

Trust School Developments – Staff Consultation

July 2009

Ponteland High School – Language College
Learning for life... Success for all



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Purposes of this session:

- Consultation
- Reminder ...What a Trust school is
- Questions and Observations

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TRUST AND FOUNDATION SCHOOLS ARE NOT:

- Academies
- GM schools
- Independent schools
- Involved in an admissions free for all
- Funded differently from community schools
- Run by businesses
- Separated from the LA
- Able to avoid LA reorganisation plans

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Trust school:

- **A new type of foundation school similar to the Voluntary Aided model (e.g. Church Schools)**
- **An LA maintained school –funded on that basis**
- **The land and buildings are held in Trust**
- **Has a budget delegated to the governing body**
- **Follows the national curriculum**
- **Adheres to national agreements on pay and conditions**

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The Vision for the Trust

- Personalised Learning.
- Systems Leadership.
- Extended schools.
- ‘Global Citizenship’ through language learning.
- Raise achievement.



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Why Become a Trust School?

- A maintained foundation school supported by a charitable Trust which will “... forge a long term relationship with external partners to create a new source of dynamism and to help raise standards”. Dept for Children, Schools & Families.
- The aim is to use the experience, energy and expertise from other schools, professions and the wider community as a lever to raise standards in schools
- Part of the national agenda on *diversity and new systems leadership*

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- Another way of putting the *why-fix-it-if-isn't-broken* argument is: “let’s ignore what is going on around us and wait for something to hit us in the future”.
- People and organisations get better and improve because they *scan the horizon* and prepare for change.

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- **Hexham, Haydon Bridge, Ashington, Bedlingtonshire, Astley, Morpeth, Amble and Alnwick schools have or are going to set up federations and/or Trusts;**
- **There will be academies in Blyth and Hirst; re-organisation has already taken place in Cramlington.**
- **To think that Ponteland can stand outside of these changes is not realistic. Change is all around us – we ignore it at our peril.**



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- **Teachers in Trusts have the same security as teachers in other schools.** The living proof of that is to be found in all the other foundation schools (like our Roman Catholic and Anglican schools) which have existed for so long.
- **Salaries, pensions and general conditions of service will remain as they are now.** It is simply disingenuous to say anything other than this.



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- We will ensure that all **support staff** retain at least their current level of job security
- We have asked the local authority to maintain the usual pension arrangements something which the LA has done in all its others schools which have similar governance arrangements.



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- Most LAs are becoming *commissioners* of services rather than centrally organised *providers*.
- A *new relationship* with them, whilst remaining as part of the local authority family, is almost certainly a very positive move.

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- If we become a ***Co-operative Trust*** we have the opportunity to set up a Stakeholders Council which will give a wide variety of people a representative voice in the governance of the school – teachers, support worker, parents, and community representatives.
- This sounds like a much ***more responsive, accountable and representative*** way of conducting affairs. To some, this will feel more democratic than the current position.



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- **Going forward as a single school Trust has an excellent chance of bringing about even more cohesion and collaboration within the Ponteland Partnership.**
- **All will have a chance to be represented on the Stakeholder Council rather than take the leap in Trust membership/partnership.**
- **The scenario could be ... the high school in a Trust and the partner middle and first schools represented in the Stakeholder Council influencing the Trust's vision and development but without the formality of Trust membership.**

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- Lastly, remember Trusts are charitable organisations which can **raise funds** and apply for different types of finance from which schools are barred.
- Nationally, educational trusts raise millions of pounds. Waiting until 2016 without any building development will hinder the progress we are making here.
- Imagine being in a position where we can raise funds for ... a new sports centre, an assembly/exams hall and so on?



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Issues Raised Following the Staff Presentation in February:

- Job Security
- Strategic Issues
- Financial Matters
- Day to Day & School Organization
- Federations vs. Trusts
- Role of Governors
- External Links
- The Local Authority
- The Future

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