

New School Induction Pack

If you require this document in an alternative format please contact
office@tssmat.staffs.sch.uk or 01543 472245

Last review date:	October 2020			
Next Review date:	October 2023			
Review Cycle:	3 years			
Statutory Policy:	No			
Publication:	Website. G/Policies			
Date	Version	Reason for change	Overview of changes made	Source
15.09.20	0.1	Scheduled Review by Internal Lead	Update logo. Inclusion of C Bradshaw Smith Pen Portrait. Update of MAT roles. Removal of Mrs J Bullous as Educational Consultant. P Lovern	Existing TSSMAT policy
05.10.20	0.2	Scheduled Review by Board Lead	No changes	
16.10.20	1.0	Scheduled Review	Ratified by Board	

INDUCTION PACK FOR NEW SCHOOL JOINING THE STAFFORDSHIRE SCHOOLS MULTI ACADEMY TRUST

Contents

In this induction guide you will find a combination of information in hard copy along with directions on how to find additional website information.

1. Welcome
2. MAT Structure
3. Governance
4. Key performance Indicators
5. School Improvement
6. Financial systems
7. Key Documents
8. Trust Expansion

1. WELCOME TO THE STAFFORDSHIRE SCHOOLS MULTI ACADEMY TRUST

Who Are We?

The Staffordshire Schools Multi Academy Trust formed in 2015 to support schools working in rural communities to provide the very best education possible for the children in those villages. We are based north of Lichfield and at present there are four schools within the Trust, three are Church of England Schools, and the fourth is a Community School. The Schools are located in the Villages of Colton, Elford, Great Haywood and Kings Bromley.

Our **vision** is threefold:

- To deliver the highest quality learning for pupils in an environment that values the friendliness and familiarity that small numbers allow;
- To ensure that a rural community has a future, and can thrive, if quality education is at its heart;
- To extend learning beyond the confines of the school into the community and beyond.

Our **values** are threefold:-

- That every child is a child of God irrespective of gender, ethnicity, religion, ability or family background and as such is unique and to be nurtured and be brought to full potential;
- That the ethos that underpins our attitudes and behaviours is that we will love our neighbours as ourselves;
- That learning and being taught well in a caring community makes us better and stronger people.

Our Schools are accountable to our Board of Directors and Trust Members, and the parent and community voice is heard through our Local Advisory Groups.

Our experience of collaborative and joint leadership goes back to federated governance in 2007 in two of the schools. Collaboration makes us strong. We currently employ specialist leaders and teachers who work at all schools within the Trust. Through the support of the Chief Executive Officer, and the Finance and Business Operations Managers, our Headteachers and Leaders of Learning are able to concentrate on the core functions of Teaching and Learning and all matters relating to children.

Our Trust aims for *all* schools in our partnership to be good or better. We want to ensure that no child, no teacher and no school gets left behind. We feel that as an Academy Trust we are able to work more creatively to best serve the needs of our children and our communities. We are able to use our staff in a more flexible and responsive manner – we share our expertise and grow our own teachers and leaders. We ensure that our staff have opportunities to grow within and across our Trust, ensuring that we retain our high levels of expertise and ensuring that our succession planning is secure.

The communities that we serve across the trust encompass stakeholders from both affluent and disadvantaged families. Our ethos is one of inclusivity, promoting an equality of opportunity for every child across the Trust.

We maximise the freedoms afforded to us by academisation through reinvesting any financial surplus to create additional benefits and opportunities for our children, developing leadership capacity and specific expertise, staff retention, new ideas for schemes of work, challenge to within-school variation, having a more systematic and cost effective sharing of professional development, sharing of resources to improve financial efficiencies and creating strength through alliance.

Teaching and Learning

Our approach to teaching and learning is to apply a consistency of pedagogy across the trust which ensures that all pupils achieve, feel secure enough to take risks and make mistakes, have high aspirations for learning and for the next phase of their education, have high self-expectations, promote independence, resilience, respect, tolerance, an open-minded world view, are happy and confident, develop independent and collaborative learning skills, have pride in our Trust and community and know how they can successfully contribute to this.

2. TRUST STRUCTURE

Schools currently in the Staffordshire Schools Multi Academy Trust:

- The Richard Crosse CE Primary School Kings Bromley
- St Mary’s CE Primary School Colton, Rugeley
- The Howard Primary School Elford, Tamworth
- Anson CE Primary School Great Haywood

Trust Board Members
 Diocese Corporate Member – Appointed by CECET. Claire Shaw
 Parish: Colin Hopkins (MBE)
 Education: David Grewer
 Church: Rev. Simon Davies

Directors
 Chair of Board and Director of Performance and Quality: Heather Bowman
 Vice Chair of Directors and Director for Strategy: Peter Halifax
 Director of Finance and Training: Charles Bradshaw-Smith
 Director of Corporate Affairs – Human Resources: Caroline Humphries
 Director of Local Advisory Groups: Sue Cockayne
 Director of Pupil Care: Melanie Havelock-Crozier
 Director of Corporate Affairs – Estates, Learning Environment and Health & Safety: Julie Smith

Members:

- Appointment of the Board of Directors
- To hold the Board of Directors to account on the following matters:
 - Standards, over time, in the schools that make up the Trust
 - Financial probity and confirming CEO salary
 - The effective and efficient discharge of the remaining functions and duties of the Board of Directors
- The dismissal of a Director, or the Board of Directors, if circumstances are deemed to require it supported by reasoning and, if necessary, legal advice.
- Initiating, and confirming, the appointment of the Chief Executive Officer

Directors:

Accountability for, and oversight of, the leadership and management of the schools in the Trust
 Setting the vision and values of the trust that will drive the ethos of the schools
 To act as an Audit Committee to ensure propriety and value for money
 Creating SSMAT policy and process
 Setting the expectations that will be used to judge the effectiveness of each institution in the Trust

Providing the resources for each institution to deliver what is required including CPD
 To act as a Pupil/Staff Discipline Committee
 Monitoring the quality of local leadership
 Performance management functions including recommending CEO remuneration to Members
 Ensuring that thorough, rigorous and regular self-evaluation is undertaken and reported to the Board by each institution
 Ensuring that the leadership of each institution is held to account by the Board
 Ensuring that standards, progress and attainment meet expectations, can be accounted for, measured and reported
 Challenging aspects that appear to be inconsistent, weak or failing in any or all of the institutions
 Approving Admissions to the schools and managing the appeals process
 To monitor Finance, Personnel, Health & Safety, Safeguarding and Curriculum matters, ensure that they are fit for purpose, and meet all regulations.
 The Directors, when required, will form individual committees to manage matters relating to Pupil/Staff discipline. Admissions and Appeals. This is to ensure that there is no conflict of interest.

CEO:
 Responsible person/accounting officer
 Report to Trust Board and Members especially for finances and performance
 Ensures regularities and proprieties in practice at Academy level
 Responsible for educational direction and achievement across all academies in the Trust
 Ensures strong educational provision, best practices and outcomes

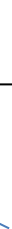
Headteacher Professional Board
 All MAT Headteachers. Recommend educational policy to the Trust Board

Local Advisory Group:
 Consultative group with community and parental representation
 Engaging in local dialogue with local professionals
 Engaging in local dialogue with local professionals
 Identifying local needs and characteristics that create uniqueness
 Scrutinising the work of the institution – standards, behaviour, safety, care and guidance, and provision

Local Advisory Group
 Founding 3 schools of the MAT

Local Governing Body
 Anson CE Primary
 New academies

Local Governing Body:
 Protect the performance and standards of individual schools
 Include parental and community representation
 Challenge and monitor School Performance
 Budgeting
 Risk Management
 HR
 Buildings and Premises
 Safeguarding
 Health and Safety
 Financial responsibility to deliver a balanced budget and financial compliance.



Key Personnel

MEMBERS

Claire Shaw for CECET

Church of England Central Education Trust (CECET)

The Church of England Central Education Trust (CECET) is a unique and forward thinking strategic partnership, which brings together the Dioceses of Birmingham and Lichfield and the University of Wolverhampton.

CECET adopts a proactive approach to extending educational opportunities for pupils, staff and governors across the Midlands region.

David Grewer

David has substantial experience of working within schools as teacher, Headteacher, Executive Headteacher, trainer, consultant and Ofsted Inspector. He has worked at a national and international level facilitating leadership development.

David's breadth of experience provides him with an understanding of the key issues affecting the capacity for school improvement and the ability to identify the strategies, training and developments required to move schools forward.

Colin Hopkins (MBE)

As Diocesan Director of Education for the Diocese of Lichfield, from 2007 – 2018, Colin has been instrumental in helping to support the growth of multi academy trusts. He has a thorough knowledge of the education sector and sits on a number of Boards.

Colin was awarded an MBE in Her Majesty's 2018 New Year's Honours for his services to education.

Simon Davis

Simon serves five parishes as the vicar in charge. These parishes include Colton and Great Haywood. He has an extensive knowledge of Church and maintained schools and has served as a Governor for a number of years at a First School.

DIRECTORS

Heather Bowman

Having graduated from Oxford University with a degree in Theology, Heather began her teaching career in Hertfordshire. She has held a number of leadership positions including two successful Headships, in High Schools.

Heather has served as Governor in a number of schools, both primary and secondary.

Sue Cockayne

With a background in industry, primarily in finance, Sue is able to support and challenge in equal measure. She has been responsible for the welfare of several hundred members of staff and has been involved in the HR functions of a limited company.

Sue has a keen interest in the education of young people and was instrumental in guiding The Howard Primary School on its current trajectory, in her position as Chair of Governors.

Charles Bradshaw-Smith

Charles read Physics at London University. He started his career in Information Technology at British Steel before running his own IT Consultancy. He used his technical knowledge to design, launch and float a dotcom business in online print during the first internet boom. Charles' interest in environmental issues steered him towards a career change helping decarbonise the energy industry at E.ON. Charles held various executive positions including Head of Innovation and then moved to corporate strategy at the company's HQ in Dusseldorf, Germany. Charles is now doing another startup helping communities establish local energy projects. Charles has lived in Kings Bromley for the last 20 years with his four children attending Richard Crosse.

Caroline Humphries

As a HR professional, Caroline has worked with schools for 18 years and local authority employers for over 24 years. With particular expertise in organisational change, Caroline has supported many schools to collaborate through amalgamation, collaboration, federation and academy conversion. In addition, she has significant experience in dispute resolution and implementing formal procedures. Caroline is Director of her own HR Company; providing consultancy and support to the education and business sector and is an experienced school governor.

Melanie Havelock-Crozier

With a BA honors in History and English, Melanie went on to complete a Masters in Modern Social History at Nottingham University and a PGCE at Keele University.

Melanie is a qualified teacher with 18 years teaching experience in secondary education. She has taught in the same school for all her teaching career. During this time, she has been Head of Year and has coordinated numerous educational visits both within the UK and overseas.

Melanie is passionate about education and improving the life chances for disadvantaged pupils.

Peter Halifax

Peter joined the MAT on its creation as a former parent governor of the Federation.

Peter holds an engineering honours degree in microelectronics and computer engineering. He has 24 years of experience in the IT sector, working across Europe, the Middle East and Asia. He

has experience in setting and delivering a strategic program, leadership and supervisory management. Peter is currently a senior executive at DLA Piper UK LLP, the world's largest law firm. He manages multi million pound budgets and is a project sponsor.

Julie Smith

As an experienced Environmental Health Officer, Julie has worked for a number of local authorities. She is currently responsible for enforcing food safety, health and safety as well as public and animal health legislation.

Her quick thinking and pragmatic outlook, along with her knowledge and understanding, enables her to fulfil her role of Director of Corporate affairs, admirably.

Paul Lovern

With 30 years of teaching experience, Paul became Headteacher at Richard Crosse in 2002, Executive Headteacher of St. Mary's and Richard Crosse in 2007. In 2014, he extended his executive headship and became the head of The Howard. He became CEO of TSSMAT in August 2015.

Paul sits on the strategic board of the National Forest Teaching School and is a facilitator on their NPQ Middle and Senior Leaders development programs.

MAT Personnel

Title	Name	Key skills and experience
Finance Manager	Mrs Shanie Cole	<ul style="list-style-type: none"> ● BSc honours degree in Money, Banking and Finance. ● ACCA qualified since 2006. ● 7 years of School Business Management experience working in a busy Primary School.
Business Operations Manager	Mrs Jacqui Bowman	<ul style="list-style-type: none"> ● 14 years of managing 3rd sector organisations ● PG Diploma in Core Management ● Undertaken the Compass 365 Leadership Programme ● Health and safety in schools' expertise ● Trained DPO

Senior Leadership Team

Title	Name	Key skills and experience
Headteacher Anson	Miss Nicola Jarrett	<ul style="list-style-type: none"> • 24+ years teaching experience • Taught in 3,2 and 1 form entry schools in both KS1 and KS2 • Has held the post of Headteacher since 2017 • Became a member of a Senior Leadership Team in 2012 in a 2-form entry school as Phase Leader and Leader of English • Became an Assistant Headteacher in 2013 and lead Mathematics, English, and Assessment • Acts as mentor for Newly Qualified Teachers and Student Teachers • Head of School in April 2016 for TSSMAT caretaking the role of SENCo and leading English across the MAT • Became Headteacher of the Richard Crosse C.E. in September 2017 leading English across the MAT
Headteacher Richard Crosse	Mrs Emma Bowring	<ul style="list-style-type: none"> • 12+ years teaching experience • B.Ed Hons in Primary Education • PGC Special Educational Needs – National SENCO award • Teaching experiences in both KS1 and KS2 • Deputy Designated Safeguarding Officer for TSSMAT • Successfully gained Dyslexia Friendly Status for all schools in the MAT in 2016
Headteacher The Howard	Miss Rachel Mills	<ul style="list-style-type: none"> • 20 years teaching experience • Headteacher since 2018 • Staffordshire Lead Literacy teacher since 2002 • KS2 writing moderator since 2012 • KS1 moderator since 2016 • Lead English, PSHE and part of SLT since 2002 • English Consultant for Staffordshire- providing school support, English leadership support, developing English assessment systems, data analysis, reporting to key stakeholders, moderation, planning support, Curriculum development, staff training, CPD in order to raise standards in English- across the primary phase (including some middle schools) • School reviewer for LEA- reviewing Cat 3/2 schools. Challenging leadership, holding leaders and middle leaders to account, learning walks, data analysis, school improvement, and identifying areas for improvement and creating a support package • Trainer for the National Forest Teaching School SKITT
Headteacher St. Mary's	Mr Jonathan Wynn	<ul style="list-style-type: none"> • 15 years teaching experience • Deputy Headteacher 2012-2014 • Head of School 2015-17 • Headteacher of St Mary's Primary in 2017 - present • Successfully guided St Mary's through Ofsted (May 2018) • Achieved NPQH status in 2018 • MA in English • 5 years' experience Computing/IT lead for the MAT
Trust SENCo	Mrs Emma Bowring	<ul style="list-style-type: none"> • 12+ years teaching experience • B.Ed Hons in Primary Education • PGC Special Educational Needs – National SENCO award • Teaching experiences in both KS1 and KS2 • Held the post of SENCO and designated teacher for LAC since 2014

		<ul style="list-style-type: none"> ● Deputy Designated Safeguarding Officer for TSSMAT ● Became non-teaching SENCO across TSSMAT 2017 ● Successfully gained Dyslexia Friendly Status for all schools in the MAT in 2016 ● Leads sessions for SENCO networks across the local area for 8-10 mainstream primary schools ● Leads Staff development training in areas of SEN and LAC ● Trained in SEN diagnostic assessment materials and have trained key staff to assess across the MAT
EYFS Leader	Mrs Kathryn Powles	<ul style="list-style-type: none"> ● 10 years Teaching experience across 4 schools ● B.Ed. (hons) Primary Education ● EYFS Leader for 4 years ● KS1 Leader for 2 years ● Experience of coordinating English, Art, D/T and Music
KS1 leader	Miss Lyndsey Derry	<ul style="list-style-type: none"> ● 17 years teaching experience ● UPS3 – leader of KS1 and extended school ● Experienced leader of Mathematics
KS2 leader	Miss Harriet Jennings	<ul style="list-style-type: none"> ● 6 years teaching experience ● TLR3 for leading KS2 ● Experienced Outstanding leader of RE as recognised in two SIAMS inspections ● Is a trainer for the National Forest Teaching School
ITT coordinator	Mr Paul Lovern	See above
Trust designated safeguarding lead	Mr Paul Lovern	See above

3. GOVERNANCE

As a charity and company limited by guarantee, the Trust is governed by a board of Directors, (the Board) who have overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of the academies maintained by the Trust.

In order to support the effective operation of the Trust and the Academies, the Board has established a number of committees to which it has delegated certain of its powers and functions. These terms of reference (Terms of Reference) set out the constitution, membership and proceedings of the committees the Board has established.

In summary, the Board has established two different types of committee:

- main Board committees which are established to deal with Trust-wide matters such as facilities and estates (Board Committees); and
- local advisory groups (LAGs), which are established by the Board to support the effective operation of the Academies

Directors generally spend approximately 6-8 hours per month on their role. Much of the day to day work of the Board of Directors is carried out by specially tasked committees. Board meetings are held in term time only. LAG meetings are also held termly, usually during the evening.

The Terms of Reference for each committee contain details of the functional responsibilities delegated to them by the Full Board and can be found within the Key Documents section.

The desired outcomes for each committee are to:

- Enable the Directors to deliver their responsibilities in the most efficient, effective and innovative way possible
- Ensure there is a good level of information and knowledge sharing between Directors
- Create a committed and inclusive team
- Allow us collectively to understand what each Director is doing to help facilitate the delivery of our vision.

Who has oversight of school improvement in the Trust Board? What current skills/experience/training do they have to hold this work to account?

- Members: Mr David Grewer
- Directors: Mrs Heather Bowman

Which senior leader has accountability for school improvement?

- Mr Paul Lovern (CEO)

How is school improvement reported to the Trust Board and how is it challenged?

- This is reported termly by the Headteachers directly to the Trust Board. It is challenged within the meeting by the relevant Directors. Reports are then sent to Members and are challenged and commented upon at their termly meetings

How is reporting standardised with clear KPIs for the schools in the Trust?

The Trust has adopted a common format for the Headteachers' termly school report, which ensures consistency for comparisons and an accurate representation of the schools' current performance. The Trust measures KPIs for attendance, admissions, standards, and the quality of teaching and learning.

4. KEY PERFORMANCE INDICATORS

1. All our schools will be good or better at their first Ofsted inspection following conversion
2. Attainment and/or progress will be at least in line with national figures
3. Attendance will be at least in line with national figures
4. All schools will be led by a Headteacher and supported by staffing structures that are equitable across the Trust
5. All schools will have appropriately trained staff as per the Trust CPD guarantee
6. There are opportunities for key staff to work across the Trust schools to support school improvement
7. All schools are well supported by strong governance at school and Trust Board level
8. Pupils have opportunities to work together across the Trust
9. All schools have a balanced budget and roll forward a small surplus at the end of each year
10. The Trust remains financially stable

5. SCHOOL IMPROVEMENT

Our school improvement strategy is simple; we believe that the best way to improve outcomes for children is by the sharing of expertise through peer-to-peer and school to school support. Continued professional development is key; staff are supported and given opportunity to develop their skills.

Staff are encouraged to develop their leadership skills by leading subjects across the trust. As a trust, we want to get away from the 'Jack of all trades and master of none' approach, which is so common in small schools, due to the small number of employees having to be responsible for numerous curricular and other areas of the school's business.

We employ the services of trained leadership coaches to help develop our middle and senior leaders. Schools have the opportunity to take part in peer-to-peer review to ensure rigorous monitoring and school improvement. Our Headteachers, Chief Executive Officer and a trained Ofsted Inspector undertake this and any school joining us would be encouraged to take part.

All schools within the MAT follow the Trust's policies and procedures, whilst maintaining their individual identities.

The Trust will work together to ensure that all our schools are good or better.

Throughout the year schools in the MAT will benefit from:

- CEO, SLT, and Curriculum Leader support from the Teaching School Alliance and from across the Trust
- Access to a full programme of CPD support for teachers, teaching assistants and admin teams
- Financial planning and budgeting support via the CEO and Director of Business Operations
- Buildings and site development and improvement via the Director of Business Operations
- HR support
- Access to the NQT induction programme and the RQT (recently qualified teachers) CPD programme
- Access to moderations programmes: EYFS, Y2 and Y6
- A suite of Trust central policies
- Safeguarding and compliance audits/ongoing support with any identified actions
- Health & Safety review
- Peer to peer reviews
- Pupil premium reviews
- Consistent appraisal

The Trust sets out a calendar for training and school improvement each academic year:

- All good and outstanding schools receive a SIP visit from the CEO termly, with an agreed agenda. Outcomes of these visits will be shared with the Board of Directors.
- All special measures or requires improvement schools receive half termly school improvement visits via the EAG meetings with the CEO and the Chair of Directors.
- Appraisal policy and procedures are consistent and all schools will use the Perspective system to record appraisal objectives for teachers and support staff.
- Lead staff in each school will be expected to work with staff in the other schools to develop consistent policy and procedures across the MAT - e.g. SEND policy, Child Protection, Assessment, Attendance.
- Key staff meetings and INSET days are identified for MAT collaboration and development.
- Common areas for training and development are identified for the academic year.
- There is an NQT programme in place for all NQTs across the MAT, led by senior leaders from across the Trust and supported by key staff from all schools.
- There will be an RQT programme in place for all RQTs across the MAT, led by senior leaders from across the Trust and supported with key staff by all schools.
- There is a Moderation programme in place for key year groups across the MAT, led by the CEO and supported by SLT and key staff from all schools. This will take place every half term for EYFS, KS1 and KS2 and, in the future, every term for Y1, Y3, Y4 and Y5.
- There is a common policy and procedure for assessment across the MAT. Assessment information is collected every half term and progress evaluated and shared.
- Each Headteacher will participate in annual peer to peer reviews with their Headteacher colleagues.
- There will be an annual safeguarding audit, website/policy compliance review and governance review carried out by the Chair of the Directors.

Approach to improving schools in categories

A school that is in a category of special measures or requires improvement can expect the following support:

- As a priority an audit of leadership and management and an audit of teaching, learning and assessment will be carried out to identify needs and specific support that will be rapidly put into place via a school improvement action plan. This plan will be evaluated every half term by the CEO and Chair of Directors, and amendments and further support and challenge put into place as necessary.
- If necessary, staff from across the Trust will be put into place to add leadership capacity.
- The school will benefit from weekly support from the CEO as the school improvement advisor, and weekly support from the Chair of Directors as the lead for Improvement and Standards.

6. FINANCE

- We use Xero as our main financial operating system and we bank with Lloyd's Bank.
- The Accounting Officer is Paul Lovern, and the Chief Finance Officer is Alison Hodgson.
- Anson manages its own day-to-day financial transactions and budget, reporting to the Trust.
- Anson has monthly budget monitoring meetings with the Director of Business Operations.
- The annual budget runs from September to August.
- The CEO and Director of Business Operations set the budget in partnership with the Headteacher. This is presented to the Board of Directors for approval.
- Each school pays a percentage into the central trust budget as follows:
 - Good/outstanding schools 5%
 - Requires improvement/special measures schools 7%
- This is to pay for central services already identified.
- This will be reviewed annually.

Financial accountability is taken extremely seriously at the Trust. We work closely with our auditors to ensure value for money is paramount with public funding. The financial position of the Trust is strong with a healthy surplus of cash funds available at the bank.

For new schools to the Trust, school improvement will be funded via top slicing, the amount varying dependent on the prevailing Ofsted judgement, typically 4-6%.

The Trust currently holds a healthy reserve to support school improvement activity. This will ensure that there is adequate cash flow to support schools within the Trust.

7. KEY DOCUMENTS

It is important that you make yourself familiar with the following documents to provide you with some helpful background information for the Trust:

Key trust policies:

- Financial Procedures
- Academies Financial Handbook
- Articles of Association
- Scheme of Delegation and Terms of Reference
- Director induction
- Minutes of Board meetings and committee meetings

- Safeguarding
- SEND
- Admissions
- Assessment
- Attendance
- Complaints

9. TRUST EXPANSION

Who can apply to join our Trust?

- Any school that shares our vision
- Any school that wants to have greater autonomy whilst also benefitting from membership of a strong and secure group of academies who support each other for the common good of their children
- Any school that wants to be part of a family of schools whereby actively shared best practice and continuing professional development helps all of our staff, pupils and Directors to flourish

Directors will give preference to applications from schools:

- That do not have significant structural deficits
- Whose estates and buildings do not present significant financial risk

However, the Board of Directors will consider applications from schools that do not meet one or more of the above criteria if there are mitigating factors.

Academy recruitment / joining criteria

- Sponsored academies will be accepted on the recommendation/approval of the RSC and after due diligence by the Trust Board of Directors which will make its recommendation to the Board.
- All academies will need to have the formal approval of the RSC before they can join the Trust.
- The Board will approve all new academies.
- All schools/academies will need to prove that they are financially viable or that the leadership/structural model adopted on entry is financially viable
- All converter academies/existing single trust academies (i.e. those deemed good or better by Ofsted) will be required to demonstrate what and how they will be able to contribute to the growth and development of the Trust.
- The Trust will need to be satisfied that all academies will fully engage with, and be fully committed to its vision, values, goals and tight principles and practice.

DO YOU KNOW A SCHOOL WHO MAY BE INTERESTED IN BECOMING PART OF THE STAFFORDSHIRE SCHOOLS MULTI ACADEMY TRUST?

For more information about joining our family of schools, feel free to get touch with us on:

01543472245

Or email us at:

CEO@TSSMAT.staffs.sch.uk