

Reach South Academy Trust

Aspiration Beyond Expectation

A Multi Academy Trust for the South West

A member of the REACH family of Multi Academy Trusts



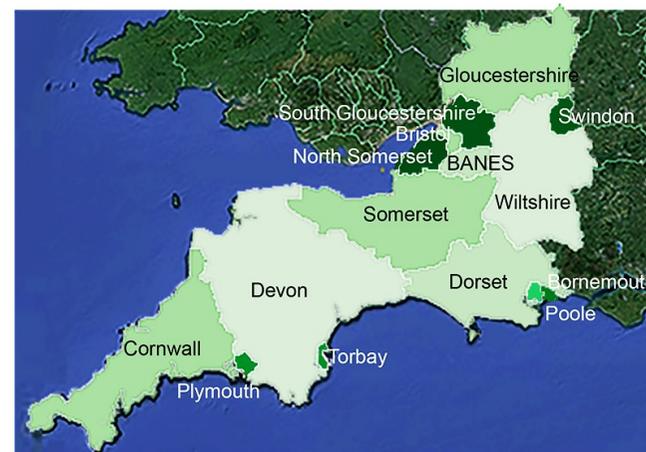
Introduction

Reach South Academy Trust was set up specifically to serve the South West region of England. An independent Multi Academy Trust (MAT) that benefits as a member of the established family of REACH multi academy trusts.

Sir Steve Lancashire founded REACH2 Academy Trust in 2012 www.reach2.org. Born out of the principles that Sir Steve had introduced to create exceptional education at Hillyfield Primary Academy in Waltham Forest, North London, REACH2 has grown to become the largest and most successful primary only academy chain in the country. With Sir Steve as CEO, REACH2 now operates over 50 academies across the Midlands, South East of England and London, and has been approved to open a further 22 free school in the coming years.

Reach South Academy Trust has been in operation since December 2016, building on the proven and successful REACH approach to pedagogy, school improvement, governance and leadership. The Trust benefits from the economies of scale of being a member of the REACH family while having its own distinctiveness as an independent MAT for the South West. Our strapline: "Aspiration Beyond Expectation", reflects our commitment to setting no limits on the aspiration of every child and young person.

Dean Ashton, Reach South Academy Trust



Reach South Academy Trust Values

'Aspiration beyond expectation'

Our central mission is for Reach South pupils to aspire to achieve beyond the expectations that others place on them.

We exist to provide schools that serve their local community, offering parents and guardians access to the highest quality of local school for their children.

Our Values

- Inclusivity
- Promoting social mobility
- Serving our local communities
- Believing in the potential of our young people
- Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development

Our Curriculum Principles

- Delivering high standards of education for all pupils
- Providing a broad, rich and experiential curriculum to develop rounded young people
- Providing pathways that are relevant to the needs of our young people and the wider community
- Basing our approach on verifiable research evidence where it exists
- Teaching young people how to be effective learners

Our Behaviours

- Encouraging professional freedoms within consistent boundaries
- Championing young people rather than institutions
- Collaborating rather than competing where it delivers positive impacts on learning
- Acting with the highest levels of integrity and engendering trust
- Continually developing the skills and capacities of our people and our organisation

The story behind aspiring beyond expectation

Our values, principles and behaviours are all rooted in our central mission of aspiring beyond expectation.

Core Values

1. **Inclusivity.** Reach South is for all children. We recognise that some children will face greater barriers to their learning and development than others. This may be due to any number of challenges, including cultural, social, domestic, physical or cognitive. We are committed to helping all children, particularly the most vulnerable, to overcome these so that they can grow and thrive to be well rounded, healthy, educated citizens.
2. **Promoting social mobility.** This is a fundamental driver for Reach South. Although we recognise that each school's context and history informs our approach, this is never an excuse for accepting mediocrity or poor performance. An inclusive approach requires an explicit commitment to improving social mobility for all children. To do this, we insist on:
 - high standards of educational achievement;
 - high standards of social skills and interpersonal skills;
 - high standards of communication skills;
 - high standards of critical thinking, problem solving and creativity; and
 - understanding of society, economy, environment and an appreciation of contribution and participation.
3. **Serving our local communities.** Children's education cannot be isolated from their social context and, in particular, their family and peer environment. To raise a child's aspirations beyond their expectations, we must also raise the aspiration of their families and the wider community. Community engagement is not an additional activity that successful schools do; it is fundamental to how they work. Beyond that though, we embrace the fact that the school exists to serve its community; it belongs to the community. Each of our academies will ensure that the curriculum reflects the needs and uniqueness of its community.
4. **Believing in the potential of our young people.** Aspiration is a precursor to self-improvement; it is not sufficient in itself but limited aspiration will limit achievement. It is our duty to believe in the potential of all of our children and to make that belief infectious. We need the community to believe in their children, and we need the children to believe in themselves. Aspiration itself becomes a driver and a motivator for educational achievement and personal success.
5. **Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development.** We educate children to improve their own life chances and opportunities, but we also educate them as

trusted members of a community and a global society. Through education, we want to make a contribution to securing a society capable of developing, evolving, improving and being sustainable.

Curriculum Principles

1. **High standards of educational achievement.** Education is about much more than formal test and examination grades. Assessment and examination is, however, a measure of each individual's mastery of skill, knowledge, attitudes and readiness to progress to the next stage of learning, work and life. Formal educational achievement provides young people with opportunities and choices. We have a duty to make sure that our young people are as well placed as they can be to access those opportunities and choices.
2. **Broad, rich and experiential curriculum.** Our aim is not to provide a narrow education that simply provides examination grades. We want to equip young people to grow as healthy rounded individuals and citizens, who make a full contribution to community and society. Our curriculum is rich and experiential. It promotes autonomous and critical thinking skills, promoting creativity and entrepreneurship as well as social skills and communication skills.
3. **Relevant learning pathways.** As our pupils move from primary to secondary school and on to further or higher education, we will ensure that they can access learning pathways that are relevant to their aspirations and developing talents. These pathways need to be relevant to both the individual and the needs of the wider community. Our secondary schools will engage closely with employers and Higher Education institutions to ensure that learning is truly relevant and best prepares young people for the world of work and social engagement.
4. **Research based curriculum.** There is now significant international body of research evidence about what is effective in learning and how children's brains develop. Our views about curriculum and learning will always be rooted in verifiable and independent research evidence.
5. **Teaching young people to be effective learners.** So they can engage fully with our curriculum, we are committed to teaching our children and young people how to be active learners; and how to embrace feedback and mistakes as the springboard for further learning and development.

Core Behaviours

1. **Encouraging professional freedom.** We expect our school leaders and staff to develop a curriculum that is relevant to local context and is consistent with the values, principles and behaviours of Reach South. We require consistency but not conformity. We encourage professional freedom within boundaries.
2. **Championing young people, not institutions.** We will always champion our young people, even if this conflicts with being the champion of our institutions. For example, where the most appropriate learning pathway for a young person is found in another institution, this would mean a loss of funding to the Trust. Under all circumstances, we are absolutely clear that we will always put the interests of the young person first.
3. **Collaboration not competition.** As a charitable education trust, we will collaborate and work with other organisations to deliver positive outcomes for children. Reach South already has very close synergies and association with REAch2 and Reach4 Academy trusts. We also seek to collaborate with other organisations, Local Authorities and Government agencies where it brings benefits to our young people.
4. **Integrity and Trust.** We behave with the highest integrity at all levels of the organisation. These behaviours are critical to our organisational growth and sustainability.
5. **Developing our people.** Integrity without competence would do little to build confidence in our ability to deliver what we promise. We will build and maintain a reputation for expert organisational competence through the development of skills and capacity in our people and our organisation.

Building an Effective and Sustainable MAT

While REACH has demonstrated how to develop an effective and sustainable MAT, it is clear that some academy trusts have fallen short in this venture. Reform, a non-party research organisation that focuses on the delivery of public services, published 'Education in Chains' <http://www.reform.uk/wp-content/uploads/2015/03/Education-in-chains.pdf> in 2015. This publication examined the key characteristics of successful MATs. Reach South will adopt the five principles that have emerged from this report, combined with our own knowledge of what works from the wider REACH family:

- A relentless focus on the **quality of learning**;
- **Clear governance structures**;
- **Expert governance**;
- **Talent management and professional development** for all Trust functions – an effective operating model;
- Capacity and affordability built through **economies of scale**.

REACH2 has already put these principles into practice. Reach South will capitalise on the learning and experience of the wider REACH family. New trusts inevitably start small on day one. However, at Reach South we have strategic clarity of what we are aiming to build over the next five years. Our staffing structures and operating model are being built up incrementally to reflect affordability as we grow into a sustainable and self-sufficient MAT. However, as part of the REACH family we have benefitted from the outset, in terms of access to high quality and experienced education and back office in-house services.

Reach South and REACH2 are in the process of developing a shared back office trading company, 'Reach Inspiration Ltd'. Reach Inspiration will be wholly and equally owned by the two trusts. Its sole purpose will be to provide high quality and cost effective back office services for each trust. Services will include financial and accountancy support, HR, payroll, estates, CPD, IT support, procurement, project management, communications and governance support. Reach Inspiration will provide these services on a not-for-profit basis to both trusts. The advantage of this approach is to achieve the economies of scale that allow us to recruit the highest quality of talent in a way that is affordable to us.

Focus on Quality of Learning

At the heart of the REACH approach to education improvement is a relentless focus by every layer of the organisation on the quality of learning that is taking place in every classroom. This means that systems, procedures and relationships must ensure that we all **know** our academies. Those systems and processes include:

- Professional development and support to ensure consistent standards and approach across the Trust.
- Agreed common timescales and methodology of assessment for effective progress monitoring.
- Common 'Assessment Without Levels' approach in primary academies.
- Common risk management assessment and escalation procedures for education performance.
- Deployment of Regional Key Stage/Subject Leads to support academies.
- Joint accountability and responsibility of Regional Education Lead and Headteacher/Principal for the academies education performance.
- Moderated Trust Inspections to moderate on-going quality of provision assessment.
- Routine management analysis of performance by Regional Lead and the Headteacher/Principal.
- Common virtual education performance database deployed across the Trust to support interrogation and analysis of education performance.
- Education performance sub-committee of the Trustee's Board and eventually Regional Boards to focus on: education performance; risk assessment; and intervention strategies.
- Peer-to-peer support facilitated by the Trust.
- Capacity to intervene when necessary.

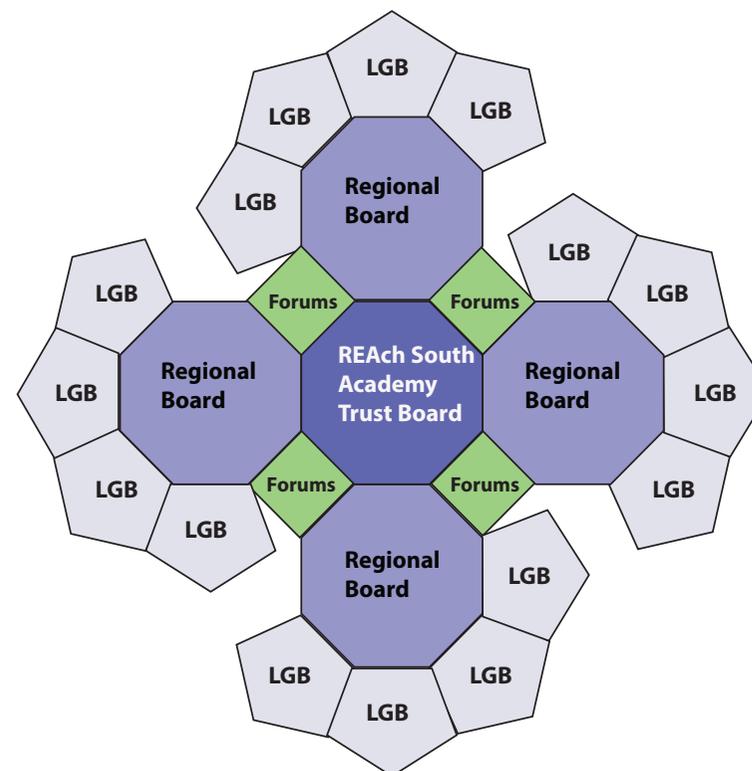
Clear Governance

The Reach South Governance Structure will be based on the same principles established in the REAch2 Governance Charter <http://www.reachsouth.org/governance/gov>

1. The Reach South Charter sets out the fundamental principles of the organisation and lay down the rules for its governance. The governance scheme consists of the Charter, the Trust Articles of Association and the detailed Scheme of Delegation.
2. The governance principles recognise the importance of developing relationships with common purpose as much as they are about developing processes and structures.
3. The '21 questions that every Multi-academy Trust should ask itself', set out by the All Party Parliamentary Group on Education Governance and Leadership (January 2015), provide a foundation by which we will assess the effectiveness of our governance. [https://www.academyambassadors.org/sites/default/files/21-Questions-for-Multi-academy-Trusts-FINAL-\(2\).pdf](https://www.academyambassadors.org/sites/default/files/21-Questions-for-Multi-academy-Trusts-FINAL-(2).pdf)
4. Financial governance must as a foundation, be compliant with the principles and regulations set out in the Academies Financial handbook. The trust aims to go beyond this foundation to provide excellence in its governance.
5. Governance is underpinned by a common understanding about who is responsible for providing valuable input to decision making and who has the decision-making responsibility.
6. Effective governance in the Trust will be supported through the following tiers:
 - a. Trust Members – the guardians of the constitution.
 - b. Trust Board – the Directors / Trustees
 - c. Trust sub-committees
 - d. Local Governing Bodies (LGBs) – The Academy Governors.
 - e. The Executive Team - the Chief Executive Officer (CEO) and other senior management.
7. As the Trust grows beyond a single region or hub then the capacity for governance, overview and scrutiny of LGB decisions will be increased through the development of Regional Boards. The middle tier of governance will then be Regional Boards and their sub-committees – To avoid confusion with the role of Board Trustees and LGB Governors, the regional board members will be known as 'Regional Ambassadors'. Regional Boards will not be a necessary tier of

governance until the scale and geographical reach of the Trust requires them. Until that point the MAT Board will assume all of the functions of the Regional Board.

8. The Trust Board has overall responsibility and ultimate decision-making authority for all the work of the Trust, including the establishment and maintenance of the Academies.
9. Regional Boards will have three key functions:
 - a. Provide regional overview, scrutiny and challenge of academy education and financial performance;
 - b. Support regional locality forums for academy leaders and governors to shape and influence Trust thinking; and
 - c. Ensure an effective flow of communication between the Local Governing Bodies, Regional Boards and the Trust Board.
10. The governance of each Academy shall be delegated to the relevant Local Governing Body.
11. The MAT Board will support a Headteacher Forum and a Chairs of Local Governing Bodies Forum. If regional boards are established then it will be a part of their function to facilitate the regional Headteacher and Chairs of LGB forums. The purpose of the Forums is to:
 - a. Promote the values of independence and interdependence;
 - b. Build relationships;
 - c. Generate new ideas;
 - d. Influence policy development;
 - e. A starting point for consultation.



Expert Governance

The Trust is currently recruiting Members and Trustees based on a skills analysis and selection process to secure the most capable and experienced people that share our values and passion for delivering the highest quality inclusive education. Our initial founding Members and Trustees include:

Members:

- **Peter Little** - Peter is a Trustee and Chair of REAch2 Academy Trust and Reach4 Academy Trust. Peter is an active investor helping companies grow by supporting them with operational experience across the spectrum of management, marketing and finance; the objective being the creation and subsequent realisation of shareholder value.
- **Professor Shirley Simon** – Shirley is a professor of Science Education at the UCL Institute of Education, University College London. She taught in inner-city London schools before becoming a full-time researcher and lecturer in science education. She took a position at the Institute of Education in 2001 and has since been Head of Department. Her work has focused on the implementation of new assessment practices, scientific inquiry, teacher learning and professional development. Her current research focuses on attitudes to science and STEM careers. She teaches on masters programs and supervises doctoral students working in many aspects of STEM education. She is also a Visiting Professor and Honorary Doctor at Umeå University in Sweden.
- **John Ellison** - John is a former secondary school science teacher, higher education mentor and medical and biological researcher. John was the Royal Botanical Gardens Kew's Education Officer for ten years and Head of Formal Learning at the Eden Project for nine years.

Trustees:

- **Dean Ashton (CEO)** - Dean was part of the small team that established REAch2 Academy Trust along with its founder, Sir Steve Lancashire in 2012. Dean also established the business model for the launch of Reach4 Academy in 2015. Dean began his career as a secondary science teacher before taking roles in school management and leadership. He then moved into Local Education Authority leadership as Deputy Director of Education before becoming a Corporate Director of Children's Services. Dean has held several Trusteeships and Directorships including: Chair of the Cornwall and Isles of Scilly Youth Justice Board; Chair of the South West Grid for Learning; Chair of the Cornwall Children and Young People's Partnership; and Chair of the Cornwall Local Safeguarding Children Board. Dean has also led an educational consultancy. Dean has been the Director of Operations for REAch2 and Reach4 Academy Trusts.
- **Marcus Agius (Chairman)** – Marcus has significant corporate governance experience at national and international levels. He is Currently the Chair of the Kew Gardens Foundation and Chairman of PA Consulting. Marcus has been the Chair of the British Banking Association and the Chair of the Barclays Group. Marcus has had a career at all levels of the banking sector.
- **Sir Steve Lancashire** - Sir Steve is the founder and CEO of REAch2 Academy Trust. REAch2 was launched and built into the largest and most successful primary only Trust in three years. REAch2 operates in excess of 55 academies: from Staffordshire to West Sussex; from Suffolk to Birmingham. Sir Steve is also a Trustee of Reach4 Academy Trust. Sir Steve was a successful headteacher for over 15 years and the Executive Principal of Hillyfield Primary Academy in Walthamstow and Tidemill Academy in Lewisham. Hillyfield is an outstanding National Support School and Steve is a National Leader of Education.
- **Adrian Gunn** – Adrian is the former CEO for Matchtech Group plc. Which he led from 2009 to 2015, including AIM listing in 2006. Adrian is: a Fellow of the Institute of Recruitment Professionals; a Council Member of the Recruitment and Employment Confederation (REC); a CBI Regional Council Member for the South East; and sat on the CBI's Employment & Skills board.
- **Anne Stevens** – Anne is an award winning, commercial MBA who has operated in leading multi-national companies. Recognised for outstanding leadership in delivering the people agenda in line with business strategy and the nurturing and developing of talent with a passion for the progression and advancement of women. Anne is now building a portfolio career using her strong business, consulting and governance skills. Experienced as a chair and a director at board level. She is a recent winner of a 'Global Inspirational Woman' award at the Women's International Networking Conference in

Rome. Anne has held global, international and national HR executive roles within IBM, CSC, NCH, CMC Markets & Rio Tinto.

- **Mark Papworth** – Mark is currently Co-Founder and CEO of ProXisense, an Oxford University technology spinout company. He is an experienced executive who has worked as a CEO on both PLC and Private boards operating in the Energy Infrastructure, Oil & Gas, Aerospace and Defence markets. During his career he has worked for a number of companies including Rolls-Royce, Wood Group, Alstom and Chemring.
- **Sue Inghish** – Sue was Head of Political Programmes at the BBC and a Member of the BBC New Management Board. An award winning national journalist, Sue was the Chair of the Prime Ministerial Debates negotiating committee. Sue is also a Trustee of the Rory Peck Charitable Trust.
- **Dr Chris Gentle** – Chris established and led the Research and Policy Team for Europe, Middle East and Africa' as a Managing Partner at Deloitte. He also led the Deloitte relationship with Bank of America Merrill Lynch through the financial crisis. In addition he has held senior positions at KPMG, WPP and the European Commission. Chris is an advisor at the highest levels of Business and Government. In Government he has advised the UK Prime Minister and the EU President on fashioning strategies to secure stakeholder engagement and secure lasting impact. Chris has also advised the United Nations and World Trade Organisation on jobs and growth. He was a board director at a national financial services organisation before his career in Big 4 firms. He is an author of two books he has written for the Financial Times, the Guardian and the Wall Street Journal. He teaches at Hult International Business School.
- **Bronwen Lacy** – Bronwen has forty years of experience in education leadership and governance. She has experience as a Board executive and non-executive. Bronwen was the founding Director of Education for Plymouth City Council and later its Director of Children's Services. A former Director and Chair of the South West Grid for Learning and the lead for the Sector Led Improvement Programme for the South West. She currently acts as a coach and mentor for education Chief Officers around the country, commissioned by the DfE and 'Virtual Staff College'.

The Trust will recruit to a total of five Members and Twelve Trustees.

Clear Operating Model

Reach South will develop an operating model of four regional hubs. The management staffing structure for this operating model is shown on the next page (showing only two hubs for clarity). A Regional Director of Primary Education and a Regional Director of Secondary Education will lead each region. Regional Directors must have a proven track record of school leadership and education performance improvement. Regional Directors line manage the academy Headteachers or Principals in their region. Each regional Director also has a full-time team of regional key stage or subject leads to support academy development.

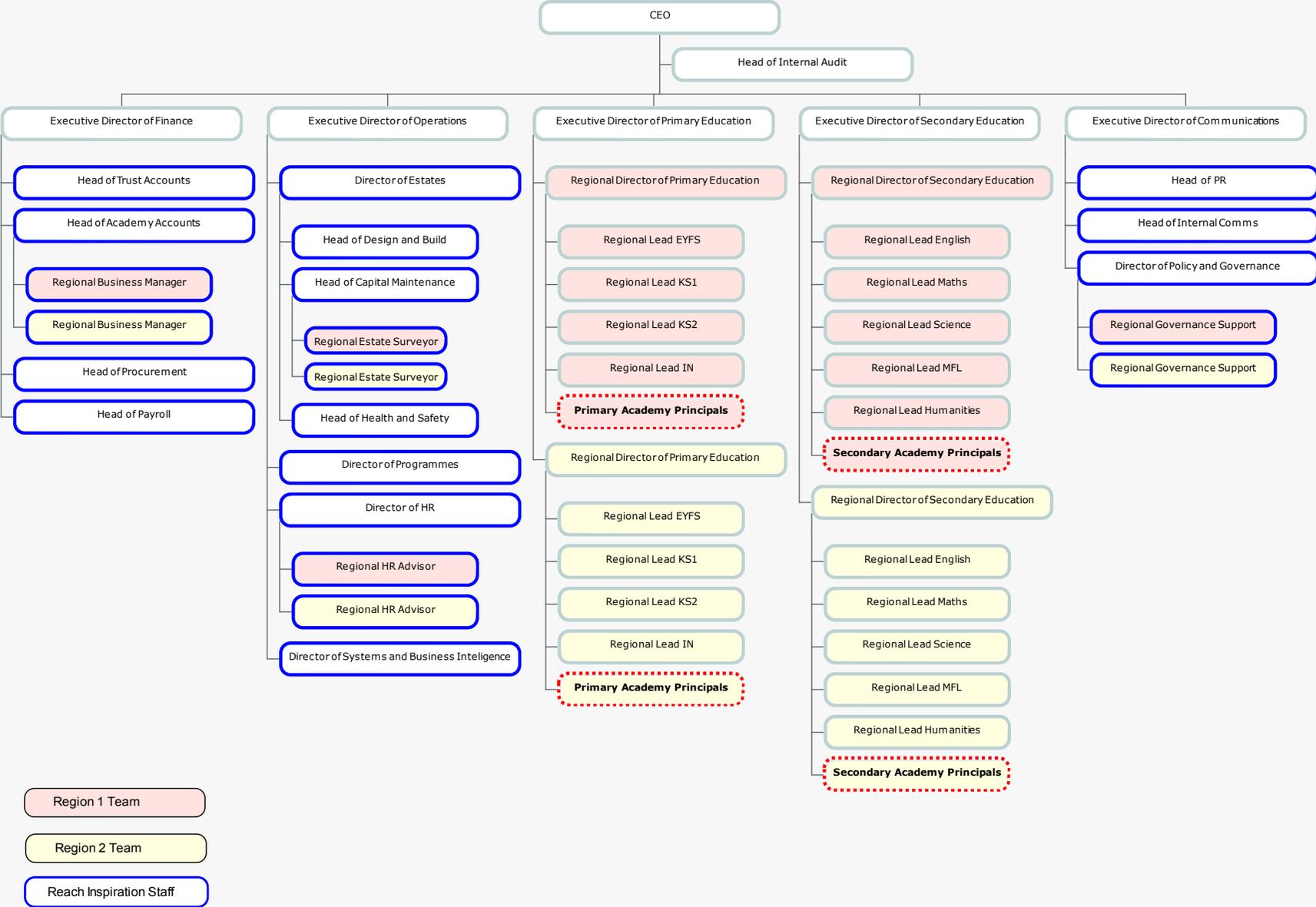
A central team provides the key support services including financial, HR, payroll, estates, systems, communications, policy, governance support and project management. Central services also supply specialists to the regional teams such as a Regional Business Manager, Regional HR Advisor, Regional Estates Surveyor and Regional Governance Support. This approach ensures that multi-disciplinary regional teams consistently work with and support the academies in their region.

The sharing of specialist staff and their professional development and performance management, with the other REACH Trusts, through Reach Inspiration, ensures that we have the highest quality and aspirational talent available to the Trust for all of its functions, not just education and pedagogy.

The operating model identifies those functions that are most effectively and efficiently managed centrally by the Trust and those that are most effectively and efficiently delegated to the individual academies. A detailed relationship between centrally managed and academy managed services is set out in the 'Central Services Specifications' at the end of this document. Trustees would review the delegation of services annually. The current proposals reflect the successful operating model that is being delivered by REACh2.

The capacity of the Trust must exceed its central service however. This capacity is built up through the development of effective academies that provide peer-to-peer support and challenge. Our purpose is to collaborate to meet the aspirations and needs of our pupils and students.

Reach South Academy Trust Management Structure with Two Regional Hubs



Central Services Specifications

Introduction

The Academy Trust is funded by the Education and Skills Funding Agency (ESFA) to operate academies. ESFA provides the Trust with a General Allocation Grant (GAG) for each academy that it operates. This is a mechanism for calculating the Trust's total GAG and not a mechanism for determining the funding for individual academies. It is a matter for the Trust to determine what functions are carried out across the whole Trust and what functions are delegated to the level of the individual academy.

Reach South Academy Trust will delegate around 6.5% of functions to central departments and 93.5% to individual academies. Delegated budgets mirror the functions. Trustees govern the effectiveness and efficiency of central department use of resources. LGBs govern the effectiveness and efficiency of individual academy use of resources.

This document sets out the scope and specification of the central services and how they interact with individual academies. Headteachers and Principals have the responsibility to manage the resources delegated to their academy. Headteachers are line managed and performance managed by a Regional Director of Education. The executive may vary or change these services at any time to meet the needs and priorities of the Trust.

Central Services Summary

Service Detail/Activity	Central Function	Individual Academy Functions
<p>Governance</p>	<p>Liaise with the Education and Skills Funding Agency (ESFA) and Charities Commission to ensure that the Trust's governance structure is clear, compliant and effective.</p> <p>Trustees set the values and strategic direction and policies of the Trust.</p> <p>Trustees determine the governance structures for the Trust and determine the governance scheme of delegation.</p> <p>Support Trustees in the recruitment and appointment of new Trustees and Regional Ambassadors, maintaining a skills audit of Trustee expertise to ensure a balance of relevant expertise at Board level. Support the cost of training of Trustees and Regional Ambassadors.</p> <p>Ensure that meetings of the Trust Board, Regional Boards and their sub-committees are fully supported and appropriately clerked and organised.</p> <p>Proactively ensure that the Trust Board, Regional Boards and their sub-committees have access to all necessary data and information, as and when they require it, in order to discharge their duties as</p>	<p>References to the Local Governing Body (LGB) also apply to local Transition Boards and Intervention Boards.</p> <p>The LGB sets the values and strategic policy of the academy within the limits sets within the scheme of delegation.</p> <p>Ensure compliance with the Trust's scheme of governance and scheme of delegation.</p> <p>Support Governors in the recruitment of new LGB members for approval by the regional board. Support the induction of LGB governors. Support the cost of training of LGB members.</p> <p>Ensure that meetings of the LGB and their sub-committees are fully supported and appropriately clerked and organised.</p> <p>Proactively ensure that the LGB and their sub-committees have access to all necessary data and information, as and when they require it, in order to discharge their duties as Governors in providing</p>

Service Detail/Activity	Central Function	Individual Academy Functions
	Trustees and Regional Ambassadors in providing overview and scrutiny of the Trust's activities and in holding the Executive to account.	overview and scrutiny of the academy's activities and in holding the academy leadership team to account.
Executive Leadership	<p>Maintain and performance manages an executive leadership team that is suitably experienced and qualified. The Trustees will appoint the Chief Executive Officer (CEO). The CEO will be the Accounting Officer for the Trust and personally accountable to Parliament for the performance of the Trust. The CEO will be the executive officer on the Board of Trustees. The CEO and Trustees will appoint the Executive Directors. The Executive Directors will make up the executive team and include the CEO, Executive Director of Finance, Executive Director of Operations and Executive Directors of Education.</p> <p>Regional Directors of Education will act as the executive for the respective Regional Board.</p> <p>The Executive Team will be responsible for establishing and maintaining an operating model and staffing structure that delivers all of the necessary functions of the Trust effectively, efficiently and affordably. The Executive will be responsible for establishing and reviewing the management scheme of delegation.</p>	<p>Headteachers, including Heads of School and Executive Headteachers, are appointed and performance managed by the Trust's executive team. The LGB will participate in the process of Headteacher appointment and performance management at the request of the Executive. The Headteacher is line managed by the appropriate regional Director of Education. The Headteacher will be the executive officer on the LGB. The Headteacher, in consultation with the regional Executive Principle and LGB will appoint the senior leadership team of the academy.</p> <p>The academy senior leadership team will be responsible for establishing and maintaining an operating model and staffing structure that delivers all of the functions delegated to the academy effectively, efficiently and affordably.</p> <p>Provide a local voice for the Trust and the academy managing reputation and identity with local and</p>

Service Detail/Activity	Central Function	Individual Academy Functions
	<p>Provide a national voice for the Trust managing reputation and identity with national and regional partners including Ministers, DfE, ESFA, RSCs and NSC, Charities Commission, Ofsted, HMRC, Local Authorities, Higher Education providers and other MATs.</p>	<p>regional partners including the Local Authority, Child Protection Agencies, RSC offices, other academies and community-based groups.</p>
<p>Regional and Academy Management.</p>	<p>Appoint, employ and performance manage the regional Directors of Education. Regional Directors of Education will line and performance manage academy Headteachers. The Regional Directors of Education will be line managed by the Deputy Director of Education.</p> <p>The regional Directors of Education will maintain a dedicated team of specialist key stage Associate School Leaders (ASLs). ASLs will be deployed into academies to provide assessment and support for improving impact on learning.</p> <p>The regional Director of Education will manage a multi-disciplinary 'matrix team' to coordinate academy support. This will include business management, HR, procurement, policy and governance support.</p>	<p>Headteachers, including Heads of School and Executive Headteachers, are line managed by the regional Director of Education. The Headteacher is responsible for the line management of the school's senior management team.</p> <p>The Headteacher will be responsible for ensuring that an appropriate and effective staffing structure or operating model is in place to deliver a high quality-learning environment for all pupils with effective educational outcomes.</p> <p>The Headteacher will be responsible for maintaining the appropriate business functions in the academy to secure its effective and efficient management in accordance with the Trust's scheme of delegation.</p>
<p>Curriculum</p>	<p>Provide the template of minimum expectations in all Reach South academies of pupils experience in terms of curriculum, behaviour, attendance;</p>	<p>Develop the school curriculum to meet the needs of the community that the academy serves. A curriculum in each academy that is recognisably</p>

Service Detail/Activity	Central Function	Individual Academy Functions
	<p>extended learning experiences; and meeting the diverse needs of children with different needs and different cultural backgrounds.</p> <p>Recognise that academies serving different communities will need to create their own curriculum tailored to the needs of the community.</p> <p>Reach South has a deeply held ethos of inclusivity that underpins our approach to curriculum development including our approach to admissions, exclusions and support for children with physical or learning disabilities.</p>	<p>Reach South but still individual enough to meet the specific needs of the community that it serves.</p> <p>Within the academy’s curriculum include the Reach South minimum expectations of pupils experience.</p> <p>The academy’s curriculum will fundamentally reflect the inclusive nature of the Reach South approach to serving the local community and all pupils.</p>
Professional Development	<p>The Trust will provide whole career support for continuing professional development:</p> <ul style="list-style-type: none"> • Investment Courses – bespoke academy leadership development course with monthly sessions for 2 delegates per school funded centrally. • Challenge Partners – training that compliments and extends the investment training of Headteachers of academies judged to be good or outstanding. • Leadership development – a bespoke programme to take leaders to the next level of system leadership. • Future Leaders Programme – supports the 	<p>Continuing professional development is an expectation for professionals within the Trust.</p> <ul style="list-style-type: none"> • Two leadership delegates from the academy, one of which will be the Head, will attend and engage with the Trust’s investment course. • Headteachers/Principals of good or outstanding academies will participate in the challenge partner training contribute to the Trust’s peer review process. • Participation in the leadership development programme is optional and funded by the academy. • Future Leaders Programme is optional and

Service Detail/Activity	Central Function	Individual Academy Functions
	<p>preparation of aspirant school leaders in being ready to take on the challenge.</p> <ul style="list-style-type: none"> • Bespoke Leadership coaching. • Development Courses – Access to the ECM Development Courses and Endeavour Teaching School Alliance Programmes. • Bespoke Teaching Programmes and Middle Leader Development programmes in all regions. • School business management training programme provide centrally by the Trust. • Initial Teacher Education – The Trust is in negotiations with UCL Institute of Education to develop a MAT wide SCITT to support the needs of Reach South, REAch2 and Reach4 Academy Trusts in preparing new entrants to the profession for qualified teacher status. 	<p>funded by the academy to support talent management and development.</p> <ul style="list-style-type: none"> • Each academy will commit an element of its annual budget to the professional development of its staff.
Policy	<p>The Trustees will determine key statutory policies including:</p> <ul style="list-style-type: none"> • HR Policies <ul style="list-style-type: none"> ○ Whistleblowing ○ Pay ○ Pensions ○ Appraisal and Performance Management ○ Capability ○ Disciplinary 	<p>The LGB will determine local policies not set by Trustees including:</p> <ul style="list-style-type: none"> • Curriculum • Religious Education • Sex and relationships education • SEN • Attendance & Behaviour Management • Pupil Premium • Home School Agreements • Equality Policy (within Trust framework)

Service Detail/Activity	Central Function	Individual Academy Functions
	<ul style="list-style-type: none"> • Admissions • Complaints Policy • Safeguarding Policy • Health and Safety Policies • Financial Scheme of Delegation • Reserves and Balances Policy • Governance Scheme of Delegation • FoI and Data Protection • Assessment without Levels • Insurance 	<ul style="list-style-type: none"> • Charging and remissions (within Trust framework) • Lettings • Health and Safety (within Trust framework) • Premises management (within Trust framework) <p>The school will operate within the policies and procedures set out by the Trustees.</p>
Education Performance	<p>Set out the education performance management systems, procedures and policies for the whole Trust. Set targets for the Trust as a whole and individual academy targets. Education targets will be achievable and aspirational.</p> <p>Directly intervene to provide support and challenge where individual academies are at risk of underperformance.</p> <p>Provide a group wide data system that collects pupil data from across the Reach South chain. The system will allow integration of the data to identify performance and performance trends of pupils and specific groups of pupils.</p> <p>Commission 'Moderated Trust Inspections' (MTI) to provide an independent assessment of each</p>	<p>Operate within the Trust's performance management framework, contributing to its development and implementation. Contribute to the processes of identifying achievable and aspirational performance targets.</p> <p>Cooperate with Trust central teams where support, challenge and intervention is put in place to mitigate risk of underperformance.</p> <p>Maintain a pupil performance data system at the level of the individual academy. Provide access to that system for the Reach South group data system. Update the performance data base as required by the Trust's policy.</p> <p>Cooperate with the Moderated Trust Inspection and respond to the findings of the MTI through the</p>

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	academy's: pupil achievement; quality of teaching; behaviour and safety; leadership and management.	development and implantation of an academy improvement plan.
Financial Management and Audit	<p>Provide the financial procedures and scheme of delegation. Ensure that the policies and procedure are maintained and up to date in accordance with the ESFA's latest version of the Academies Financial Handbook.</p> <p>Procure and provide the financial management system and financial planning systems for all academies. The FMS will be a cloud-based system to allow real time support and control for all academies by the central accountancy team.</p> <p>Procure and establish the banking system for all aspects of the Trust's work.</p> <p>Employ a central accountancy team under the leadership of the Finance Director. The team will include a Regional Business Manager (RBM) for each geographical hub within the Trust. The RBM will support and performance manages the individual school business managers (SBMs).</p> <p>Provide local, regional and national training opportunities for academy SBM. Provide procedures manual for academy finance team. Provide: on-line; e-mail; telephone and on-site support for each</p>	<p>Operate the academy within the Trust's financial procedures and scheme of delegation. Operate the academy in accordance with the ESFA's latest version of the academies financial handbook.</p> <p>Maintain an accurate and up-to-date financial management system as required by the procedures and policies set out by the Director of Finance.</p> <p>Manage the resources of the academy within the limits set out in the authorised budget.</p> <p>Utilise the on-line banking arrangements to monitor and manage bank accounts to ensure sufficient cash exists to manage financial liabilities.</p> <p>Inform the Director of Finance immediately if there is a risk of a significant deviation from the authorised budget plan or a concern about cash flow.</p> <p>Employ the School Business Manager under the terms set out by the Director of Finance. Ensure SBM engages with training and conference</p>

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	academy's financial team through in-house or out-sourced provision.	opportunities provided by Reach South. Ensure staff are completely familiar with the Trust's financial procedures and processes.
Audit	<p>Appoint the External Auditors for the Reach South Group.</p> <p>Provide support to each Academy in fully managing the audit processes. Support each academy in the preparation for the annual audit.</p> <p>Reach South Board will consider the annual audit findings and management reports for changes or improvements to financial procedures at all levels.</p> <p>Provide an Internal Audit function that is independent of the finance function.</p>	<p>Pay for the school's element of the audit.</p> <p>Provide the auditors with access to all information and systems, as they require.</p> <p>The LGB will consider the audit report and management response for the individual academy in requiring changes or improvements to the implementation of financial procedures.</p> <p>Comply with all requirements and any investigations instigated by the Trust's internal audit function.</p>
HR and Payroll	<p>Negotiate with national Trade Unions on the development of consistent HR policies and procedure changes. Manage and liaise with trade unions where there is a risk of industrial dispute.</p> <p>Provide HR advice, support for academies on demand. Provide HR Advisor support on site, where necessary, for formal procedures including capability, grievance and disciplinary through in-</p>	<p>Implementation of Trust HR policies and liaise with local relevant Trade Unions under guidance from the central HR team. Ensure local compliance with the Trust's trade union recognition agreement.</p> <p>Ensure staff are familiar with, and comply with, all HR policies through appropriate training and development. Seek HR advice at the earliest opportunity before initiating a formal HR procedure</p>

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	<p>house or out-sourced capacity.</p> <p>Reach South will directly manage HR procedures that may lead to employment termination for Headteachers, Principals, Regional Directors Of Education and centrally employed staff.</p> <p>Provide group wide recruitment strategy. Commission active recruitment capacity in-house or out-sourced to deliver effective and best value recruitment support for academies.</p> <p>Provide a centrally managed payroll service for the Trust including all academies.</p>	<p>or policy.</p> <p>Headteacher and LGB manage procedures leading to employment terminations of staff below the level of Headteacher under advice from the Group HR Team and Employment Legal advisors.</p> <p>Purchase recruitment marketing that includes the full utilisation of the recruitment processes put in place by Reach South to ensure that the academy has sufficient and appropriately qualified staff.</p> <p>Ensure that accuracy of monthly payroll data for academy staff in line with the financial procedures.</p>
Estates	<p>Maintain a central property asset register including asset valuation.</p> <p>Identify and carry out due diligence on energy efficiency and carbon reduction schemes, grants and commercial providers on behalf of the Reach South Group.</p> <p>Maintain a central property condition database and prioritise on a transparent and agreed methodology capital improvement projects through the ESFA delegated capital improvement fund.</p> <p>Provide the lead design, project management and</p>	<p>Provide Reach South with all property data and access to premises on request.</p> <p>Academy will take all opportunities, within a planned budget, to utilise and manage energy efficiency to optimise the running costs and carbon footprint.</p> <p>Maintain the academy premises for routine condition, repair and decoration within the allocated resources of the academy including devolved formula capital.</p> <p>Work with architects and project managers</p>

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	<p>legal support for academy capital projects. This may be provided through in-house or out-sourced professional services.</p> <p>Ensure that commercial interests, insurances, warranties, risk assessments, design and build are executed to secure the best interests of the Trust and its educational vision.</p> <p>Coordinate bids for capital funding to extend or improve the capacity and condition of the Trust's academies.</p>	<p>assigned by Reach South to support capital bids for ESFA funding. Use Reach Inspiration to coordinate and advise on capital maintenance works.</p>
<p>Health and Safety</p>	<p>Employ a Health and Safety Coordinator for the Trust.</p> <p>Develop Health and Safety policies.</p> <p>Provide a cloud based health and safety management reporting system.</p> <p>Provide and facilitate health and safety training.</p> <p>Provide templates and guidance on risk assessment and mitigation.</p> <p>Provide critical incident support and intervention.</p>	<p>Identify a lead within the academies management team to coordinate health and safety compliance.</p> <p>Implement Trust health and safety policies.</p> <p>Maintain the data on the health and safety management and reporting system.</p> <p>Participate in health and safety training.</p> <p>Carry out and manage risk assessments as appropriate within the Trust's framework.</p> <p>Inform the Trust of critical incidents immediately.</p>

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Procurement	<p>Maintain a contracts database for Reach South. Prioritise contracts, in terms of impact on academies, for group wide procurement and management.</p> <p>Assess whether each contract secures best value if negotiated at the local level or as part of a group approach.</p> <p>Support the academy through competitive processes for locally negotiated contracts.</p> <p>Negotiate directly with suppliers, on behalf of the academy, for high value contracts.</p> <p>Engage legal team 'school support service' for commercial legal advice if required.</p> <p>Negotiate directly with contractors where the academy or RBM/SBM considers there to be a risk to the academy.</p> <p>Secure higher level of legal support for contract disputes likely to lead to a contract termination or penalty.</p>	<p>Provide relevant contract and service level agreement (SLA) data to Reach South as requested.</p> <p>Keep the Reach South Procurement office informed of all new contract purchases and seek advise prior to contract agreements.</p> <p>Follow the advice given by Reach South.</p> <p>Inform the Reach South Procurement Office about any commercial contractual agreements that are under consideration.</p> <p>Contract disputes referred to Procurement Office and the school support legal help line.</p>
Public Relations	<p>Manage the press and public relations for the Trust.</p> <p>Provide support and advice to individual academies</p>	<p>Manage the press and public relations for the academy under advice from the Trust's central</p>

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	<p>in managing public and press relations.</p> <p>Manage the Trust’s web site and ensure statutory compliance.</p>	<p>communication team.</p> <p>Manage the academy’s web site and ensure statutory compliance.</p>
Project Management	<p>The Trust will maintain an in-house project management team to manage all aspects of academies joining the Trust including:</p> <ul style="list-style-type: none"> • Conversions; • Sponsorships; • Trust-to-trust re-brokerages; • Trust-to-trust transfers; • New school provisions including free schools. <p>The project management team will coordinate the due diligence assessment for potential new academies joining the Trust.</p>	<p>New school seeking to join the Trust will simply need to cooperate with the Trust’s internal project management team, making all necessary information available, so that the Transition into the Trust has minimal impact on the day-to-day capacity of the school.</p>
Legal Services	<p>Negotiate and procure the legal service contract for the Trust to ensure best practice:</p> <ul style="list-style-type: none"> • Corporate and charity governance compliance legal advice. • Employment legal advice. • Commercial and contractual legal advice. • Education legal advice. 	<p>Procure school support legal advice within the framework agreement procured by the Trust.</p>