies Trust (TEFAT) is an established medium sized business with 2,000 staff in 28 schools serving almost 11,000 children. It is part of our ethos that we will never be 'established'. We will innovate continuously and develop our services with a view to improving overall outcomes for our children and staff. Consequently, this document may be subject to revision as our offering evolves.

Nevertheless, TEFAT has established a set of principles that will govern the relationship between the corporate functions of TEFAT and its academies.

1. **Subsidiarity**; if something is best controlled at school level then it should be. Principals and Local Governing Bodies (LGBs) are responsible for the management of staff, finances, buildings and equipment in their academies. The centre should only intervene where there are clear benefits or clear legal obligations or where risk is obviously reduced in doing so (e.g. as the common employer to all staff and as the accountable body)
2. **One Trust many children**; all stakeholders are part of one Trust and encouraged to think of the benefits to all its children not just the closest children
3. **Minimal change**; the only changes that TEFAT requires of converting academies are:
 - a. To adopt Trust's systems: finance, HR & payroll, Google platform and MIS
 - b. To adhere to the Trust's Scheme of Delegation and central policies
4. It is **not our intention to re-create a local education authority**; the pattern of services supporting each academy will vary from region to region and from academy to academy
5. **Partnership working**: TEFAT central staff will work constructively with academy principals, staff and governors to develop and refine arrangements for monitoring, support and challenge that best suit each academy
6. **Presumption of support**: there is no distinction between the Trust and its academies. When a new issue arises, academies should assume that the Trust will aim to support within the limits of available resources and not to the detriment of other academies

This document should be viewed in conjunction with the Scheme of Delegation and Golden Rules that are shared on the TEFAT website.

Membership services breakdown

TEFAT retains 6% of total GAG funds at the centre to pay for the services provided to its academies that are outlined in this document. This does not include pupil premium or any other funding which is passported directly to the academies themselves.

This percentage will remain fixed for the current planning cycle which is three years to August 2021 (unless there is a significant further change to government funding in that period, or other extenuating circumstances).

Directorate	% of GAG
TEFAT central <ul style="list-style-type: none"> ● Leadership, strategy, advocacy & PR ● Innovation and education technology <ul style="list-style-type: none"> ○ Collaborative platform 	1.125%
Regional clusters <ul style="list-style-type: none"> ● School effectiveness <ul style="list-style-type: none"> ○ Progress partners ○ Support & challenge ● Membership of The Elliot Foundation Learning Alliance (@ £6 per pupil) <ul style="list-style-type: none"> ○ CPD, leadership development ○ Research 	1.25%
Finance	1.375%
HR	1%
Governance	0.25%
Facilities Management & Estates	0.25%
Contribution to reserves	0.25%
Regional school improvement fund	0.5%
Total	6%

Education support



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Responsible for school effectiveness across the trust



Simon Adams, Regional Director, London
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Responsible for school improvement across the trust



Caroline Oliver, Regional Director, East Anglia
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Responsible for safeguarding across the trust

School effectiveness services provided

- Providing a quality assured Progress Partner to each academy
- Tailored visit programme in line with the matrix model of support
- Monitoring progress against action plans
- Brokering support for action plans if required
- Running data comparisons of similar academies to inform assessment activity
- Procuring and developing systems to combine performance data consistently for all TEFAT academies and enable efficient and meaningful analysis
- Using data benchmarking to identify strengths in provision and facilitate sharing of leading practice amongst TEFAT academies and
- Procurement and supplier management of a centrally sourced MIS
 - Gaining feedback on MIS to help drive product development roadmap and functionality
 - Managing MIS provider performance

- Transforming the use of TEFAT MIS from teachers recording and tracking progress to a trust-wide enabling of data-led intervention
- Offering of in-school data provision

School improvement services provided

- Developing a local hub of academies with a regional director who knows them well
- Providing fortnightly briefing documents and updates on school improvement and policy issues
- Coordination of regional and national moderation groups
- Providing a baseline analysis, conducted in partnership with the incoming academy, to establish school improvement support
- Annually assessing the school's performance against TEFAT values and determining the level of support required
- Undertaking pre-OFSTED assessments to help identify areas for improvement
- Defining improvement activity through data comparison
- Supporting the Principal in revising the improvement plan and setting targets for his/her school
- Developing a coordinated and collaborative approach to address policy changes as they occur e.g. National Curriculum, assessing without levels
- Facilitating subject specialist leadership and collaboration across the Foundation including: Assessment and Curriculum, Communication and Collaboration, Safeguarding, and Vulnerable Pupils (including SEND and Pupil Premium)
- Brokering academy to academy support across the Foundation
- Brokering support from the national network of expertise e.g. NLE, LLE and Teaching Schools, Education Endowment Foundation
- Brokering partnerships and beneficial fees with respected national organisations e.g. [NACE](#), [NASEN](#), [Achievement for All](#), [NAACE](#), [Whole Education](#)
- Leading performance management of the Principal
- Exceptionally providing interventions to support (e.g. public meetings) the academy and governors
- Exceptionally, appointing TEFAT executives to LGB to achieve emergency turnaround and
- Representing the interests of TEFAT academies with national bodies such as the DfE, Education Funding Agency and the National College

Elements of monitoring and improvement may be provided by TEFAT partner organisations, all specialists in their field. See our separate document detailing the [Baseline & School Improvement Model](#).

Innovation and education technology services provided

- Driving the effective use of Education Technology to improve outcomes for all pupils across the Trust
- Growing the opportunities for collaboration between children and teachers across the trust
- Establishing a single Google tenancy across the Trust
- Hosting and facilitating the online TEFAT community, providing a portal to share resources, create forums for specialist areas, and provide regular CPD opportunities e.g. webinars
- Facilitation of Elliot Community Leaders working group to drive innovation strategy and governance
- Support for significant technology purchases
- Supplier management of RM contract
 - Gaining feedback on RM to help drive product development roadmap and functionality
 - Managing RM performance

System leadership, network building and CPD services provided

As a TEFAT academy you will automatically be a member of TEFLA a company incorporated with the aim of delivering the best possible CPD, leadership development, research and practice development and to actively share this with schools and academies outside the Elliot Family. Your membership fee is included in the TEFAT 6% and TEFLA will undertake

- Linking and networking with other organisations to facilitate and support learning partnerships and leadership opportunities which include: Teaching Schools/Council, LAs, Universities, National College, Education Trusts, Teaching Leaders, Leadership Curriculum Licensees, school and professional development partnerships and research organisations (BELMAS)
- Developing, maintaining and quality assuring a Learning Partnerships Directory, with guidance and associated forms to support system leadership
- Create and develop Professional Development Pathways for all staff in all clusters of TEFAT academies to include: Teaching staff development ITT, both postgraduate and School Direct; Newly and Recently Qualified Teachers (N/RQTs); Middle Leadership; Senior Leadership; Aspirant Principals, and new and experienced/Executive Principals. Leadership development opportunities for non-teaching leadership staff together with teaching support staff
- Induction for new Principals
- Governor development days and core development programme

- Cross cluster curriculum conferences and a leadership conference
- Encouraging broadening of experience by role sharing and joint initiatives
- Proposing research areas and publishing results
- Brokering bespoke Masters, EdD and PhD and other post-graduate provision
- Attendance across the clusters at Principals' Regional Meetings
- Meeting with Principals as required to support individual development needs

Additional services (subject to available resources)

- Support for Teaching School applications
- Facilitation and chairing at training events
- Support for the development of 'in house' training and development programmes
- Editing or writing case studies on behalf of academies
- Advice and support for qualifications/career planning
- Research support and advice for academies or working groups on the choice of research project, questions and instruments, analysis and publication of research material

Finance



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Finance services provided

- Strategic financial planning
- Budget support, production of year end financial statements & liaison with external audit, compliance with all external regulatory reporting requirements
- Administration of group-wide financial accounting system to enable all schools to input and access data on a common platform
- Treasury and cash flow planning
- Day to day transactional finance support
- Month end closure and preparation of management accounts support
- Bank reconciliation support
- Advice & emergency assistance
- Supporting the annual budget process and ensuring submitted to ESFA within deadlines
- Submitting financial reports to ESFA and other agencies, e.g. BEIS, in required formats and within timescales and
- Procurement and supplier management of a common finance system
 - Gaining feedback on finance system to help drive product development roadmap and functionality
 - Managing finance system provider performance
- Setting group-wide financial policies, where they go beyond the ESFA handbook.
- Production of annual account for the Elliot Foundation Academies Trust
- Arrange external audit of The Elliot Foundation Academies Trust which is the accounts for all Elliot Foundation Academies Trust academies
- Procurement service and insurance support
- Recruitment support and training

Additional services (subject to available resource)

- Central office finance team support to SBM/Finance manager which is over and above expected support required (i.e. performing year end reconciliations and covering for SBM/Finance absence/sickness) may be recharged at a cost of £250 per day (the Principal and COG of academies that are at risk of incurring this charge will be informed in advance)

HR



Ruth Dickens, HR Director
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07487 607580

HR services provided

- Consultation and negotiations nationally with trade unions and professional associations
- Providing employment policies and procedures
- TEFAT-standard letters and documents
- Periodically reviewing human resources issues and practice across TEFAT and dissemination of best practice
- Regular updates and gatekeeping items
- Strategic human resources advice including restructuring and succession planning
- Human resources advice and support on complex and contentious HR matters
- Employee Assistance Programme for all staff
- Actively supporting the recruitment process for principal and/or vice principal
- Membership of The Key (management support and research)
- Provision of legal representation for Employment Tribunal cases
- Procurement and supplier management of a common HR and payroll provider
 - Gaining feedback on HR provider to help drive further service definition
 - Managing HR and payroll provider performance

Additional services available at cost

- Quality-assured operational HR consultancy support

- Support for staff recruitment other than principal and/or vice principal
- Assistance in administration of DBS disclosures
- Occupational Health

Governance



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Governance and Policy services provided

- Ensuring that all LGBs are supported to provide effective strategic leadership and to deliver robust accountability, oversight and assurance for educational and financial performance
- Support documentation for LGBs based on six key features of effective governance: strategic leadership, accountability, people, structures, compliance and evaluation
- Direct support for LGBs through attendance at meetings to review, reflect, develop and monitor their practice
- Updates and networking opportunities for Chairs and other governors when needed
- LGB bespoke development programme where required to meet TEFAT aims
- Support for strategic management issues including admissions, exclusion matters and appeals, SEND, LA liaison and general legal challenges
- Support for complaints including acting as advisor to LGB panels
- Developing, managing and maintaining of all non-staffing policies
- Advise academies of their obligations under GDPR and support as appropriate
- Support with understanding and application of policies at both local and trust wide level



FM, Estates and Compliance



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Estates & FM services provided

- Conducting an annual audit of:
 - Health & safety;
 - Asbestos management;
 - Premises management regimes
 - Statutory compliance
 - And developing H&S Policies
- Strategic management of the Trust's estate and capital funding
- Annual review of premises development plans
- Site survey conducted every three years with projected five year costs and associated asset strategy
- A suite of H&S policies and procedures to be adopted by the school
- Support and guidance arising from accidents reported by school,
- Management and prioritisation of works across the Trust's schools estate through the School Condition Allocation in consultation with Academy Principals
- Provision of annual H&S and premises management training courses
- Procurement and supplier management of an estates support provider
 - Gaining feedback on estates provider to improve service and performance
 - Managing estates provider performance

Additional services available at cost

- Additional consultancy and training on compliance issues;
- Consultancy support in devising and implementing strategic premises plans; and
- Professional and technical project management for locally funded capital works;
- Review of asbestos plan
- Statutory compliance testing regimes
- Support health and safety issues for proposed minor works, including the vetting of method statements and risk assessments

- Accident Investigation when needed for an accident to a member of staff in order to coordinate evidence against a potential claim.
- Annual review of the school Fire Risk Assessment
- Assistance with the completion of Educational Visit Risk Assessments
- Funding Applications- Sport England etc
- Energy Advice and Management

TEFAT Central



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- Anything else not covered in the above in line with the “presumption of support” within the Introduction to this document

Corporate services provided

- Creative, innovative and refreshing leadership
- Strategic direction and continuous improvement (see below)
- Ministerial and DfE representation and lobbying, representing the Trust and the Trust’s Academies’ point of view to key Governmental stakeholders
- PR, marketing and communications support, representing the Trust and developing positive PR for the Trust and our Academies
- Crisis management support
- Project management support
- Risk management, managing the risk profile for the Trust and our Academies
- Contingency fund

Continuous improvement

The Elliot Foundation has established a model for reflection and critical self-assessment that is built into our governance framework and is driven by the following agents:

The Sponsor: The Elliot Foundation

- is a company limited by guarantee and a registered charity
- is governed by a board of trustees which meets at least three times a year and is appointed by the members
- is custodian of the vision and holds the Elliot Foundation Academies Trust to account for its performance
- raises money to support its charitable objectives
- appoints the majority of the Trustees to the board of the Trust

The Trust: The Elliot Foundation Academies Trust

- is a company limited by guarantee with charitable objects
- is a Multi Academy Trust governed by company law, charity law and education law
- is the responsible body accountable to the DfE and its agencies for the provision of education in the academies it controls
- is governed by a board of trustees which meets at least every eight weeks
- delegates authority to its Officers, the Operations Group and Local Governing Bodies according to its matrix of delegation

The Operations Group

- is made up of the executive directors of the the Trust (the CEO, FD, HR, Governance and Policy, Regional Directors, Estates Director and other invitees)
- meets weekly either face-to-face or via teleconference and is responsible for the day-to-day management of the Trust
- is chaired by the CEO

Local Governing Bodies (LGBs)

- Each academy or federation has a Local Governing Body whose make-up is determined by the Articles of Association of the Trust
- The majority of governors are appointed by the Trust
- The LGB's authority is delegated to it from the Trust Board in line with the SoD
- LGBs are responsible for holding their Principal(s) to account on behalf of the children and communities which they serve
- At least two LGB chairs serve on the Trust board by invitation of the Trust

Principals

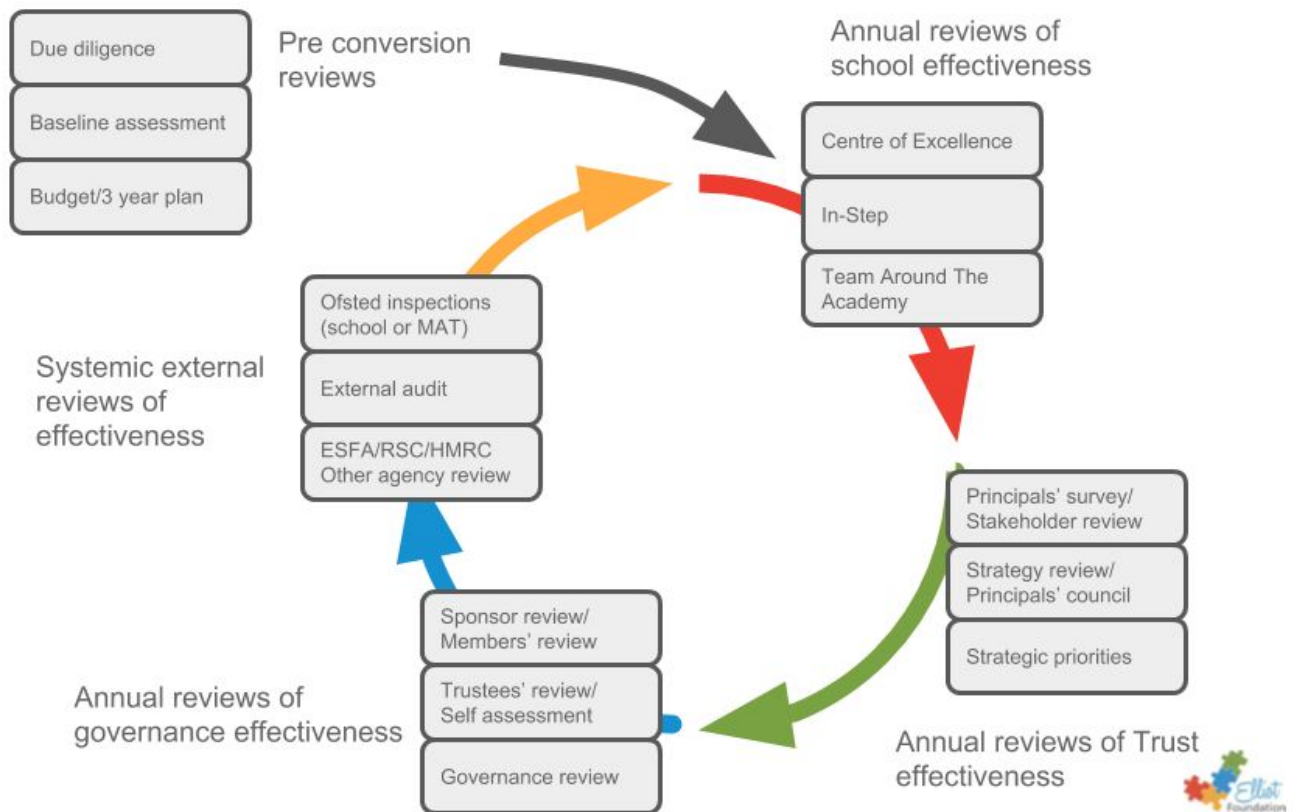
- Are employees of the Trust responsible for the provision of education in their schools
- They report to the Regional Director of their cluster and are held to account by their Local Governing Body

Children, Parents and Staff

- Are Stakeholders in that their lives are shaped by the actions of the Trust
- From 2019 the Trust is looking at engagement activities with each group to feed into this continuous improvement process

Continuous Improvement process

The continuous improvement process is viewed through the lens of its impact upon outcomes for all children in the Trust’s schools. This ensures that it is aligned with the Trust’s charitable objects and the contractual obligations of its funding agreements.



Annual review of schools

- Each year the Academic Board assesses the performance of all schools in the Trust and allocates support and challenge in line with outcomes
- Consistent high performers with capacity to support will be encouraged to apply for “Centre of Excellence” status
 - COE status is reviewed biennially by the Academic Board

- The academic board also oversees Teaching School activity and the Expert Teacher Programme
- Schools requiring support and all new schools joining the Trust are designated as “Team Around the Academy” and receive additional support
 - TATA status is reviewed annually by the Operations Group
 - TATA schools that are ‘threshold’ will be assessed in line with baseline principles before exiting the process
 - Schools that require TATA support over a longer period may have additional leadership support seconded to them
- The overall school support matrix is reviewed by the Academic Board annually

Annual review of the Trust

- Each autumn the Trust commissions a survey of all of its Principals and LGB chairs
- This report goes to the Operations Group as an input to their annual Strategy Review
- Draft strategy is presented back to the Principals’ Council in the Spring
- The recommended Strategy is then presented to the Trust board and to the Trust Sponsor
- The process of stakeholder engagement is being extended in 2018-19 to include children, parents and staff so that all affected by the work of the Trust have the chance to influence its priorities

Annual governance review

- Although the Trust is run along the principle of subsidiarity, the Trustees bear ultimate responsibility for its actions
- Each year the Members of the Trust will review the strategic plan and assess the quality of governance
- Trustees conduct annual self-assessments
- The Trust alternates between external reviews of governance (conducted by legal firms) and internal reviews of governance (conducted by the Director of Governance)

Systemic external reviews

Multiple external agencies review and assess the work of the Trust which provide inputs to this process, these include:

- Ofsted inspections of schools and the Trust itself
- RSC annual reviews
- ESFA/NAO/HMRC other agency reviews