

Multi Academy Company
Catholic Senior Executive Leader
 (CSEL - CEO equivalent position)
Project Update:
Development, Transition and Implementation
 Tuesday, 16 October 2018

Yvonne Salter Wright
 National Leader of Governance

BDES Mission: *To announce the joy of the Gospel by making Christ known today through securing, protecting and improving the provision of Catholic Education in the Archdiocese of Birmingham.*

Clear need for the role of the MAC CSEL/CEO

- ▶ Need for consistent, strong executive leadership (and Director's responsibility to ensure it is provided and effective) is articulated by a range of key stakeholders and is supported by organisational and leadership research in multiple sectors. Examples relating to MATs/MACs:
 - *National and Regional School's Commissioner Presentations and Responses to questioning by the House of Commons Education Committee (Dec 2017)*
 - *Academies Financial Handbook 2017 and 2018*
 - *Multi-academy trusts: Good practice guidance and expectations for growth December 2016, p 37-38* - "The Board needs robust, standardised and efficient processes for effective governance, including for: Overseeing and performance managing executive leaders and other key staff . . ." going on to say on p 26 in section 'What will RSCs look for?': "in line with Academies Financial Handbook, the MAT has appointed a single executive leader, who should also be appointed as accounting officer, who will take responsibility for results; . . ."
 - **Governance Handbook and Competency Framework**
 - *Sir Michael Wilshaw commenting on high performing MATs and what they have in common*: "While these trusts are diverse in their size, composition and geographical reach, it is clear to me that the common aspects identified by HMI - especially regarding the MAT's strong, authoritative, visible leadership - are key factors in determining their success for all their pupils."

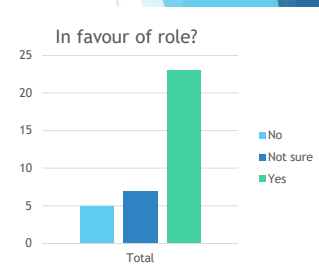
SECURE

PROTECT

IMPROVE

MAC Senior Executive Leadership Consultation

- ▶ Range individual and group meetings and discussions took place together with opportunity to provide feedback through an online consultation
- ▶ Key issues raised in consultation discussions and online response form:
 - Essential qualifications / Experience as senior leader in education
 - Affordability and Impact: pay and performance management of the CEO/CSEL (and other senior executive leaders)
 - Need to Maintain Engagement and Understanding but Reduce Perceived (or Actual) Bias (for instance, need to not be formally linked only to one or a couple of schools as Principal/Executive Principal)
 - Importance of Recruitment Process and Performance Management Process to appoint and develop successful future system leaders
 - Importance of Understanding Safeguarding and Child Protection within the Context of a School / MAC
 - Strategic leadership of Catholic mission (and Diocesan academy strategy)
 - Membership of the CEO/CSEL on the Board
 - Method of Transition for existing MACs to any new model



Online consultation form responses

IMPROVE

Birmingham DES MAC Executive Leader Webpages contain a significant amount of related documentation:

Circulation published 23 July 2018:

<https://www.bdes.org.uk/mac-executive-leadership.html>

Includes:

- ▶ Letter from Adam Hardy updating on progress of CSEL/CEO role development
- ▶ CSEL Development Summary of Consultation Responses
- ▶ CSEL DES Project Update: July 2018
- ▶ Model CSEL Role Description and Person Specification

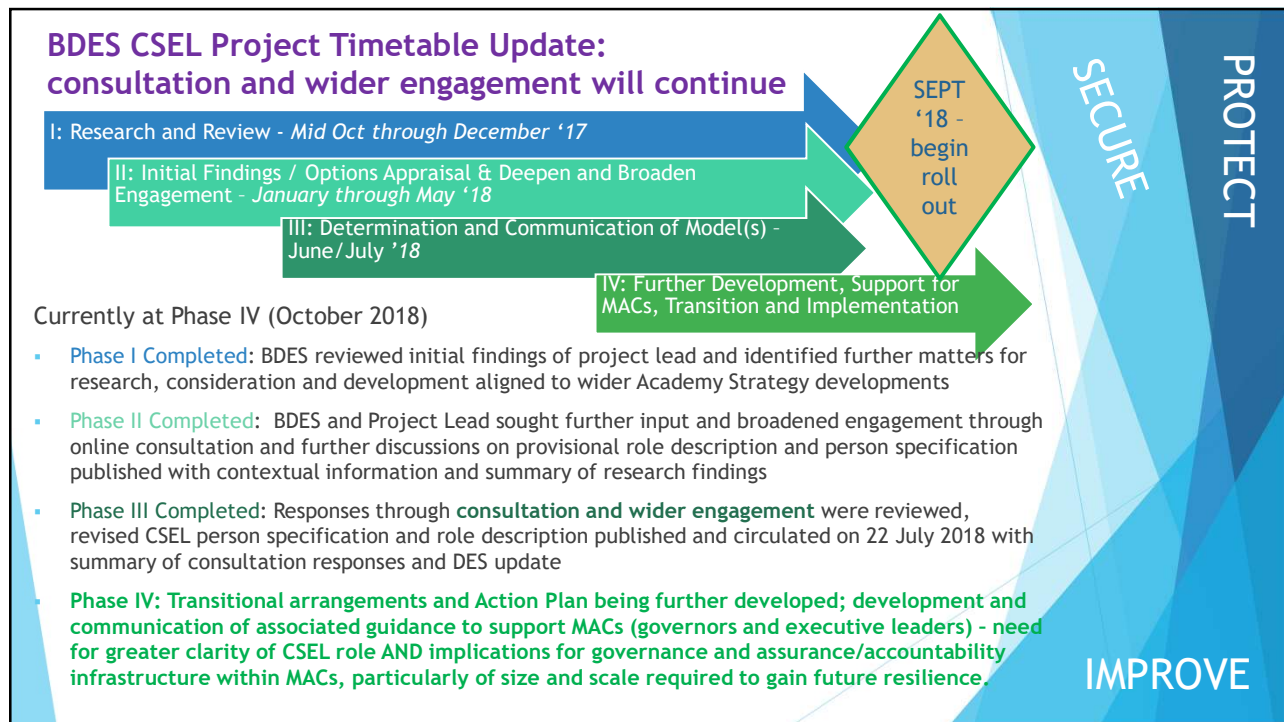
Consultation Documentation published 11 May 2018

<https://www.bdes.org.uk/mac-executive-leadership-consultation.html>

Includes:

- ▶ Request from Father Jonathan Veasey to engage in CSEL/CEO consultation
- ▶ Context Slides including matters identified for further development and summary references
- ▶ Sample MAC Governance and Assurance/Accountability Framework (including CSEL)
- ▶ DRAFT CSEL/CEO Role Description
- ▶ DRAFT CSEL/CEO Person Specification

IMPROVE



What is 'good practice' may be different dependent on the phase and context of a MAC - MAT good practice and related governance and accountability models are still under development across the sector (including in relation to executive leadership)

Ambition School Leadership MAT research

*"We engaged with over 40 MAT CEOs, through case studies and interviews, and surveyed the staff from 22 trusts. The report explores the strategic choices taken by leaders, how this affects the way their trusts operate and **how changes in the scale, geography and school performance of a MAT can create break points that mean a trust has to change its approach.**"*

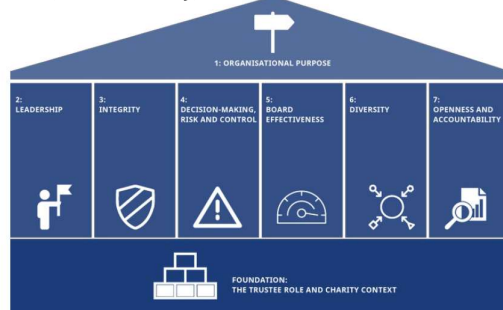
<https://www.ambitionschoolleadership.org.uk/research-and-insight/building-trusts/>

Report Summary
**Building Trusts:
MAT leadership
and coherence of
vision, strategy
and operations**

'Big Business' - No, But a Charitable Company - Yes Charity Governance Code: for larger charities

<https://www.charitygovernancecode.org/en/pdf>

- ▶ “Strong and effective leadership helps the charity adopt an appropriate strategy for effectively delivering its aims. It also sets the tone for the charity, including its vision, values and reputation.”
- ▶ “2.4.3 In the case of the most senior member of staff (e.g. CEO) the board makes sure that there are proper arrangements for their appointment, supervision, support, appraisal, remuneration and, if necessary, dismissal.”

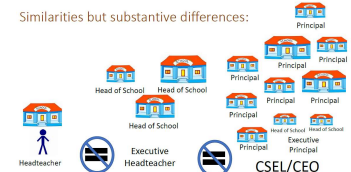


SECURE
PROTECT

IMPROVE

Reminder: CSEL Person Spec and Role - Key Aspects

- Delivering vision aligned with MAC Values as *agreed by the Board*
- Leading Catholic mission within the MAC; including supporting success of Diocesan Academy Strategy
- Leading Organisational Improvement and ensuring sustainability and compliance (chief executive officer/ senior executive leader and Accounting Officer)
- Establishing culture aligned to agreed values and training and development of staff (Performance Management including all Principals)
- Supporting effective governance
- Ultimate communicator and relationship builder - both within the MAC and outside it
- Systems Leadership



SECURE
PROTECT

IMPROVE

Being Strategic Executive Leadership

Distinction between Governance and Management required

- Ideally there should be clear distinction within a MAC's governance framework between the accountabilities held by the Board of Directors and those of the Executive. Additionally, there should be separation and division of duties between the various lines of governance, while retaining clear and effective communication. The smaller the organisation the more governance and management tend to overlap, as well layers of governance (particularly where limited numbers volunteering)
- Should there be a temporary or structural deficiency in the capability or capacity within either governance or executive management/operations, there can be a tendency also for one area to try to compensate and therefore greater overlap

<https://www.nga.org.uk/what-we-expect.aspx> and <https://www.nga.org.uk/BeingStrategic>

1. The respective roles of governance and management

Governance is strategic and management is operational. This **distinction between governance and management needs to be clearly understood by all**, so that governors and trustees [Directors] are not asked to, and do not try to, involve themselves in day to day management. Governors and trustees are there to govern, not to carry out other work within a school on a pro-bono basis. School leaders must not be micromanaged.

The governing board should concentrate on matters related to strategy and school improvement, delegating to school leaders those tasks which are operational (for example, drafting policies, making judgements about teaching quality, and recruiting and deploying staff below senior leadership level).

The governing board, in partnership with the organisation's leadership should determine and articulate a clear vision as to where they want the school or schools to be in 3-5 years' time. This should lead to the identification of the key strategic priorities that will drive the agenda of governing board meetings. The executive leaders will be responsible for ensuring the strategy is delivered. The **governing board is responsible for setting the culture and ethos** of its school(s) and it should ensure that this is inclusive and provide equality of opportunity for all its pupils and staff.

SECURE

PROTECT

School leaders and governing boards: what do we expect of each other?
What governing boards should expect from school leaders and what school leaders should expect from governing boards has been updated for 2017.

What governing boards should expect from school leaders and what school leaders should expect from governing boards

Being Strategic A guide for governing boards

IMPROVE

MAC Governance and Assurance/Accountability Framework:

Importance of effectiveness at ALL levels and within both governance and management

SECURE

PROTECT

Wider governance, assurance and accountability framework is important in understanding the CSEL role

Financial Handbook
"1.3.6 Whilst the members can decide whether to appoint the trust's senior executive leader as a [Director], the Department's strong preference is for no other employees to serve as trustees in order to retain clear lines of accountability.
NB Current CES advice is that no employees should be on the Board

IMPROVE

Academies Financial Handbook from Sept 2018: Extract of letter from Lord Agnew summarising roles

“Roles and responsibilities

If you are a trustee [Director in MACs], the handbook explains that you must oversee the trust’s financial affairs and hold the executive leadership to account. You hold statutory duties as a company director to exercise care, skill and diligence and avoid conflicts of interest. The executive leader, as accounting officer, [currently various titles in MACs] is required to ensure regularity, propriety and value for money. Their chief financial officer [currently various titles in MACs] must ensure appropriate financial arrangements operate day to day. Where these personal responsibilities are properly carried out, in accordance with the framework, the Department’s interaction with the trust will be limited; if not, the handbook explains that we may intervene.

I am keen that chairs of trusts reflect on their key role in promoting high standards of governance in their trust, set out in annex C. The ESFA will be working closely with chairs when there are concerns over issues such as executive pay and related party transactions, or where there is insufficient oversight or control of a trust’s money.”

SECURE

PROTECT

IMPROVE

Staffing and Resourcing Models: Informed decision-making

Greater sophistication required to make any type of comparisons between extremely diverse MATs/MACs and for effective decision making by Boards / Trustees

<https://www.gov.uk/guidance/school-resource-management-top-10-planning-checks-for-governors>

<https://schools-financial-benchmarking.service.gov.uk/>

“6. Proportion of budget spent on the leadership team

Schools have many different leadership and management structures and comparisons are not straightforward. The total number of staff in the leadership group (FTE) is included in the schools financial benchmarking service.

Some schools calculate the cost of non-class-based leadership time as a percentage of total expenditure and compare to similar schools by collaborative exchanges of summary information. Likewise, multi-academy trusts can compare across their member schools where they are similar.

Questions governors might want to ask include:

How does this compare with similar schools, taking into account any contact time the leadership staff have?

If there is more than one school in your trust or federation, are the leadership structures proportionally the same?

How has your school made decisions on the proportion of its budget to be spent on the leadership team?

If this is relatively high or low compared with similar schools, is this because of the size of the leadership team, or their pay?”

Does size of the MAC matter? YES!

- ▶ Diocesan Academy strategy is to grow MACs to the size to be effective and resilient educational providers with the highest standards within the challenging and complex future environment; ensuring no school is left isolated.
- ▶ Frameworks and structures developed must acknowledge future **need to develop sustainable capacity to improve** and **capitalise on economies of scale** in a changing and challenging environment - skills, knowledge and experience required of CEO will also need to be flexible and resilient (and may have a different balance dependent on size of MAC)
- ▶ NB All of the 8 MATs chosen from the 'high performers' by the HMCI had at least 9 constituent academies within it; Sir Michael Wilshaw noted **"It is no surprise that for all these trusts, the key to success is the influential part being played by determined executive leaders, who are entrusted and empowered to make the right decisions to secure improvements."**
- ▶ Ideally at least 2 schools/academies in each phase to prevent isolation and to ensure collaboration in teaching and learning

SECURE

PROTECT

"The vision behind Multi Academy Trusts is a simple one. It's about schools coming together to achieve more than they can on their own."
The Rt Hon
Damian Hinds
11 Oct 2018

Figure 39: Number of academies needed for economies of scale

Q15. (a) Consider the number of schools in your MAT. In your view, what number of schools would your MAT need to be to begin achieving economies of scale, i.e. reduce the unit cost of the things you buy? (free text)

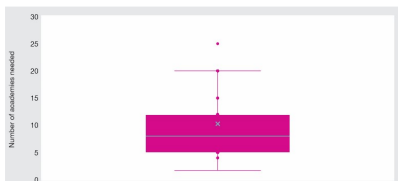
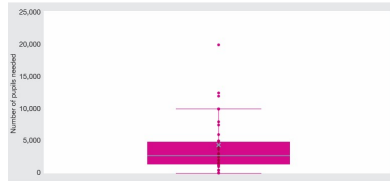


Figure 40: Number of pupils needed for economies of scale

Q15. (b) Consider the number of pupils in your MAT. In your view, what number of pupils would your MAT need to have to begin achieving economies of scale, i.e. reduce the unit cost of the things you buy? (free text)



Reform: Academy chains
unlocked survey of existing
academies

IMPROVE

CSEL Project: Provisional Priorities for Action and Next Steps

See section 4 of the DES Update issued July 2018

By July 2018:

- ▶ Brief summary of CSEL Consultation Responses together with DES Key Messages and broad timetable for next steps to be communicated; including highlighting the requirement to liaise with DES if thinking about appointing or recruiting a CSEL/CEO (Accounting Officer)

Throughout 2018/19 academic year:

- ▶ Guidance and advice on timescales and potential options for existing MACs to transition to new CSEL executive leadership model
 - **MAC/DES Meetings Oct - Dec 2018: Opportunity to discuss bespoke arrangements for existing MACs given individual context**
- ▶ Update DES Appointing Senior Leaders guidance together with continued collation of related good advice and practice; refine process and rationale should a MAC wish to substantively alter model CSEL person spec/role desc
- ▶ Develop provisional model 'MAC Senior Leaders Performance Management and Remuneration Code'/good practice advice for CSEL and other senior leaders aligned with requirements of ESFA
- ▶ Refine MAC Governance and Assurance/Accountability Model and align Scheme of Delegation (ensuring clarity and accessibility) [consider related roles e.g. COO/Business Director and CFO]
 - **MAC Governance and Accountability Framework Exploration and Consultation Session [all Directors, AOs and Chairs/Vice Chairs of LGBs to be invited to attend]**
- ▶ Plan and begin to hold briefing sessions/workshops for Directors and governors on new role and governance and assurance/accountability model
- ▶ Set up network meetings and targeted briefing sessions for CSELs (and potentially AOs)
 - **Initial CSEL Network meeting to be facilitated by YSW/DES**

SECURE

PROTECT

IMPROVE