



emlc
academy trust

Every child deserves to be the best they can be

EMLC ACADEMY TRUST CENTRAL SERVICES

**SEPTEMBER 2017 –
AUGUST 2018**

CONFIDENTIAL

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INTRODUCTION

EMLC Academy Trust (the Trust) aims to support and challenge its academies to become outstanding academies and ensure “Every child deserves to be the best they can be”.

To support academies to deliver this vision, an infrastructure has been developed in order to enable academies to succeed and this support is shaped by the key challenges faced by academies that are currently a barrier to improvement.

The Central Services provided by the EMLC is driven by the Trust’s Strategic Plan, which adds further context to our plans and actions needed to improve our academies. This document also serves to explain and exemplify the distinction between central support services and those functions retained by schools for which they are held to account.

The Board of the Trust is accountable to the Education and Skills Funding Agency, Department of Education and Ofsted for the educational and financial performance of the academies and has a central Trust Team that provides support for the academies. The Trust works with its educational school improvement contractor, Third Wave Enterprises, which has been procured to deliver support for educational improvement activities.

The Board hold the Executive to account for the effectiveness and efficiency of central and individual academies use of resources. Local Governing Bodies (LGBs) are delegated the function of monitoring the effectiveness and efficiency of individual academy use of resources.

OUR VISION & PURPOSE:

‘Every child deserves to be the best they can be’

We are driven by a strong moral purpose that every child has the right to outstanding teaching and leadership. It is our mission to work with our children, their parents and carers and our staff to create excellent schools. Schools that demonstrate integrity of purpose through high aspiration for every child. We set high expectations for our leaders and teachers to support and stretch every child. We ensure that they make excellent progress and build the skills, knowledge and attributes that will prepare them well for secondary school and beyond.

We believe we have a distinctive sponsor model for delivering this vision and purpose in our academies. The key elements are:

- We value the uniqueness of local communities and see each academy reflecting the highest aspirations for its community and with strong links to that community, including other local schools. Parents still want their schools to be locally accountable in what is an increasingly complex relationship.
- We fulfil our purpose with a relentless focus on great leadership for excellent schools. Through the highly regarded EMLC Leadership Charity, we support and enable our academy leaders to be the best they can be. EMLC has been awarded very many National College leadership contracts.
- Third Wave Enterprises (TWE), the academy trust procured school improvement contractor, works with the very best schools and academies in the region as well as those in need of

support. This helps to build teaching and leadership capacity and capability at a pace to achieve exceptional school improvement.

- TWE is nationally accredited to train teaching schools in the delivery of the renowned Improving Teacher Programme (ITP), Outstanding Teacher Programme (OTP) and Outstanding Facilitator Programme (OFP).
- We believe in the importance of an innovative curriculum for our academies, focusing strongly on mastering literacy and mathematics. Our aspiration is to include a foreign language from Year 2, computing, science, geography, history, art, music and physical education.
- Where possible we will provide an extended curriculum to provide more time for learning, enjoyment and enrichment activities – there is no substitute for time spent in lessons with good teachers.
- We place great importance on a proper partnership with parents and carers through Parent Advocacy Groups and believe that the role parents and carers play in the development and progress of their children in our academies will make the difference.

THE BOARD

The Board, working in partnership with the executive will:

- have a clear vision and ethos
- provide strong strategic direction
- be ambitious and achieve strong governance that will transform our academies and schools building effective partnerships with parents, communities, businesses and other stakeholders
- strengthen professional leadership by appointing outstanding leaders appropriate to the challenge. All senior and middle leadership in an EMLC AT academy are committed to supporting academies on their journey to become outstanding.
- hold academy leaders and governors accountable for high standards of education and safeguarding against clear benchmarks and performance measures
- ensure that resources, within a constrained financial environment, are used in the most effective way

EMLC Academy Trust Board

EMLC Academy Trust has a team of Trustees whose combined skills offer a wealth of experience and contacts to support EMLC Academy Trust in its activities. All Trustees annually complete the declaration of individual Trustees' interests.

RATIONALE

It is our very clear aim to be recognised as an outstanding provider. We are driven by the moral purpose to transform the opportunities for children and young people in our care. Our adopted strategy should not compromise the following principles and ambition:

- To rapidly become a first class academy trust with a regional, national and international voice
- To establish world class academies and schools that are centres of excellence for leadership, teaching and learning and are flagships and centres for learning for other academies and schools
- To be driven by the moral purpose to transform opportunities and change life chances of children and young people who live in challenging times as well as challenging places
- To work in partnership with learners, their families, communities and businesses, to raise aspirations, foster great expectations and achieve ambitious goals

IMPROVEMENT STRATEGY

Primary

Academy	Conversion	Ofsted: Current	Ofsted: Pre-conversion
Orchard Academy (7-11), Springfield Boulevard, Milton Keynes MK6 3HW	2012	Good (June 2014)	Inadequate (2010)
Shepherdswell Academy (4-7), Billingwell Place, Springfield, Milton Keynes MK6 3NP	2012	Outstanding (July 2010)	Outstanding (2010)
Castle Academy (3-11), St George's St, Northampton NN1 2TR	2014	Good (November 2016)	Inadequate (2013)
Hardingstone Academy (4-11), Martin's Lane, Northampton NN4 6DJ	2014	Good (September 2016)	Inadequate (2013)
Stimpson Avenue (4-11), Northampton NN1 4LR	2014	RI (March 2017)	Inadequate (2013)

Secondary

Academy	Conversion	Ofsted: Current	Ofsted: Pre-conversion
Prince William School (11-19), Herne Road, Oundle, Northamptonshire PE8 4BS	2015	RI (2014)	RI (2014)
Northampton International School (4-19), Mill Road, Northampton NN2 6AX	Free School 2016	n/a	n/a

Through our Academy Improvement Strategy, we are committed to supporting all of our academies to be graded as Good, and on an improving trajectory, at their first full inspection with EMLC AT. We are mindful too that, as reported by the Sutton Trust, schools serving the poorest children in the poorest areas are four times more likely to be failing than schools in advantaged communities.

We support academies through the appointment of a Challenge Adviser to support the leadership team through a period of rapid improvement. The Trust also monitors the standards at its academies through a termly audit, which outlines the strengths of the academy and the areas for improvement.

We are committed to the setting of challenging targets for the progress and attainment of our students and our academies in order to meet our core mission. In order to reach these challenging targets our expectations are that our academies will deliver consistently good and outstanding teaching, learning and leadership.

In addition academy improvement is provided by TWE. Our Central Team provides education and operations expertise, including support in HR, finance, legal and communication/ marketing, estates and risk management, procurement and contracts management.

THE CENTRAL TEAM

Capacity

The capacity of the Trust must exceed that provided by the central team. 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 children. Led by the CEO, the Head of Education, with a proven track record of school leadership and educational performance improvement, line manages the academy principals and heads of school. The Trust has access to a team of support through Third Wave Enterprises to support academy improvement.

A central team provides the key support services including financial, HR, payroll, estates, systems, communications, policy, governance support, project management and marketing. This approach ensures that multi-disciplinary teams consistently work with and support the academies. The sharing of specialist staff and their professional development and performance management, ensures that we have the highest quality and aspirational talent available to the Trust for all of its functions, not just education and pedagogy.

EMLC Academy Trust is funded by the Education and Skills Funding Agency (ESFA) to operate academies. The ESFA provides the Trust with a General Annual 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 corporate functions are carried out across the whole Trust and what functions are delegated to the level of the individual academy.

This document builds upon previous information provided to the academy and sets out what is available to each academy. The amount received depends on the management fee set by the Board for the year.

The Management Fee

The more our academies improve, the less support and challenge they will be deemed to require from the Trust. The reducing management fee calculation for academies is based on fairness, transparency and the principle of earned autonomy.

As a result the Board took the decision to have a flexible range of 3% – 8% of GAG income (excluding SEN, PFI and Pupil Premium funding based on need. Generally speaking this translates as three stages of development: intensive, improving and 'light touch'.

Phase	EMLC Management Fee
Intensive	8%
Improving	5%
Light touch	3%

The Trust's business model is premised on the principle of earned autonomy, with all academies expected to move to 5% then 3% over a number of years. The speed of transition is dependent upon progress made in areas such as educational improvement and financial management, and is decided by the Board. This strategy has witnessed the improvement of four of our academies, all of which have improved as a consequence of the intensive support the Trust provides.

This section sets out the scope and specification of the central services and how they interact with individual academies. Principals have the responsibility to manage the resources delegated to their academy. They are line-managed and performance-managed by the Chief Executive Officer. The executive may vary or change these services at any time to meet the needs and priorities of the Trust.

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 this document. Trustees review the delegation of services annually.

Overview of Services Available

This document provides an overview of the support and services available to academies within EMLC Academy Trust (EMLC AT).

The types of expenditure made centrally which is directly attributable to academies includes but is not limited to:

- Insurances
- Legal
- Human resources (HR)
- Licenses and systems
- End of year Financial Audits
- Risk management
- Procurement
- Recruitment
- Governance

Other Costs

Other costs incurred on behalf of the academies (mainly staff time) includes but is not limited to:

- Strategic oversight, development and management of the Trust.
- Strategic risk management.
- Meeting governance requirements and reporting to the Board of Trustees.
- Financial management and oversight of all academies including compliance with the ESFA Financial Handbook
- Statutory returns to the ESFA, DfE
- Oversight of all operational and support services across the Trust.
- Regional relationships development and liaison with unions.
- Policy Development
- Overall statutory and regulatory compliance.
- Governance development and monitoring
- Public Relations protecting the reputation of its academies.
- Recruitment and Performance Management of the Principals
- Estates management
- Health and Safety
- Safeguarding compliance including monitoring of the vetting procedures
- Facilitation of cross trust initiatives and support, sharing good practice
- Adherence to safer recruitment requirements

- Managing the strategic growth of the Trust.

Educational Support

- Central Trust staff provide education support:
- Data management and reports.
- Reporting of key performance information to the ESFA, DfE and RSC.
- Recruitment planning.
- Performance management of the Principals
- Provision of Trust Statutory Policies
- Cross Trust Practice

Central Staff & Premises

- Central staff are available 52 weeks a year to respond to queries, questions and provide ongoing support as and when needed
- Strategic, managerial and operational advice from specialised EMLC AT Directors and their staff
- Training of staff and governors in academies by central staff in key areas of responsibility and accountability (e.g. finance planning and management, safeguarding, governance)

GOVERNANCE

CENTRAL FUNCTION	INDIVIDUAL ACADEMY FUNCTIONS
<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, maintaining a skills audit of Trustee expertise to ensure a balance of relevant expertise at Board level. Support the cost of training of Trustees.</p> <p>Ensure that meetings of the Trust Board, and the Groups are fully supported and appropriately clerked and organised.</p> <p>Proactively ensure that the Trust Board, and the Groups have access to all necessary data and information, as and when they require it, in order to discharge their duties as Trustees in providing overview and scrutiny of the Trust’s activities and in holding the Executive to account</p>	<p>References to the Local Governing Body (LGB) also apply to Academic Intervention Boards (AIB)</p> <p>The LGB/ AIB set 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/ AIB members for approval by the regional board.</p> <p>Support the induction of LGB governors. Support the cost of training LGB members.</p> <p>Ensure that meetings of the LGB/ AIB and their sub-committees are fully supported and appropriately clerked and organised.</p> <p>Proactively ensure that the LGB and their Groups have access to all necessary data and information, as and when they require it, in order to discharge their duties as Governors in providing overview and scrutiny of the academy’s activities and in holding the academy leadership team to account.</p>

Central governance support available includes:

- To plan, produce and distribute papers for meetings of the local governing body (LGB) or Academy Improvement Board (AIB). The agreed agenda and papers sent to all Governors seven days before the meeting.
- To provide minutes of previous meetings on request to all members of the LGB.
- To undertake any correspondence or follow up action as required following the meeting.
- To manage and maintain the record of LGB membership, attendance and terms of office, reporting to LGB as required.
- Maintaining a LGB membership database.
- Provision of template for statutory policies and other key policies (e.g. Complaints) for adoption by schools.
- Confidential legal and procedural advice to individual governors by phone, online and in writing
- Electronic storage of all minutes.
- Legal and procedural advice to governors by phone, online or in writing.

- New Governor Welcome and Information pack including minutes of the meetings from the most recent three terms, providing an insight to governors' responsibilities.
- Monitoring of Cross Trust conflicts of interests
- Access to the National Governors Association.
- Access to specialist panels of governors for appeals, disciplinaries, exclusions and admissions.
- Performance Report template.
- Collection and Analysis of performance data
- Self-review exercise and skills audits.
- Governor recruitment support.
- Access to online training modules including: Safeguarding, PREVENT, FGM,
- Special meetings: Exclusion Panel meetings, Appeal meetings, Staff disciplinary meetings, Special or sensitive meetings (e.g. SEN case meetings or meetings with parents), Complaints hearings.

ACADEMY LEADERSHIP

CENTRAL FUNCTION	INDIVIDUAL ACADEMY FUNCTIONS
<p>Maintain and performance manage an academy central leadership team that is suitably experienced and qualified.</p> <p>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.</p> <p>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 who 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>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>Manage the press and public relations for the Trust.</p> <p>Provide support and advice to individual academies in managing public and press relations.</p> <p>Manage the Trust's website and ensure statutory compliance.</p> <p>Advise on all marketing and branding areas, including signage, uniform, recruitment adverts, open day promotional materials, prospectus, banners, school newsletters, branded merchandise, social media, digital / online presence, etc.</p>	<p>Principals, including Heads of School, are appointed and performance managed by the Trust's executive team. The LGB will participate in the process of Principal appointment and performance management at the request of the Executive.</p> <p>The Principal is line managed by the CEO. The Principal will be the executive officer on the LGB. The Principal, in consultation with the 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 regional partners including the Local Authority, Child Protection Agencies, RSC offices, other academies and community based groups.</p> <p>The Principal/ Head of School 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. The Principal/ Head of School 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>Manage the press and public relations for the academy under advice from the Trust's central team.</p> <p>Manage the academy's website and ensure statutory compliance under advice and support from the Trust's central marketing team.</p>

CURRICULUM & ACHIEVEMENT

CENTRAL FUNCTION	INDIVIDUAL ACADEMY FUNCTIONS
<p>Provide the vision and expectations in all EMLC AT academies of children’s experience in terms of curriculum, behaviour, attendance; 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>EMLC AT 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>Facilitate opportunities for senior and middle leaders to meet and to consider curriculum structure, programmes of study including the use and analysis of data regarding pupil outcomes.</p> <p>Ensure that the academies are aware of what curriculum and assessment information should be published online.</p>	<p>Develop the school curriculum to meet the needs of the community that the academy serves in line with the EMLC AT vision and ethos. A curriculum in each academy that is recognisably EMLC AT but still individual enough to meet the specific needs of the community that it serves.</p> <p>Include the EMLC AT minimum expectations of pupils’ experience. The academy’s curriculum will fundamentally reflect the inclusive nature of the EMLC AT approach to serving the local community and all pupils.</p> <p>Academies are expected to ensure that the complete framework and the curriculum for primary and secondary key stages are taught with content relevant to the pupils, including religious education and SRE.</p> <p>The curriculum must include an assessment system which enables the academies to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report these regularly to parents.</p> <p>Academies must publish to their website:</p> <ul style="list-style-type: none"> • the content of the school curriculum in each academic year for every subject • the names of any phonics or reading schemes used in key stage 1 • a list of the courses available to pupils at key stages 4 & 5, including GCSEs, A-level courses and post-16 opportunities • how parents or other members of the public can find out more about the curriculum your school is following

POLICY & LEGAL SUPPORT

CENTRAL FUNCTION	INDIVIDUAL ACADEMY FUNCTIONS
<p>The Trustees will determine key statutory policies including:</p> <ul style="list-style-type: none"> • HR Policies • Whistleblowing • Pay • Pensions • Appraisal and Performance Management • Capability • Disciplinary • Admissions • Complaints Policy • Safeguarding Policy • Health and Safety Policies • Financial Scheme of Delegation • Reserves and Balances Policy • Governance Scheme of Delegation • Freedom of Information (Fol) and Data Protection • Insurances <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>The Legal Support service includes:</p> <p>All academies have access to Winckworth Sherwood, the Trust’s legal advisors, through a helpline. This includes, including:</p> <ul style="list-style-type: none"> • Employment issues. • Admissions. 	<p>The LGB will determine local policies not set by Trustees including:</p> <ul style="list-style-type: none"> • Curriculum • Religious Education and SACRE • Sex and Relationships Education • Special Educational Needs (SEN) • Attendance & Behaviour Management • Pupil Premium • Home School Agreements • Equality Policy (within Trust framework) • Charging and remissions (within Trust framework) • Lettings (within Trust framework) • Health and Safety (within Trust framework) • Premises Management (within Trust framework) • The school will operate within the policies and procedures set out by the Trustees • Website compliance <p>Maintain a pupil performance data system at the level of the individual academy.</p> <p>Provide access to that system for the EMLC group data collection systems.</p> <p>Cooperate with the Trust reviews and audits and respond to the findings through the development and implantation of an academy improvement plan.</p> <p>Access to unlimited mail/telephone queries on any issues or areas of law required (that can be resolved within 20 minutes)</p>

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| <ul style="list-style-type: none">• Exclusions, SEN and equalities duties.• Safeguarding and managing allegations against staff.• Information sharing, data protection and Freedom of Information.• Governance matters. | |
|--|--|

FINANCIAL MANAGEMENT & AUDIT

CENTRAL FUNCTION	INDIVIDUAL ACADEMY FUNCTIONS
<p>Provide the financial procedures and scheme of delegation.</p> <p>Provide benchmarking data to the Board to demonstrate value for money and transparency.</p> <p>The following systems and software are provided for all academies:</p> <ul style="list-style-type: none"> • Budget planning software. • Accounting software and licenses: PS Financials. <p>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 accounting system and financial planning systems for all academies. The accounting system is 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 Chief Financial Officer.</p> <p>The Principals will support and performance-manage the individual school business managers (SBMs) calling on the advice of the Chief Financial Officer.</p> <p>Provide training opportunities for academy SBM. Provide own financial handbook, updated annually, which sets out the high standards of financial controls expected of all our academies.</p> <p>Provide: on-line, e-mail, telephone and on-site support for each academy’s financial team through in-house or out-sourced provision.</p> <p>Consider the audit report and management</p>	<p>Operate the academy within the Trust’s financial procedures and scheme of delegation.</p> <p>Operate the academy in accordance with the ESFA’s latest version of the academies financial handbook and EMLC AT Academies Financial Handbook.</p> <p>Provide accurate financial information to EMLC AT to ensure benchmarking for the Trust can demonstrate best value and efficiency</p> <p>Maintain an accurate and up to-date financial management system as required by the procedures and policies set out by the Chief Financial Officer.</p> <p>Manage the resources of the academy within the limits set out in the authorised budget.</p> <p>Inform the Chief Financial Officer 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 Chief Financial Officer.</p> <p>Ensure SBM engages with training and conference opportunities provided by EMLC AT.</p> <p>Ensure staff are completely familiar with the Trust’s financial procedures and processes.</p> <p>Provide the auditors with access to all information and systems, as they require.</p> <p>Comply with all requirements and any investigations instigated by the Trust’s internal audit function</p>

CENTRAL FUNCTION	INDIVIDUAL ACADEMY FUNCTIONS
<p>response for the centre and individual academy in requiring changes or improvements to the implementation of financial procedures.</p> <p>Pay for the school's element of the audit.</p> <p>Appoint the External Auditors for EMLC AT.</p> <p>Provide support to each Academy in fully managing the audit processes.</p> <p>Support each academy in the preparation for the annual audit.</p> <p>Provide an Internal Audit function that is independent of the schools' finance function.</p>	

The financial management support service encompasses the following provided by the central finance team:

- Liaison with the Education and Skills Funding Agency and the Regional Schools Commissioner.
- VAT advice, consolidation, checking and submission supporting including liaison with HMRC and appropriate training for office/business managers.
- GAG Funding statement checks, investigations and follow ups.
- EFA directed financial compliance implementation in the form of an annually updated Financial Handbook for academies.
- Liaison with pension providers.
- Pension-related financial policies and regulation.
- Annual budget planning workshop.
- Monthly outturn financial monitoring health checks.
- Monthly group briefing and budget monitoring sessions.
- Financial coding structure and compliance advice as well as dissemination of good practice.
- Budget planning and financial monitoring software.
- Financial modelling support for significant planned changes.
- Support with auto enrolment
- Support with three to five year financial planning models and the submission to the ESFA within required statutory deadlines.
- Internal audit service provision.
- Procurement processes through frameworks and specialist brokers.
- Financial benchmarking reports.
- External audit planning and reviews.
- Technical support and guidance through our central team.
- Internal targeted audits for reporting to the Audit and Risk Group
- Co-ordination and manage the production of the Trust's consolidated financial statements.
- Statutory Accounts and Annual Accounts Return.
- Collation and reporting of financial information for all academies to the Trustees.
- Central contracts management system.
- Cross-Trust payroll provider contract procurement and management

- Asset management advice, support and guidance.
- Reporting requirements for the Trust's Audit Committee.
- Year-end financial support covering closedown of the financial systems, year-end adjustment, first point of contact for external auditors, audit preparation and training.
- Centrally processed capital monitoring and adjustments.
- Development and implementation of economies of scale.
- Unlimited on-site support across the areas identified.
- Professional development of office/business managers.
- Sharing good practice
- Identification of funding opportunities.

HR & PAYROLL

CENTRAL FUNCTION	INDIVIDUAL ACADEMY FUNCTIONS
<p>Negotiate with national Trade Unions on the development of consistent HR policies and procedure changes.</p> <p>Manage and liaise with Trade Unions where there is a risk of industrial dispute.</p> <p>Provide HR advice, support for academies on demand, including:</p> <ul style="list-style-type: none"> • Recruitment and performance management of Principals, setting ambitious targets • supporting academies in dealing with appeals, complaints, grievances serious allegations against staff and any settlements • Regular monitoring of the single central record for compliance including spot checks • Support for critical incidents <p>Provide HR Advisor support on site, where necessary, for formal procedures including capability, grievance and disciplinary through in-house or out-sourced capacity.</p> <p>EMLC AT will directly manage HR procedures that may lead to employment termination for Principal/ Head of Schools, and centrally employed staff.</p> <p>Provide group wide recruitment strategy.</p> <p>Commission active recruitment capacity in-house or out-sourced to deliver effective and best value recruitment support for academies.</p> <p>Provide a managed payroll service for the Trust including all academies.</p>	<p>Implementation of Trust HR policies and liaise with local relevant Trade Unions under guidance from the central HR support.</p> <p>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.</p> <p>Seek HR advice at the earliest opportunity before initiating a formal HR procedure or policy.</p> <p>Principal/ Head of Schools and LGB manage procedures leading to employment terminations of staff below the level of Principal/ Head of School under advice from the Group HR support and Employment Legal advisors.</p> <p>Purchase recruitment marketing that includes the full utilisation of the recruitment processes put in place by EMLC AT 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> <p>The Human Resources support available from the Trust’s HR Business Partners offers its academies a dedicated and experienced HR expert, offering telephone, written and on-site advice and guidance.</p> <p>Access to the helpdesk Monday to Friday, 8.30am - 4.30pm.</p>

Human Resources and Payroll support services encompasses the following provided by the central and finance teams:

- Recruitment and performance management of Principals, setting ambitious targets supporting academies in dealing with appeals, complaints, grievances serious allegations against staff and any settlements

- Regular monitoring of the single central record for compliance including spot checks
- Support for critical incidents
- A dedicated and experienced HR expert, offering telephone, written and on-site advice and guidance.
- Access to the helpdesk Monday to Friday, 8.30am - 4.30pm.
- Creative, solution-focused remedies for all of your Employee Relations / Casework challenges.
- Performance Management and remuneration support.
- Benchmarking of senior staff in partnership with EMLC AT
- Up to date knowledge of appropriate legislation.
- Development of policies and supporting documents in line with best practice and legislation, updated annually and negotiated directly with unions
- Equality and Diversity advice and guidance.
- Union and Professional Associations consultation and negotiation.
- Access to template HR letters.
- Access to bespoke training.
- Casework advice and support relating to discipline/conduct, grievance, capability, harassment and ill health cases etc., including advice on conducting investigations, the preparation of a case, the drafting of letters and managing the process to its conclusion.
- Attendance at any meeting/hearing as required, including providing procedural and technical advice on the conduct of a hearing.
- Attendance at Local Governing Body meetings as required.
- Managing employee complaints, including formal grievances and allegations of harassment and bullying.
- Access to legal advice
- Ill health retirement guidance and processing of the application.
- Liaison with Occupational Health provider for referrals including assistance in writing the referral report and advising on the contents of the health consultants reports.
- Updates on Safer Recruitment Legislation ('Keeping Children Safe in Education').
- Updates, audit and training relating to the Single Central Record.
- Regular, practical and relevant updates
- Recruitment advice and guidance, including pre-employment requirements for all new appointments.
- Support with Personnel reporting and data collection.
- Advice on staffing structures and associated salaries.
- Absence management.
- Reorganisation, restructure and redundancy support, including TUPE
- Advice on informal support plans, information gathering and conversion to formal capability programmes.
- Right to Work in the UK checks and DBS guidance and updates.
- Advice and guidance on handling allegations of abuse made against teachers and staff.

ESTATES & RISK MANAGEMENT

CENTRAL FUNCTION	INDIVIDUAL ACADEMY FUNCTIONS
<p>Maintain a central asset register, including asset valuation.</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>Identify and carry out due diligence on energy efficiency and carbon reduction schemes, grants and commercial providers on behalf of EMLC AT.</p> <p>Provide the lead design, project management and 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>Risk management is provided in the form of risk registers which are reviewed, developed and maintained by the Trustees and Executive Management Team on behalf of all academies.</p> <p>Training and Support is provided the academies.</p> <p>Provide specialist software containing all risks, threat and control measures is provided to each academy in order to facilitate the maintenance of an academy risk register.</p> <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 	<p>Provide EMLC 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 optimize the running costs and carbon footprint.</p> <p>Work with architects and project managers assigned by EMLC to support capital bids for EFA funding.</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>Maintaining the risk register as it applies to individual academies. Schools to mark up and maintain risk registers with the appropriate threats and controls.</p> <p>Ensuring that premises and administrative staff are up to date with procedures and management systems, including training where necessary.</p> <p>New schools seeking to join the Trust will 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-today capacity of the school.</p> <p>The academies pay for, manage and implement the academy risk register software. The risks and control measures are grouped in the following categories and provides the risk assessment process for the business continuity policy:</p> <ul style="list-style-type: none"> • Financial • Premises • Health and Safety • Infrastructure

CENTRAL FUNCTION	INDIVIDUAL ACADEMY FUNCTIONS
<ul style="list-style-type: none"> • 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>	<ul style="list-style-type: none"> • Legal • Physical • Governance • Academic • Educational

The Estates Management support offer encompasses the following support for all academies:

- Project management support for capital projects including guidance on space design, FF&E and ICT
- On-site support.
- Emergency response advice.
- Bidding on capital funding
- Capital procurement management support.
- Consultation and briefings for individual academies
- Risk assessments.
- Liaison support for site caretakers and managers.
- Private Finance Initiative (PFI) management support.
- Capital planning strategies.
- Support with expansion plans on academy sites.
- Monitor and review of premises-related contracts and contractors.
- Advice on letting potential of facilities and agreements with third parties.
- Access to training courses.

PROCUREMENT & CONTRACTS MANAGEMENT

CENTRAL FUNCTION	INDIVIDUAL ACADEMY FUNCTIONS
<p>Maintain a contracts database for EMLC AT. Prioritise contracts, in terms of impact on academies, for Trust wide procurement and management.</p> <p>Any contract that goes out to Tender or involves OJEU is assessed whether it would achieve best value if negotiated at the local level or as part of a Trust 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 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>The contract management support provided by the Trust ensures tracking and monitoring of contracts in place across academies and enables timely renewal and procurements.</p> <p>These include the following:</p> <ul style="list-style-type: none"> • Insurance policy for academies. • Appointment and review of both internal and external auditors for academies. • Photocopier renewal and management. 	<p>Provide relevant contract and service level agreement (SLA) data to EMLC AT.</p> <p>Keep the EMLC AT CFO informed of all new contract purchases and seek advice prior to contract agreements.</p> <p>Follow the advice given by EMLC AT.</p> <p>Inform the EMLC AT CFO about any commercial contractual agreements that are under consideration.</p> <p>Contract disputes referred to the CFO and the school support legal help line.</p>