

MAT General questions

Q. What are the reasons for not continuing with the federation, the reason we became federated was to avoid becoming a MAT, and one of the main reasons it was introduced was because the government were pushing for all schools to become academies - this is no longer the case so why convert now?

A. The landscape of education has changed. We are doing this now as we are able to choose our partners and who we work with. In the future that may not be the case.

Q. Why were staff not consulted before the decision was made to become a MAT? It is being presented as a done deal.

A. The process has been started, no formal decision has been made, this will be made by individual school's governing bodies, once a consultation process has been followed. At any stage between now and the signing of the funding agreement, any school can choose not to join the MAT or convert to an academy.

Q. How will children's outcomes will be improved as a result of the MAT?

A. There will be a wide range of support available to teachers within the MAT, using experience from other teachers will help teachers to get the best from the pupils. DTSA will be a key part of the MAT helping teachers achieve the best for pupils.

Q. What is the timeline for conversion?

A. January 2018(earliest). Church schools may slow things up. The Head Teachers board has already been consulted and may not need to be spoken to again but the church schools have a meeting in July. Conversion on the 1st of any given month. Shut the day before and open as a new business on first but we have to have systems and processes in place.

Q. Is there any possibility of return from MAT status to the LA if the MAT is not successful?

A. No once you convert to an academy you remain as an academy. There is no legal route back to being a maintain school. However, in rare circumstances, it is possible to move to another academy trust – this is known as an academy transfer.

Q. How will the MAT ensure that primary schools are not dominated by secondary schools – this has been a common outcome?

A. The MAT will consist of 17 schools, 4 secondary and 13 primaries. The vice CEO is a primary specialist. Okehampton Primary School is in fact larger than one of the secondary schools. All schools will be considered equal, irrespective of size.

Q. Will school improvement be done within schools or across the MAT – how will this work?

A. School improvement will be carried out in individual schools, as well as across the MAT. There will be opportunities to network and share good practice as well as access support if it should be required. Local governing bodies will monitor clusters of schools and the trustees will monitor the MAT.

Q. Why are you not specifically keeping to a Co-operative Trust model?

A. The co-operative values and ethos will remain; it will be co-operative with a small c not a large C.

Q. There are currently differences to Early Years Provision in the area. Would the objective be to bring this provision in line so that an excellent level of pre-school care is provided across all school no matter their size?

A. In time this could be looked at and considered, although not from day 1.

Q. Concern about the Teaching School Alliance. As a parent of a child in Year 2 at Okehampton Primary School, the full-time teacher is not in the classroom full time because they are part of the Teaching School Alliance and I am concerned that my child will lose good teaching.

A. By being part of a MAT, teachers will be able to work across the MAT, so when teachers are away from the classroom, a qualified teacher from elsewhere may be used to cover to ensure a high standard of teaching is received by the pupils.

Q. Looking at clusters of schools and SEN Provision, will there be one SENCO per cluster?

A. No decision regarding this has been made.

Q. Who dictated the curriculum; is that central government?

A. The national curriculum will continue to be followed by all schools within the MAT.

Q. Did anyone approach Clawton Primary School to join the MAT as surprised they are not part of the proposal?

A. Many schools within the area were spoken to regarding the MAT, formal expressions of interest were invited at the end of last year. There is room for growth in the future.

Q. What does reduction in role isolation mean?

A. The chance to share good practice with other staff doing the same role as others within schools. For example, SENCOs.

Q. How do you get wider curriculum choice?

A. Staff are part of an organisation that may be able to enable wider collaboration e.g. photography teacher employed to work across several schools.

Q. If no QE feeder schools are part of the MAT, how will we / they benefit from ideas you have talked about?

A. That is a decision for each primary school. We hope that they will see the benefit of the Dartmoor MAT and would want to join so the CLC stays together – but it is up to them, and the work with CLC primary schools will continue regardless- however it is more and more difficult as there is no funding for learning communities from Devon anymore – as there used to be.

Q. There have been a number of scandals regarding MATs being mismanaged and senior leaders wasting money and giving themselves pay rises, whilst cutting other staff jobs and reducing their wages. Given that the MAT is envisaged to be a permanent arrangement into the indefinite future what safeguards will be put in place to ensure that this does not happen with our MAT, especially with regard to pay and conditions for ordinary staff and for the senior leadership team?

A. There will be members in place, with a board or trustees, each cluster of schools will have a local governing body. A scheme of delegation will be in place clearly defining who is able to do what. There will be clear processes and procedures in place and changes will not be able to be made without following the procedures.

Q. Can schools join at a later date?

A. Yes, the Regional Schools Commissioner (RSC) is interested in growth and schools can join the academy trust on the first of any month subject to the relevant approval(s).

Q. How many could it expand to?

A. There is no minimum or maximum size for MATs. However, the RSC is keen to develop several MATs, geographically there is the opportunity to grow in Mid and West Devon.

Q. Is the RSC keen on cross phase rather than just primaries together?

A. Yes, the current RSC is extremely keen on cross phase MATs and believes there are many benefits from this model. The agenda recently changed and now cross phase is an important objective for the RSC, and we see real benefits in that for our young people.

Q. How will students receive a better education?

A. The design of the MAT, working with the Teaching School Alliance, will provide an environment for professional development of staff – this will then benefit students through improved learning experience. Also opportunities to work with other students across the MAT on projects and activities.

Q. What happens if our primaries join an Exeter MAT and we lose students?

A. That could happen and we would see that as a shame because it would mean the CLC was less strong – so ultimately we need to show the attraction of the Dartmoor MAT and make it the MAT of choice for the CLC schools.

Q. What is the alternative if it doesn't happen?

A. 1) We stay as we are.
2) We join another MAT.

Q. Why is the CLC not good enough?

A. Unfortunately the CLC as a MAT alone is probably not big enough (in student numbers terms). Whilst there is no hard and fast rule on this, since this time last year the direction the RSC has encouraged has been for bigger MATs to form.

Q. Is it compulsory to join a MAT?

A. No, not at the present time. However, many schools are realising that the writing is on the wall and believe it is better to choose a MAT rather than be forced to join a particular MAT.

Q. We (QE Crediton) have more connections with Exeter, shouldn't we look that way?

A. We are in at the start of the Dartmoor MAT rather than joining an existing MAT, but QE governors will look at other existing MATs as part of the decision making process.

Q. Is there a risk of losing flexibility, becoming more beauracritic in a larger organisation?

A. There is always that danger, but the model is designed to try and avoid that.

Q. Can't the teachers just talk to each other?

A. There is a limited budget, in a MAT they can share resources more effectively. Peer to peer support is more effective and there is 'universal motivation' for all the schools to put the resources in to enable effective collaboration.

Q. Are you (QE Crediton) still talking to CLC primaries?

A. The door is open; we are still talking to them.

Q. What about our (QE Crediton) feeder schools?

A. Academisation is a matter for their own governing body and they make decisions based on what they think is best for their school. We hope some of our feeder schools decide to join us. Either way, the relationship with our feeder primaries will still remain strong. During

the exploratory phase Kevin and Sarah visited all local schools and primaries. No feeder schools have shown interest. Choice and ethos are important. Happy if they change their minds or show interest in future. The MAT might expand once it is set up and running. Admissions is separate, it doesn't matter which MAT the primary school is in, parents have the right to choose which secondary school their children will attend.

Q. This is not an existing multi academy trust is it?

A. No, this is not yet an established trust. Some schools may convert before/after others. Not sponsoring or being sponsored. QE is already an academy, but a stand-alone one.

Q. Will the colleges remain cooperative?

A. Yes! All other schools except two are either already co-op or are church schools, thus the ethos and values are similar/equivalent. Cooperative ethos is in the published MAT vision statement.

Q. Will schools still be inspected in the same way?

A. Yes. Although the MAT may also come under scrutiny.

Q. What about terminology across the MAT?

A. All schools need leadership (HT/Principal) but some smaller (primaries) schools may need Heads of School and cluster Exec Heads overseeing several smaller schools, to protect them.

Q. What about present arrangements and the children in the schools?

A. The journeys for all schools should lead to the very best outcomes for every child. Elimination of direct competition between schools should improve matters further.

Q. Why have no primary schools local to Tavistock College opted to join?

A. Readiness. We currently work with 23 local primary schools. We will still work with them and some are already in other MATs. Dartmoor Federation is already set up to work like this, this is the next step. Teacher recruitment will also be positively impacted as it will be an attractive MAT.

Q. Can schools currently in sponsored circumstances in existing MATs join?

A. Yes. It is possible to move between MATs but there is no backwards journey out of academisation. Academies are about giving freedom to schools so they perform and achieve well.

Q. Would a MAT secure the survival of smaller schools?

A. The intention is to do the utmost to sustain education in communities. However, viability has to be a consideration for various reasons. There may be difficult decisions to be taken. No promises.

Q. What about INSET days?

A. These are not an additional holiday for staff. Likely that local agreements and arrangements will follow in due course. Importance of staff across the MAT having time to network and share practice.

Q. What about the school holidays?

A. Will try and align, for practical reasons. NB: schools have already published their dates up to and including 2019/20.

Q. How have the identified schools been selected and have their OFSTED ratings been considered?

A. Schools expressed a desire to explore forming the MAT last year. All OFSTED ratings have been reviewed and this forms part of the ongoing due diligence process prior to conversion/opening.

Q. If there is an Ofsted inspection and one school is inspected does that trigger an inspection for all schools.

A. Not at the present time. But Ofsted's inspection criteria/guidelines could change in the future.

Q. Would there be SEN provision for clusters?

A. It depends on the size of the cluster - can't fully commit to an answer at the moment - strategic SEN oversight will need to be considered.

Q. Is there provision in EFA to cover the additional admin service?

A. No.

Q. Why do we (Holsworthy) not have a star for future growth?

A. At this time it is about capacity and we do not have capacity at the moment, but that's not to say in the future we won't have.

Q. Do PTFA funds stay in the school they are raised for?

A. Yes they do stay in the individual schools and are used for those individual schools.

Q. What form will the consultation process make when deciding whether to join the MAT? Will we get a formal point during the consultation where staff will have their chance to vote on the MAT proposal?

A. The process will give all stakeholders the chance to express their views on joining the MAT. The final decision will be made by the individual school's governing bodies.

Q. What is the alternative sponsorship model that was referred to in the slides?

A. This is when a school is given to another academy to be managed/run.

Q. Geographical determinism – we will all end up in an Okehampton hub? Will resources automatically migrate to the centre of this area?

A. This is not the intention.

Q. Are we narrowing, rather than expanding, our relationships with schools – we in fact liaise widely with other schools in our existing model.

A. No, by forming a MAT this does not mean we cannot work with schools outside the MAT. Working with other schools will continue to be encouraged.

Q. How does a MAT offer more in terms of collaboration than simply being part of the Dartmoor Teaching Schools Alliance?

A. All sectors of the schools will have the chance to collaborate, support staff, teaching staff and pupils.

Q. Do we have to join a MAT? If we are in RI? If we are NOT?

A. No we do not have to join a MAT. This is a choice at this time.

Q. Does going in at the start mean we have more control over the MAT's structure?

A. Absolutely, this is the chance to form, shape and build something new.

Q. If the sale of our land went ahead, where would the money be spent? Would it end up being spent on e.g. sports facilities in other areas within the MAT?

A. This would be up to the Trustees to decide where the money was best spent.

Q. Will we all fall completely in line – exam boards, specifications, timetables etc.? Who would then decide which exam board the MAT will follow?

A. This would be considered over time, but not from day 1.

Q. If the structure of this proposed MAT protects individual autonomy for all the schools involved (including their school governance), what happens when there is a conflict of ideas on key strategic decisions in the MAT?

A. The decision making process is defined in the scheme of delegation.

Q. There is a current push to grammar schools. Could an outstanding school become a grammar school?

A. At the current time there is no plan for this to happen.

Q. Ethos – will it be diluted, if there isn't ownership at school level?

A. No all local governing bodies will have ethos committees and all schools have signed up to the MATS ethos and values.

Specific school questions

Q. Will Okehampton have to make cuts due to the poor budget outlook at other schools?

A. As part of the due diligence process all school budgets will be scrutinised. All schools will need to remain financially viable and operate within a balanced budget.

Q. As a parent of two children, one who will be attending Okehampton College in September and the other child still attending Halwill Primary School which will not be in the proposed MAT, (I cannot see why they would not want to join the MAT), looking at how the schools will differ, is it too late if Halwill Primary decided to make an approach?

A. Once the MAT is established, growth in the future will be possible.

Q. As a governor of North Tawton Primary School, how does it work when Ofsted visit – who is in the room in terms of Headteacher, Head of School, governor?

A. The Head of School, Headteacher or Executive Head. Representatives from the local governing body, along with representatives from the trustees. They will also want to talk to the leadership team from the MAT.

Q. Will Okehampton have a new Head?

A. Okehampton currently has a Head Teacher role, as well as Daryll Chapman – the CEO of the MAT which is a separate role.

Q. QE are out on a limb geographically, have you looked at a Mid Devon MAT, Chulmleigh, Tiverton etc.?

A. The nearest 11-18 school is Okehampton. Chulmleigh, Tiverton & South Molton RP not aware of their thinking or plans – not heard anything.

Geography makes sense with CLC and the Dartmoor MAT – our nearest neighbour. Exeter schools have different challenges to rural issues.

Q. Will Tavistock College we still have Sarah Jones in charge?

A. Yes.

Q. We understand that Mr Fitzsimmons is leaving, what is happening with the head of the federation?

A. There will be a Primary Lead and a Head of School at HCC, as yet we are not in a position to go public yet. DTSA has the added attraction that it trains teachers and therefore going forward we are confident we can attract quality new teachers, who want to stay in the MAT as the chance of progression is greater.

Q. What will be the cost implications to QE to account for the management top slice given that we are in an academy already, unlike the other schools who are local authority controlled /funded?

A. The central recharge is still being decided, no figures have been agreed as yet.

Q. With widening the curriculum and sharing resources – could we lose our Sixth Form?

A. This is not the intention; the MAT will work to keep all schools/departments open as long as they remain financial viable.

Management of MAT questions

Q. How much management time has gone into planning the MAT? Is it possible to put a value on this?

A. A significant amount of time has gone in to planning the MAT, it is not possible to put a monetary value to this at this time. It is recognised that without this planning having taken place the process would not be where it is now.

Q. What are the planned management arrangements for the MAT?

A. Daryll Chapman is Designate CEO and Hazel Fox is Designate Vice CEO.

Q. In a cluster of 3 schools with an Executive Headteacher, who will make the decision to join the MAT?

A. The governing body.

Q. If the proposed MAT gets the green light, will each governing board of each school make the decision as to whether they will join the MAT and will each school consult with parents?

A. The governing bodies make the final decision to join the MAT, following a consultation period, during this time staff, parents, pupils and the community will be consulted with.

Amalgamated services questions

Q. What will happen to arrangements for cleaning in the new MAT?

A. Cleaning will continue within the schools as per the existing arrangements.

Q. Are there plans for other support staff, e.g. IT support? Are there plans to centralise services?

A. Initially some of the financial tasks will be centralised, others may follow in the future and will form part of the central recharge cost.

Q. Will we be able to group buy resources?

A. Yes and we will be able to apply for capital funding from the EFA and skills pots that are not open to maintained schools, allowing us to develop the MAT structures we already have.

Q. Will we be able to share resources with the other schools or possibly set up separate support centres?

A. Yes, this can be considered.

Q. Will there be shared HODs across the MAT?

A. There are no current plans for this, it will be geographically impossible. There is the chance of support from an excellent head of faculty across the MAT and the ability to share good practice.

Q. Would e.g. all the science departments work together?

A. They already do to an extent because the DTSA fosters this through e.g. subject leads and the technical support that is on offer. The MAT will be ambitious for outcomes for all. Fine details not yet hammered out. Role of CEO will be to oversee.

Q. Are there plans to centralise finance and admin?

A. Some tasks will be centralised. This is still being discussed.

Q. What will/would happen if another school in the MAT failed OFSTED? How would support for this school amongst the rest of that MAT effect resources both in terms of staff and finances for us?

A. The CEO will have the responsibility for overseeing this, arranging support and allocating resources.

Q. How will collaboration help me as a classroom teacher?

A. It is hoped that you will have the chance to discuss ideas with peers, share good practice and get support from teachers of the same subject across the MAT.

Q. Is there an opportunity to buy / recruit our own children's support services, e.g. E.P

A. Yes, definitely, this will be considered as part of the central recharge. It is hoped that we will be able to benefit financially from economies of scale.

Q. Is the geographical spread going to make it viable for the sharing of resources?

A. This could be challenging in terms of physical resources, but not insurmountable. But electronically documents will be able to be shared by using share-point or google docs/drive.

Governance

Q. If there are local GBs how much power will they have?

A. This will be detailed in the scheme of delegation.

Q. Will there continue to be parent and staff governors?

A. Yes there will be within local governing bodies.

Q. Considering that the board of trustees are the only people who are allowed to change what is written in the articles, who will monitor the trustees and hold them to account?

A. The members.

Q. How will the board of trustees that governs the MAT be chosen? Will they be elected? Picked? Members of SLT that represent each school?

A. Volunteers from existing schools' governing bodies put themselves forward to be trustees. They are acting as interim trustees until the MAT is formed. The trustees, once the MAT is opened, will be from this group of people ensuring that there is a strong skills set and expertise covering key areas.

Q. Will there be an elected representative from the teaching staff both secondary and primary on the trustees?

A. No, not at trustee level. The CEO and Vice CEO will attend meetings and represent the staff.

Q. Will there be an elected representative from the parents on the trust?

A. No, although some of the trustees are parents with pupils in some of the schools.

Q. How long will the trustees term of office last? Is it a permanent position or will they have to be re-elected every 5 years?

A. Their term of office will be 4 years.

Q. Will the trustees' positions be paid?

A. No.

Q. Can a vote of no confidence be brought against the trustees to have them removed or re-elected if the staff raise concerns about the MAT's governance?

A. The members have oversight of the trustees and are the only body (aside from the EFA now ESFA) who can remove trustees. However, there will be a complaints procedure in place for the MAT so there will be opportunities to raise concerns and such concerns will be dealt with in accordance with the complaints policy.

Q. Who will members of the MAT be accountable to?

A. The DfE and the ESFA.

Q. If a member of staff had grievance with a member of the board of trustees, who would the member of staff go to?

A. Initially the CEO. As mentioned above, there will be a complaints policy in place which will clearly set out how concerns are dealt with and to whom.

Q. Why is there not a teacher representative on that board of trustees?

A. The trustees of the MAT have been selected for their knowledge, skills and experience to ensure that we have the very best people on our board, running our MAT successfully. There will be a staff committee established to ensure that any comments are fed to the board of trustees. Our staff are extremely vital to the successful running of the MAT and it is very important to us that our staff are heard.

Q. Will every school have a local governing board?

A. Every cluster of schools will have local governing bodies, made up of representatives from schools within that cluster.

Q. Is the role of the local governing board (LGB) different?

A. The scheme of delegation will determine this.

Q. How does a governor run pre-school fit into this model?

A. The pre-schools will work in exactly the same way. If they are currently outside of the school's age range, we will simply lower the age range accordingly. This is a straightforward process which our lawyers will support us with. The only differences are that the MAT will become the employer rather than the GB or LA (as appropriate) and the land will be owned by the MAT rather than the Co-op trust/Local Authority/any other land owner.

Finance/Funding

Q. What will be the top slice for central MAT functions?

A. The Central recharge has not been determined at this stage.

Q. Will admin and finance be centralised?

A. Initially some tasks will be. With the possibility of others in the future.

Q. What are the benefits in terms of economy of scales?

A. These are still being investigated fully, but it is envisaged that savings will be made on buying additional services and support.

Q. In terms of funding, is that calculated on the number of schools in a MAT and how would the money be allocated to each school?

A. Funding stays the same, schools are funded on pupil numbers. Each school will need to be financially viable and set a balanced budget.

Q. Will there be a disproportionate amount allocated across the schools depending on the size of the school?

A. No.

Q. How is Pupil Premium & SEN money calculated and allocated to schools?

A. This funding stays with the school it is allocated to.

Q. If you get funding from the Local Authority for schools, is there a provision for the extra administration costs that you will incur?

A. No.

Q. When a large MAT is created does the government recognise there is extra money required for administration?

A. No. There is a start-up grant of £25000.00 per school allocated to cover legal costs, land transfers and set up costs. Existing academies do not get this allocation.

Q. Is there an overall funding benefit in a MAT compared to being a single school?

A. No additional funding. But working together and commissioning services together may provide Economies of Scale in the future as the MAT develops.

Q. Re: cost / time involved in setting up a MAT. Is this taking something away from students currently?

A. There is a balance between the strategic long term future of school against the immediate day to day needs of our students – there is always a tension between these two.

Q. This MAT has nothing do with finances?

A. Correct – this is about creating a structure that will support all schools in the MAT to improve student outcomes.

Q. What % of funding goes to the MAT?

A. We are still deciding that on - no decision has yet been taken - but schools that are currently local authority schools are already paying a top slice in effect to the Local Authority to provide services, some local authority schools estimate this to be between 5 and 8% of income they would get as an academy, so the MAT is looking to keep the top slice below that figure, but no discussion or decision has been taken on that yet.

Q. Autonomy whilst schools are performing well, but will the strongest schools end up subsidising weaker schools?

A. The RSC ensures that there is a balance of needs within MATs.

Q. Is rural funding changing, greater than urban school funding?

A. It is the same AWPU but costs for rural schools to operate are more. The formula for all schools in Devon is the same – there is not funding differential. Deprivation funding tends to be higher in urban areas.

Q. If, for example a primary school needed new toilets would the MAT prioritise this over another school with less urgent needs?

A. There will still be a capital allocation. In a MAT of 3,000+ pupils there is guaranteed CIF allocation. This means some more capital fund. The MAT may devise a bidding process which is needs driven e.g. TC huts or a leaking roof elsewhere. The MAT will compile a register/list of needs. County process currently is a condition survey then a lucky few schools' needs are forwarded on to the County cabinet. We have never been successful. Trustees replace the Cabinet and make the decisions. Better bids and larger bids.

Q. 3 of the 4 secondary schools have had redundancies in recent years – how will being in the MAT improve the financial outlook?

A. Economies of scale, will help improve the financial outlook. However, the finances of all schools are challenging at the current time. The finances for individual schools will be closely monitored and action taken as appropriate.

Q. TU recognition – will the MAT pay into the LA facilities fund?

A. It is expected that this will be the case.

Q. Pupil Premium funding does this change?

A. There will be no change to this the funding stays in the individual schools. Although this is subject to the government not making any changes to the funding.

Q. There is a £25K for converters – will there be any £ for us (QE), conversion from a SAT to MAT?

A. No, there are no funds available for this. We will not have the costs that the other schools will face as our land and assets have already been transferred from the LA.

Q. Who is overseeing the costing central resources?

A. Trustees will oversee this, with the CEO and Vice CEO making recommendations.

Staffing

Q. Will staff be expected to work across the MAT?

A. No, existing staff will continue on their same contracts and employed within existing schools. There will be the opportunity to move to a MAT contract should staff wish.

Q. If they are will they receive travel time and mileage?

A. Staff will have a base school, they will be able to claim mileage for travelling to other schools.

Q. What about new starters – will they be employed across the MAT? Will they have a base and travel time/mileage?

A. Yes they will have a MAT contract, but will have a base school. Mileage will be payable for traveling to other schools.

Q. Some schools have much larger SLTs than others – will there be harmonisation?

A. There are no plans for this at the present time.

Q. Harmonisation of teaching load? (QE teach 22.5 hours).

A. Possible in the future.

Q. Harmonisation of TLRs? Other schools pay more for HoDs.

A. A harmonisation process will be needed once the MAT is established.

Q. Harmonisation of Performance Management?

A. Yes this will be the intention.

Q. Some other schools virtually eliminated TAs – what are the intentions across the MAT for this?

A. No decision has been made, the needs of individual schools and pupils need to be considered.

Q. Will staff pensions be protected/affected?

A. Staff transfer to the MAT on their existing terms and conditions.

Q. With regards support staff contracts TUPE applies but, as an academy trust, will existing employee NJC salaries change?

A. The MAT will continue to use NJC salary scales at the current time.

Q. Will support staff who join the MAT after the implementation date be employed under the same NJC salary scales as existing staff?

A. Yes.

Q. If the MAT proposal goes ahead will existing support staff have to re-apply for their jobs?

A. No.

Q. How do you get wider curriculum choice?

A. Staff are part of an organisation that may be able to enable wider collaboration e.g. photography teacher employed to work across several schools.

Q. Will you share teachers? Share admin resources, e.g. 6 finances people to 1?

A. Yes – there will be a bit of both. E.g. asking a strong subject leader to help another school for example. Yes, in time there would be economies of scale and some centralisation of function – to make MAT as efficient as possible.

Q. Is it like the NHS with lots of non-clinical managers?

A. They will be educationalists who are the professional leaders of the MAT.

Q. Will there be career opportunities within the MAT for internal candidates?

A. The MAT may advertise internally before seeking external candidates. Can also share skills e.g. an exams officer cascading training and sharing expertise. Providing better opportunities that would add to, not replace. MAT will continue to listen to and learn from students. Subtle not dramatic changes.

Q. Who is the employer?

A. TUPE to the MAT. New employees will have MAT contracts.

Q. What about pensions?

A. Actuarial work is on-going to establish liabilities but the MAT takes on the employer role and all pensions will remain with Peninsular Pensions (LGPS) and Teachers' pension scheme.

Q. How long will TUPE take?

A. We can't put an exact date on that. We are aiming to start in Jan 2018 and with 17 schools to convert we can't say for definite but, it will be at least 4 weeks to allow for consultation.

Q. How will staff workload be reduced?

A. Through common approaches, collaboration and dialogue to reduce isolation and increase networking. Common solutions to challenges.

Q. What's the difference between Head Teacher and Head of School?

A. Heads of School are responsible for teaching and learning and the day to day running of the school. So they can focus on the curriculum and not the rest of the stuff that Head Teachers have to do.

Q. If your role was up for redundancy and you were offered redeployment elsewhere in the MAT what would happen if you didn't want to go?

A. TUPE would apply on your existing contract, existing staff will not have to have a compulsory MAT contract. Although they would be available should you wish to have one.

Q. What about long service days for support staff – are these part of the terms and conditions that will be maintained?

A. Yes, support staff transfer with existing terms and conditions.

Q. Will there be more training opportunities?

A. Training across the MAT will be possible, with DTSA delivering much of this. Staff will be able to cascade information to staff doing the same role in other schools.