

Frequently Asked Questions v2

1) Why is our school considering becoming an academy and joining MECMAT?

The Bishop of Lancaster has stated that it is his wish that all Catholic schools in the Diocese of Lancaster move to become academies as part of Multi Academy Trusts by 2026. He believes that by doing so, this will protect, preserve and promote Catholic education across the Diocese. All Catholic schools will make this move over the next five years. For more details on the Bishop's plan and his letter explaining this, please see the school website.

2) What is an academy?

Academies are state schools, funded directly from central government, no longer under the control of the Local Authority. Academy status gives schools more freedom to be innovative and creative with the curriculum, timetabling, staffing and governance.

The school will still be a Catholic school under the authority of the Bishop of Lancaster and its religious designation will not change.

All academies continue to be inspected by Ofsted and comply with the same rules as other schools on special educational needs, exclusions and admissions.

An academy is part of a charitable trust run by a board of trustees. Academies are rightly expected to work with and support other schools, including lower-performing schools. Should you wish to know more about the Government's policy, the Department for Education has its own academies bookmark on <https://www.gov.uk/guidance/convert-to-an-academy-information-for-schools>

3) What is a Multi Academy Trust (MAT)?

A Multi Academy Trust is a charitable company and is responsible for overseeing the running of a number of schools. It has three layers of governance: the members (the Bishop of Lancaster, the Episcopal Vicar for Education and the Diocesan Board of Trustees); the Trustees; the local governing bodies.

A MAT is formed when two or more academies legally come together in partnership. Each school keeps its own name and it is possible for other academies to join the Trust in the future. The partnership ensures that the schools can share skills and best practice and make optimum use of resources ensuring best value for money for each school.

We believe that there is greater scrutiny of academies now than for voluntary aided schools and the Diocese is confident that this will have a positive impact on standards and enable the school to continue to fully engage with its community.

However, we are aware of some difference in opinion as to the effectiveness of Multi Academy Trusts. We would encourage you to consider the arguments for and against and check the accuracy of assertions that are being made before submitting your feedback.

4) What are the main differences between academies and maintained schools?

The religious nature of the school remains the same, but the model of governance and funding change. A Catholic MAT is a group of Catholic schools coming together as a Trust, only Catholic schools will be members of the Mater Ecclesiae Catholic Multi Academy Trust. Academies have a funding agreement with the Education Skills Funding Agency (ESFA) and receive funding directly from them instead of the Local Authority (LA). Standards are monitored by the governance and leadership of the Trust instead of the LA. Standards are reported to the Regional Schools' Commissioner (RSC) on behalf of the Department for Education. Academies

have more freedoms and do not have to follow the national curriculum but they do have to take part in national assessments such as (SATs and GCSEs) and Ofsted will still monitor them.

5) Will the uniform at the school change?

No. It is important that each school continues to have its own unique identity in the Trust.

6) Will the school day or holiday dates change?

No. These will still be determined by the Governing Body of the school and the Headteacher.

7) Will the name of the school change?

There is no requirement for the school to have the word academy in its title, although it can if it wishes.

8) Will staff change or have to move to other schools?

No. Staff terms and conditions are protected by law. Nobody will be told to move to another school. Occasionally, there may be job opportunities in other schools and staff could apply for those, as they could if they weren't in a Trust.

9) What are the advantages for pupils of becoming part of MECMAT?

Schools joining the Trust will be given greater opportunities for collaboration and the sharing of good practice. The expectation is that this will have a positive impact on teaching and learning, although immediately there is no expectation that the move will have any significant impact on students and families. Each school will still be led and managed by the headteacher and governors. The Trust structure will provide greater opportunities for curricular and extra-curricular activities and possibly transition. Also, some jobs will be done by the central team of the Trust, leaving the Headteacher to focus on teaching, learning and pupils' spiritual development.

10) What are the advantages in general of becoming an academy in a MAT?

There are many advantages of being part of an academy trust, from working together to preserve and improve Catholic education in the area, to educational, financial and spiritual benefits. Essentially, a group of schools working together in a single body can do lots of things that are harder for stand-alone schools to do. Teachers work and learn together to improve the way they teach and schools can share practices that make a difference to the quality of teaching. Teachers and leaders can work together on the things that matter – like curriculum and assessment. In addition, schools can challenge and support each other to continually improve.

The Multi Academy Trust model allows us to preserve, protect and develop our schools and secure Catholic education in the long term. It will better support the long-term goal of developing our future leaders of education in the Diocese. Improvements in school standards can be secured by developing and resourcing a strategic vision for leadership development, through pooling expertise and knowledge on standards and buying in specialist support as well as facilitate school to school support. Greater control over the curriculum allows flexibility in terms of the balance and mix of subjects. A curriculum tailored to the needs of a Catholic school could be more fully developed. Stronger collaboration between schools in the Trust is beneficial, but this is not expected to be at the expense of retaining and supporting the development of strong local collaborations which will provide a long term future for the schools as Catholic academies.

11) What are the main benefits for schools within the Mater Ecclesiae Catholic Multi Academy Trust ?

The benefits of joining a Catholic Multi Academy Trust are many and varied. As the Bishop of Lancaster states, Catholic MATs are a secure way to protect, preserve and improve Catholic education across the Diocese.

Being a member of MECMAT means all of the schools in the Trust working together to provide a first-class Catholic education, valuing staff and pupils, investing in their future, working in true collaboration and partnership with others.

Working in partnership, all of the schools in the Trust work closely together to create a sustainable model of high-quality education for all pupils. We believe that sharing ideas that work, learning from each other and allowing leaders and staff to focus on the core purpose of education enables us to move forward as a family of schools. As a Trust, with shared central services, schools can also benefit from economies of scale when purchasing and commissioning external contracts. The work of the central team at the Trust will free up leaders to focus on school improvement and enhancing the academic and spiritual lives of pupils. The Trust can provide great opportunities for staff recruitment, retention and professional development

12) Why change if things are working well with everyone?

This is the Bishop's plan for the future of education in the Diocese of Lancaster. Partnership working is strong in the Diocese, but not every school collaborates well with others. We know that being in a Trust will enable schools to grow even stronger as we learn from the strengths of other schools. We will create improvement projects together and further strengthen our Catholic family.

13) Will schools lose their identity and will there be big changes?

No. Each school will become an academy in its own right and will be part of the Trust. The scheme of delegation protects the uniqueness of each school. The Governing Body's role is to ensure that the Catholic ethos is strong and the unique identity of the school is maintained. There are no significant changes which will affect pupils on a day-to-day basis. Uniforms, school day, free school meals, school name and holidays will not change.

14) What will the direct impact be on families if our school joins a Trust?

The move will not have a negative impact on families. The school will still be led and managed by the Headteacher and a Governing Body.

15) Is Lancaster the only Diocese changing in this way?

Many other Dioceses are also developing structures to further preserve, protect and develop Catholic education, for example, in Nottingham, Leeds and Newcastle Dioceses, all of the Catholic schools are academies in MATs.

16) What are the legal responsibilities towards children with Special Educational Needs and/or Disabilities (SEND)?

Pope Benedict reminds us, "Each of us is the result of a thought of God. Each of us is willed, each of us is loved, each of us is necessary'. In a Catholic school and academy, our responsibilities to all children extend beyond curriculum standards so that children flourish. Academies must follow the SEND Code of Practice and work closely with the Local Authority, just like other schools.

17) What about safeguarding?

The same expectations for schools about safeguarding would be in place in the Trust.

18) How does the school convert to an Academy?

Firstly, all of the schools will be recognised equally in the Trust, The cost of the process to become an academy is met by a grant of £25,000 per school. Subject to approval by governors, the timeline for the school to convert is 1st September 2022. The current Governing Body will become the Local Governing Body (LGB) under the Trustees and Members of the Trust.

19) What is the role of parents?

All schools that convert to academies must ensure that parents are consulted. Parents are important in the work of a Catholic school and schools looking to become part of a MAT must seek to work in partnership with the families who entrust their children to their care. MECMAT will become the Admissions Authority although each school will have their own admission policy which they will follow. There will be no change in policy or pupil admission numbers. Our catchment area and our partner schools will remain unchanged too. Admissions

will still be administered by the Local Authority. The MAT board is responsible for arranging for an admissions appeal if there are families who wish to appeal for a place in a Trust school.

20) What is the leadership structure in the Trust?

There will be a Chief Executive Officer and a Chief Financial Officer. Each school will have its Headteacher as it does now. These roles will not be diminished. The Trust and the Local Governing Body will be involved in the appointment of Headteachers if and when vacancies arise. Each school is an equal partner in the Trust so that there is no school more important than another. Each school will retain and manage its own budget but will contribute for key roles and projects within the Trust. This is not an additional financial strain on the school but it will come from the money formerly top-sliced by the Local Authority.

21) How will governance work?

There will be three layers of governance. The Members will be the Bishop of Lancaster, the Episcopal Vicar for Education and Formation and the Diocesan Board of Trustees. Then there is a Trust board made up of at least five Trustees/Directors, who are not paid and the majority of them are practising Catholics. Each school will have its own Headteacher and Local Governing Body. The powers and responsibilities of each of these groups will be outlined in the scheme of delegation. The LGB will carry out many of the functions they presently do. For instance, the LGB will ensure that the standards in the school are as good as they can be and that the school is delivering the improvements needed. This will be supported and monitored by the CEO and the Board of Trustees.

22) What services will the Trust provide?

The Trust will establish a core central team. The core team will offer support for schools around standards, finance, school improvement and the operational running of schools. They will continue to work with the Catholic Education Service to offer strong support in developing each school's Catholic life. The Trust will be required to purchase services that are of the best value and the best quality. Local Authorities retain their statutory responsibilities for areas such as safeguarding and SEND. The Trust can make savings by economies of scale. This money can then be used for the education of children.

23) Who owns the buildings and how are they maintained?

The ownership of sites used as Catholic schools is held by the Diocese. This arrangement will not change when the schools become academies. The Church's ownership of the land is acknowledged in the Church Supplemental Agreement which is signed by the Diocese and the Secretary of State for Education. The schools and in turn the Trust will continue to be responsible for the day to day management and maintenance of the sites and the Trust will have access to a standard capital allocation to enable significant works to be carried out when needed. In some cases, the playing fields used by the school will be owned by the Local Authority. They will be expected to grant a 125 year lease of the playing fields to the Trust.

24) What happens with finances and resources?

The Trust Board will be responsible for presenting the consolidated accounts for the Trust as a whole. The Trust will provide opportunities for centralising contracts and service delivery that we hope will yield considerable savings for school budgets. The Local Governing Body will be responsible for managing the delegated school budget, with oversight from the central team. The Trust is responsible for the central service fund and for strategic planning across the whole Trust. The LGB is responsible for staffing structures. As now, they will need to ensure that the structure is sustainable within the delegated budget. The central Trust team will support in this area if needed.

25) What will happen to the existing school reserves or deficits? Any transfer of assets?

All assets and existing reserves or deficits will be retained by the school on conversion, having been contractually transferred by the governing body to the Trust pursuant to the terms of a Commercial Transfer Agreement. The Local Authority is obliged by statutory regulation to transfer any school surpluses to the academy within 4 months of conversion, though typically it happens more quickly than that.

26) What happens with teachers and support staff employment?

Teachers and support staff employed by the Governing Body at the point of the transfer will transfer to MECMAT on their existing Terms and Conditions, There is no expectation that staff would work in different schools. However, future posts might be designed to do this.

Questions Received from Consultation week ending 10/12/21

What happens to staff who are on temporary contracts until the end of August 2022 – will they get carried over on a temporary basis or what happens if they are appointed on a permanent basis?

Staff on a temporary contract until the end of August 2022 should have the contract reviewed at the appropriate time in the usual way. If the school decide not to renew the contract it will be brought to an end. If the school decide to renew or extend the contract then it will continue.

Please note that temporary staff are not covered by the TUPE regulations. However, any staff on a temporary contract that is then appointed to a permanent contract with a start date up to and including the 31 August 2022 will be covered by the TUPE regulations. Any staff appointed to start on 1st September 2022 will not be covered by TUPE.

If my role changes in school and a new contracted is implemented, may I then be expected to move to another school?

New posts may be designed to enable the MAT to move the members of staff, within reason, between schools. These posts would be based on a need for the role across the Trust and would be specifically advertised as such.

If my hours are increased, will that mean that I will have a new contract?

Any staff currently on a variable hours contract will transfer in accordance with TUPE regulations with that contract, any change to hours will take place within the terms and conditions of the existing contract and will not be replaced by a new set of terms and conditions.

Are there any services which LCC are expected to provide to schools e.g. SEN and EHCP documents?

Schools will still need to apply to the LA for statutory assessments including EHCPs. The responsible LA is the LA where the child is resident.

Will school club staff be TUPE too? (They were employed by the management committee of the club and the club is run as a charity).

If the Governing Body is named as the employer on the contracts of the staff employed to work in the school club and are paid from the school budget and on the school payroll then those staff will also be protected by TUPE.

Questions Received from Consultation week ending 18/12/21 and 08/01/22

As a SENDCO I was wondering how the procedures, forms, etc will change?

There are no planned changes to these procedures. Schools will still need to apply to the LA for statutory assessments including EHCPs. The responsible LA is the LA where the child is resident.

Is it possible that in 2/3 years' time, new pay scales (for support staff) could be established, effectively lowering the wages that people earn?

This would require a full negotiation exercise with staff and their representatives, this is not planned for now or the future. All Trusts in the Diocese are required to adopt/continue using the NJC Green Book pay and conditions for support staff. Staff would TUPE transfer on their current scale points into the trust. At some point in the future, the Trust may wish to get consistency across the Trust on the support staff pay scales. However, should differences exist in these areas it would be something the Trust would need to discuss with HR and its legal team regarding future harmonising of contracts across the trust. Almost certainly this would mean 'levelling up' and not down.

Will staff and employee contributions to pensions stay the same?

As they are now, the contribution rates are set on a tri-annual basis by the pension funds and increases are based on many factors. Any future changes are not in the control of Trust.

Will the fact that we are a MAT 'dilute' the Catholicism of the school?

No, the Bishop of Lancaster has stated that it is his wish that all Catholic schools in the Diocese of Lancaster move to become academies as part of Multi Academy Trusts by 2026. He believes that by doing so, this will in fact protect, preserve and promote Catholic education across the Diocese.

How long are we guaranteed the same terms and conditions that we are currently on? (e.g. maternity pay, sick pay, continuity of service).

Staff Terms and Conditions are protected by the TUPE process, these protections do not have an 'expiry' date. Any proposed changes to current terms and conditions must be declared as part of the TUPE process and can't be altered in the future unless a full negotiation process has been undertaken.

Is there any vision for an increase in 1265 directed hours?

The Trust will adopt the School Teachers Pay and Conditions Document (STPCD) and follow the guidance on working hours therein.

What will be the changes for the children at our school?

There are no significant changes which will affect pupils on a day-to-day basis. Uniforms, school day, free school meals, school name and holidays will not change. However it is hoped that through working in partnership and closely together the Trust will create a sustainable model of high-quality education for all pupils. We believe that sharing ideas that work, learning from each other and allowing leaders and staff to focus on the core purpose of education will enable the Trust to move forward as a family of schools for the benefit of the children.

What is the anticipated annual holiday and holiday patterns (i.e. 2 weeks in October/Whitsun half-term).

It is not anticipated that there will be any changes to the current holiday pattern.

How much will it affect our curriculum?

Through the Trust's Scheme of Delegation the Governing Bodies of the schools will retain responsibility to review and set the curriculum. The CEO will have oversight of this.

Is there any obligation for the Academy Trust to honour any national pay increase and would this be for all staff across the school?

The Trust will adopt the School Teachers Pay and Conditions Document (STPCD) and follow the guidance on obligations to apply national pay increases. As Governing Bodies do now the Trust Board will set a Pay Policy in line with the national guidance and take decisions on what is affordable.

Is there any obligation for the Academy Trust to follow the progressive pay scales for teaching and non-teaching staff?

The Trust will continue to follow the obligations provided by the NJC Green Book and STPCD recommendations on pay scales.

Is there any obligation for the Academy Trust to consult teaching and non-teaching staff with regard to start and finish times for the school day?

Any proposals by the Trust to change to the length of the school day would be consulted in the same way that they would be now.

Is there any obligation for the Academy Trust to consult staff about the length of the school day or which days constitute working days (Saturday, Sunday commitments)?

The Trust will continue to follow these obligations set out in the STPCD in terms of what constitutes a school day and when time can be directed

Any proposals by the Trust to change to the length of the school day would be consulted in the same way that they would be now.

Is there any obligation for the Academy Trust to consult teaching and non-teaching staff regarding school holiday patterns?

Consultation on any proposals by the Trust to change school holiday patterns would be carried out in the same way that they would be now.

Is there any obligation for the Academy Trust to consult staff regarding directed time - the length of time this might constitute and how it should be distributed/organised?

Consultation on any proposals by the Trust to change the way that directed time is distributed/organised would be carried out in the same way that they would be now.

Is there any obligation on the Academy Trust to consult school staff on policies, uniform, mission statement, corporate Identity?

Consultation on any proposals to change policies, uniform, mission statement, corporate Identity would be carried out in accordance with the Trust's Scheme of Delegation and current processes.

NB

Technically the 'obligations' for the Trust to consult on changes for many aspects may be slightly different to those obligations for maintained schools and indeed for VA schools. Whilst moving forwards proposals may, in accordance with the Scheme of Delegation, originate at different levels the Trust has no intention of diluting or undermining the consultation processes that currently operate.