

**WADE DEACON TRUST  
& TEACHING SCHOOL**

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**DRIVING  
IMPROVEMENT**

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**JOINING OUR TRUST**



# CENTRAL SERVICES

Our central services team delivers key non-teaching operations for the Trust working closely with Business Managers and Leadership Teams. We provide full support and training to key staff for all system changes both associated with becoming an academy and for ongoing development. We aim to reduce the burden of these services for our School leadership teams so that they and their local governing bodies can focus upon school improvement.

As a Trust we provide for a 4% MAT contribution from your general annual grant only. Our Principals are involved in working with the CEO and central team for planning the focus of any surplus income.

In addition to access to our Curriculum and Teaching School support, our Central Services provide for what we would expect to agree an excellent value for money. Centralised non-teaching functions services include:

- **Financial Management** - including financial software and advice
- **Payroll Services** – from our own team and a Local Government specialist payroll provider
- **HR and legal services** – from our own team and a specialist legal company.
- **Clerking** – full independent clerking service for your Local Governing Body
- **ICT Support** – specialist ICT provision of audits, strategic planning and Trust wide systems, spending plans
- **Health and Safety** – from our own team and through a specialist H&S provider supply monthly site visits, audits, risk assessments and access to several funded training courses, both face to face and web based.
- **Centralised purchasing** – when and where appropriate depending upon the terms of any existing contracts, the compatibility of services across the different academies and the cost and quality of service being received.
- **Training** – support in CPD to our key staff both directly and through brokered services.
- **Capital and Facilities Management** – a review of site development, support to Business Manager and Senior Site Staff on planned and

preventative maintenance, management of capital schemes and advice on premises rated matters

- **Policies and protocols** – approved HR policies with Unions and Professional associations, Trust Policies and guidance on Local Policies/protocols
- **Admissions & Appeals** – assistance with complying with admissions protocols, admissions policies and preparing for appeals
- **Intranet** – Layered access to all Trust staff for managerial guidance, end user support and networks of peer to peer support groups
- **Data** – access to the Trust data managers group to help shape protocols, standards and methods reporting and software.

## CENTRAL TEAM

**Gary Kelly** - Gary has a wealth of experience gained during 20+ years as an education and skills professional. He has held senior leadership positions in inner-city high schools, multi academy trust's and local authorities in Greater Manchester and Yorkshire. Gary directed the Department for Children Schools and Families 14-19 Greater Manchester Challenge and is a lead Ofsted Inspector of schools across primary and secondary phases. In his role as Chief Executive of The Wade Deacon Trust, Gary oversees all aspects of the Trust's performance, financial sustainability and in ensuring all pupils across WDT Academies have the best possible opportunities to develop, succeed and progress in their learning.

**Ian Kirkham** - As the Chief Operating Officer and fellow of the ISBL, Ian is responsible for overseeing all non-educational functions across the Trust including Estates, HR, IT and Finance. With an expertise in school based operations, Ian oversees the Central Office team, ensuring compliance with the Financial, HR and other relevant Health and Safety legislation etc. Ian is supported in this role by a team of outstanding qualified practitioners who are experts in their fields.

**Stuart Robertson** – Stuart is a Fellow of the Institute of Chartered Accountants in England and Wales with over 10 years' experience as a qualified accountant. Having worked for 6 years in MAT Finance directly and prior to that 8 years auditing Independent Schools, MATs and Diocesan Trusts. Stuart has experience in implementing and running financial policies and procedures across for MATs. Alongside Jo Yates, Stuart provides support to both the Business Managers and Principals over financial issues as well as ensuring the Trust meets the obligations set out by the sector regulator, the Education and Skills Funding Agency (ESFA).

**Brian Fisher** – as Principal HR Officer, Brian is responsible for the provision of a dedicated and experienced HR service, offering advice and guidance to school leaders, the development of policy and practice, and maintaining good relationships with unions and professional associations. With a career including teaching and a number of school support roles, Brian has had broad experience of school operations. Brian is CIPD qualified and is supported by a team of three CIPD and CIPP qualified professionals.

**Jonathan Lowe** – As the Director of ICT, Jonathan is responsible for ICT strategy and development across the trust. In addition he leads on Data, GDPR and Marketing. Jonathan has worked in Education for almost 20 years and has demonstrated expertise in ICT systems and Management Information Systems. Alongside Jonathan's ICT qualifications, he is a qualified School Business Manager and provides operational support in areas such as Premises and Health & Safety.

**Barbara O'Connor** - as Senior HR Officer, Barbara works with the Principal HR Officer to advise school leaders on employee relations issues, including all aspects of grievance, disciplinary, and absence management casework, and including complex cases. Barbara is CIPD qualified and specialised in HR and payroll support for schools within the local authority maintained sector before moving to the academy sector, spending time specialising in both the primary and secondary sectors.

**Jo Yates** – Jo has fourteen years' experience within the education finance sector and brings expertise in HR, Internal Auditing, Payroll and Finance from other industrial sectors. Jo supports the Business Managers across the trust by processing and distributing income and advising on any queries that arise.

**Elaine Connor** - as HR and Payroll Consultant, Elaine leads on HR and payroll data systems and strategy, and provides expert advice on pay, pensions management (from the employer's perspective) and the application of terms and conditions for both teachers and support staff. Elaine is CIPP qualified and brings a wealth of expertise in education sector payroll to the Trust, having previously worked in HR and Recruitment, and led the payroll function in a local authority.

**Becky Holt** – as HR Assistant, Becky is the first point of contact for school leaders raising queries with the Trust HR team and for recruitment advertising. Becky coordinates access to key IT systems including appraisal, the HR Information System and the online DBS checks, and provides training on these systems to school staff as required. Becky is CIPD qualified and has previous HR experience in local authority and education organisations.

**Emma Sankey** – Emma provides the link for organisation and front of house services in the Trust Building supporting the CEO, Central Team and Teaching School. Emma is our social media champion co-ordinating the communication links as well as making best use of her hospitality background to ensure we deliver a first class training facility.

**Jen Murphy** - as Director of Teaching School Jen oversees the team responsible for Teacher Training through School Direct and PGCE routes, CPD and School Improvement across the Trust and in our local school community. Jen has many years teaching experience at Wade Deacon, ten of those being in senior leadership positions. She holds a Masters degree in Education and is currently completing her NPQH. She is also a trained NPQ facilitator and moderator. She works closely with other Teaching Schools, the Trust and local schools providing access to high quality CPD in teaching and learning and Leadership.

**Sue McEvoy** - is an experienced administrator, having worked in a range of project support roles across a variety of industries. Her expertise lies within development of operational processes, to deliver support services in line with KPIs and customer expectations. In her role as Teaching School Administrator, Sue supports all aspects of the Teaching School provision, including recruitment of ITT Associate Teachers, organisation of the CPD programme and tracking the Teaching School finances.

**Jane Goulding** - is the Professional Mentor for the Teaching School, leading on teacher training through School Direct and PGCE routes. Jane leads on all aspects of School Based Learning for our Associate Teachers, and coordinates and leads on the Professional Development module. She coordinates Enrichment opportunities via collaboration with Special Education and Further Education institutions. Jane is QA Lead, a qualified English and Drama teacher and an exam moderator, as well as being a SLE for ITT and Induction. She has twice won the Professional Mentor of the Year with University of Chester.

# CENTRALISATION

## **What does Centralisation look and feel like in our MAT?**

**We have appointed the appropriate key central staff , including a Chief Financial Officer, Principal HR Officer and Director of IT strategy and development** – initially when the MAT was developing from a small number of school like many we initially relied upon the experienced school business manager from Wade Deacon High School to oversee the SBMs or equivalent post holder at the other schools. By appointing a key staff at the relevant stages of our growth, the MAT will have the resources to implement effectively the centralisation of services and realise economies of scale.

**Consult with the individual academies** – There may be academies in the MAT which have particular requirements which need to be satisfied when procuring services. There may also be different areas of expertise, e.g. one academy may have a particularly strong IT team. By involving the individual academies, the MAT is more likely to ensure that appropriate services are provided at the right level.

**Standardise systems** – It will be easier for MATs to review and manage spending, compare costs and prepare a central budget if all the schools in the MAT are using the same systems and processes and are all preparing financial information in the same format and on the same basis.

**Review each service individually to decide whether there are benefits to centralisation.** – The decision will depend on the nature of the services and will not be the same for all MATs. It will depend on the terms of any existing contracts, the compatibility of services across the different academies and the cost and quality of service being received.

**Be prepared to require centralisation of some services** – Despite the need to accommodate individual academies and be flexible, it is likely that the benefits from the centralisation of some services will mean that the MAT will need to insist on them being provided in this way. An example would be the accounting system. The Trust will need to be able to review the financial information of each academy on a timely basis. If all academies are on the same accounting software then reports can be produced at any time at different levels of reporting whether this be by academy or for the Trust as a whole.

**Review service provision to ensure that it is still fit for purpose** – Essentially, the Trust is providing a service to each academy for which it is typically receiving a contribution from your grant funding. In order to ensure satisfaction with those services, the

Trust will regularly discuss the services with the individual academies to ensure that they are still fit for purpose and the best fit for each academy.

**Benchmarking** – The ESFA has released an efficiency toolkit to assist schools with benchmarking. However, this must not be taken in isolation but we should also look at benchmarking opportunities with the Trust and with other ‘similar’ Trusts who would be willing to undertake a data sharing exercise. Once completed, this may indicate some areas where each academy is spending more than the average and provide some guidance on where efficiencies could be made.

**Regularly review prices** – whether buying in services such as HR and payroll, or supplying them internally, it is useful to periodically check the costs incurred to those available in the market. This will ensure that the Trust is still obtaining value for money and most importantly high quality provision for these services.

Economies of scale in central services are now standard approach to achieve efficiencies for MATs. Once these are implemented and the academies can see the benefits, the Trust can then look at economies of scale in other areas. This could be spending on education welfare, special needs or even the sharing of key staff. With the funding challenges which exist within the sector, a creative, collaborative approach will be needed to ensure the future success of the MAT.



# TEACHING SCHOOL



Teaching Schools have an important role to play in a school-led system and in school improvement. As a centre of excellence, we prioritise the provision of high quality school-to-school support, to spread excellent practice. We also support evidence based professional and leadership development, for teachers and leaders across our network.

As a brokerage hub, we will co-ordinate the supply and activity of a range of system leaders, who have extensive experience of supporting school improvement across the region.

- National Leaders of Education (NLEs)
- National Leaders of Governance (NLGs)
- Local Leaders of Education (LLEs)
- Specialist Leaders of Education (SLEs)
- Lead Practitioners (LPs)
- Pupil Premium Reviewers