

## Meeting of the South Bank Academies Board

2.00 pm on Thursday, 11 October 2018  
in 1A01 - Board Room, Technopark, SE1 6LN

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
7.	Governance <ul style="list-style-type: none"> <li>• Scheme of Delegation and Governance Agreement</li> <li>• Recruitment of Chairs for Board and LGBs</li> <li>• Management arrangements</li> <li>• Accounting Officer</li> </ul>	65 - 74	DP
8.	Health & safety audit report	75 - 78	NL
8a	Consolidation of audit reports <ul style="list-style-type: none"> <li>• HR report for both schools</li> </ul>	79 - 90	NL
13.	School Advisory Board reports	91 - 92	AE

**Date of next meeting**  
**3.00 pm on Thursday, 6 December 2018**

**Members:** Richard Flatman (Vice-Chair, in the Chair), Douglas Denham St Pinnock, Tony Giddings, Nicole Louis, Lesley Morrison, Richard Parrish, David Phoenix and James Stevenson

**Apologies:**

**In attendance:** Michael Broadway, Natalie Ferer and Joe Kelly

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	CONFIDENTIAL
Paper title:	Governance developments
Board/Committee:	South Bank Academies Board
Date of meeting:	11 October 2018
Author(s):	Joe Kelly, Governance Officer
Sponsor(s):	Michael Broadway, Deputy Company Secretary
Purpose:	For information and approval
Recommendation:	The Board is requested to approve the Governance Agreement, and to note information on the Scheme of Delegation, recruitment of Chairs, management arrangements, and Accounting Officer.

## Executive Summary

SBA has now entered its third year of operation. The Academy has been open since September 2014, and the UTC since September 2016. Both schools are now fully operational and this year, delivered their first set of final outcomes for students: this is a significant milestone for both schools and marks a new stage in their development.

As part of the Funding Agreement 2017/18 with the Department for Education, a review of governance at the UTC was completed in April 2018. Following this, the SBA Board commissioned an internal review of governance and management across the whole Trust. A revised Scheme of Delegation (attached) was approved at its last meeting on 19 July 2018, and a governance / management structure reflecting the SoD is also attached.

## Governance Agreement

A draft Governance Agreement is being discussed with the DfE which will define the nature of the relationship between SBA and LSBU within the context of the LSBU Family of Educational Providers (LSBU Group). The agreement will be brought to the next Board meeting on 6 December 2018.

## Management structure

The key changes to SBAs management structure are:

1. A full-time Executive Principal will be appointed to oversee academic delivery in both schools. Internal applicants will be considered first. If we are unable to fill the

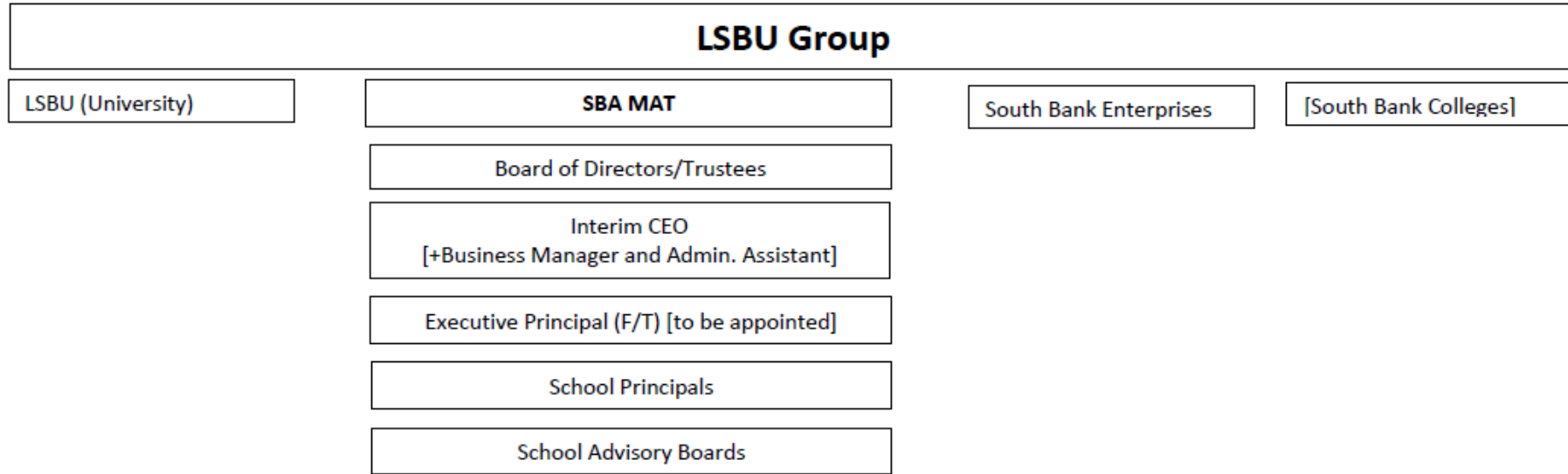
post internally, we will commence an external search. Interview will involve Board representation and be by panel with at least one panel member being a secondary school specialist.

2. The LGBs are now known as School Advisory Boards (SABs) and will primarily focus on supporting the school Principals with school development planning, monitoring of academic delivery and student progress, overseeing the health, well-being and safeguarding of students, liaising with parents and the local community, and providing key oversight through Link Governor roles. The financial and wider business aspects of running the schools will be overseen by the Interim CEO and Trust Business Manager (starting 15 October 2018).
3. Given the number of changes that are taking place, and to facilitate the transition period for the new Executive Principal, Nicole Louis' secondment from LSBU as Interim CEO will continue until July 2019. During this time, she will oversee the wider business affairs of the Trust and support the Executive Principal in their new role; she will also be the Accounting Officer for the Trust employed by SBA on a 0.2 basis.
4. In addition to her post of Trust CEO, Nicole Louis is also currently serving as Chair of both SABs. The governance review recommended that the SAB Chairs are separate from the Trust management but should continue to sit on the Trust Board, and that the Chair of the Trust Board is independent of LSBU. As a result, new Chairs will be recruited to take over these roles and the individuals appointed to the SBA Board of Directors. A Nominations Committee will be set up to agree role descriptions and process for appointment. A process is now in place for the recruitment of Chairs for the Board and both SABs. Suitable persons will be identified through websites such as *Governors for Schools*, and selected through an interview process.

### **Recruitment of Chairs for SBA Board and the School Advisory Boards**

The process of recruiting a new Chair for the SBA Board, and new Chairs for the School Advisory Boards, will begin on 15 October 2018; a timeline and role descriptions are attached. A Nominations Committee will be formed to interview candidates and recommend appointments to the Board.

MODEL A: CENTRALISED ACADEMIC & BUSINESS LEADERSHIP – 17 September 2018



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- SBA MAT - general roles:**
- The SBA Board is the accountable body for South Bank Academies MAT – the company. It is fully responsible for the company’s operational delivery, and legal and regulatory compliance (including charitable duties). It sets the high level vision/strategy for the MAT and schools. It appoints the CEO, EP, SPs, Chair of the SABs, and approves appointments of SAB members.
  - The Interim CEO (ICEO) (0.4) and Trust Director, is responsible to the Board for the executive management of the MAT and schools. The ICEO will manage the MAT and line manage a new EP, a MAT Business Manager and Admin Assistant.
  - The EP leads the academic direction of the schools, applies budgets, ensures compliance, and contributes to strategy and policy. The EP line manages the SPs.
  - The SP manages a local school and ensures delivery of day to day education and local business activities. The SP is line-managed by the EP.
  - The SAB role is focused on Teaching & Learning, well-being and safeguarding, and the general development of the local school. The SAB has no decision making powers but has a focus on adding value at local level through engagement with the school and community, including required Link Governor roles.

	School Advisory Board (SAB)	School Principal (SP) (line-managed by EP)	Exec Principal (EP) (line-managed by ICEO)	Interim CEO (ICEO) (Accountable Officer)	Board of Trustees
<b>GENERAL ROLES</b>	<p><b>EDUCATION</b></p> <ul style="list-style-type: none"> <li>* SAB reviews, challenges and advises SP on the SDP</li> <li>* SAB monitors in-year progress against KPIs on budget, safeguarding, learner outcomes, PDBW, L&amp;M, risk, partnership programmes, via:</li> </ul>	<p><b>COMPLIANCE</b></p> <ul style="list-style-type: none"> <li>* SP ensures adherence to policies and procedures as defined by the Board and the Trust at school level</li> </ul> <p><b>EDUCATION</b></p> <ul style="list-style-type: none"> <li>* SP manages the day-to-day education delivery within</li> </ul>	<p><b>COMPLIANCE</b></p> <ul style="list-style-type: none"> <li>* EP ensures adherence to policies and procedures as defined by the Board and the Trust across both schools</li> <li>* EP contributes changes to policies</li> </ul> <p><b>EDUCATION</b></p>	<p><b>COMPLIANCE</b></p> <ul style="list-style-type: none"> <li>* ICEO monitors (delegates) compliance in the MAT &amp; schools, e.g. finance, H&amp;S, safeguarding, DBS, staff recruitment</li> </ul> <p><b>EDUCATION</b></p>	<p><b>COMPLIANCE / GOVERNANCE</b></p> <ul style="list-style-type: none"> <li>* Board is the accountable body</li> <li>* Board approves all policies</li> <li>* Board appoints SBA Members and Chair</li> </ul>

## Governance and management structure

Board of Directors

Interim CEO (i) SEL of SBA MAT (ii) manages MAT business (iii) line manages Executive Principal and Trust Business Manager (iv) is the Accountable Officer (v) is a Director on SBA Board

Executive Principal (f/t) with responsibility for academic delivery in both schools.

School Principal

School Principal

School Advisory Board

School Advisory Board

South Bank Engineering UTC

University Academy of Engineering  
South Bank

## Recruitment of Chairs for SBA Board and School Advisory Board

Draft plan and timetable:

Listings on websites for academy trustee recruitment: <ul style="list-style-type: none"> <li>• <a href="#">Governors for Schools</a></li> <li>• <a href="#">National Governance Association</a></li> <li>• <a href="#">Inspiring Governance</a></li> </ul>	w/c 15 Oct
Closing date for applications	Friday 2 <sup>nd</sup> Nov
Governance team review and compile list of potential candidates	w/c 5 Nov
NomCom to review applications and meet to agree shortlisted candidates (in person meeting)	w/c 12 Nov
NomCom to interview shortlisted candidates and recommend appointments	w/c 19 Nov
Governance team to undertake due diligence on recommended candidates	w/c 26 Nov
LSBU Exec to approve recommendations	w/c 26 Nov
SBA Board approval of new Chairs	Thursday 6 Dec
New Chairs' inductions: <ul style="list-style-type: none"> <li>• Complete paperwork</li> <li>• Meetings with key personnel</li> </ul>	January / February
First Board meetings for new Chairs	21 March 2019

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## ***South Bank Academies (SBA)***

### ***Chair of the Board of Trustees Role description***

The Chair of the Board of Trustees is a key role in the leadership and management of SBA. To be effective, the Chair will need a good understanding of the role and its responsibilities so that SBA and its schools gain maximum benefit from the work that of the Chair and Board.

SBA is part of the LSBU Family of Educational Providers in south central London. The Chair, will support, develop and deliver the vision of the LSBU Group in collaboration with the other providers: LSBU, South Bank Colleges, and South Bank Enterprises.

An effective Chair of Trustees:

- works with the CEO and Chairs of School Advisory Boards to promote and maintain high standards of educational achievement in the schools
- ensures that the board sets a clear vision, ethos and strategic direction for the schools as part of the LSBU Family of Educational Providers
- with the board, holds the CEO to account for the educational performance of the schools and their pupils, and for the performance management of staff, both in the schools and in SBA central services team
- ensures oversight of the financial performance of SBA and schools and the effective use of resources.

The Chair will ensure that all trustees understand the role and responsibilities of the board. The Chair's key roles are:

- **Leading effective governance:** giving the board a clear lead and direction, ensuring that the trustees work as an effective team and understand their accountability and the part they play in the strategic leadership of SBA and in driving school improvement.
- **Building the team:** attracting trustees with the necessary skills and ensuring that tasks are delegated across the board so that all members contribute, and feel that their individual skills, knowledge and experience are well used that overall workload is shared.
- **LSBU Family of Educational Providers:** ensuring the board contributes to, supports, develops and delivers the LSBU Group vision in relation to SBA, and works in collaboration with the other providers.
- **Relationship with the CEO:** being a critical friend by offering support, challenge and encouragement, holding the CEO to account and ensuring their performance management is rigorous and robust.
- **Improving the schools:** ensuring school improvement is the focus of all policy and strategy and that trustee scrutiny, monitoring and challenge reflect SBA and LSBU Group improvement priorities.
- **Leading the business:** ensuring that statutory requirements and regulations are met, that SBA provides value for money in its use of resources and that board business is conducted efficiently and effectively.

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## **Role description for Chair of the School Advisory Body**

### **The School Advisory Board (SAB)**

The School Advisory Boards have been established by the Board of Trustees with core responsibilities to:

- I. review, challenge and advise the School Principal on the School Development Plan
- II. monitor in-year progress against KPIs set by SBA Board, including; budget, safeguarding, learner outcomes, Personal Development Behaviour and Welfare (PDBW), Leadership and Management (L&M), risk and partnership programmes.

The Chair is responsible for the leadership of the SAB and ensuring its effectiveness on all aspects of its role, including:

- leading the SAB to monitor key elements of the school as delegated by the Trustees
- providing support and constructive challenge to the school leadership team, through the Principal.

### **Main duties and responsibilities of the Chair**

- chairing the SAB according to SBA's scheme of delegation
- adhering to requests from the SBA Board
- ensuring the school achieves the targets the SBA Board has set for pupil performance
- conducting succession planning to ensure that the SAB has the skills it needs to discharge its functions
- being a representative of, and ambassador for, the SBA Trust in the local community
- ensuring meetings are conducted in a timely manner
- being the link with SBA Board as an SBA Trustee
- providing clear leadership and direction to the SAB, keeping it focused on its core functions
- encouraging governors to work as part of an effective team, and creating opportunities for them to develop their skills, knowledge and experience
- ensuring that all governors are actively contributing relevant skills and experience, participating constructively in meetings and playing their part in the work of the SAB
- ensuring every governor knows what is expected of them and receives appropriate and effective training, induction and evaluation.

## **Conduct**

- To act in accordance with the accepted standards of behaviour in public life and observe the highest standards of corporate / school governance, which includes ensuring and demonstrating integrity and objectivity in the transaction of business and following a policy of openness and transparency.
- To act fairly and impartially at all times in the interests of the pupils, using independent judgement and maintaining confidentiality, as appropriate.

## **External Role**

- To act as ambassador for South Bank Academies Trust externally.

## UAE South Bank Health and Safety Management System Review.

### **1.0 Background and Purpose**

The Chair of the Board of Governors requested an assurance audit of the schools health and safety management system to be carried out by the Health and Safety Manager of London South Bank University. He is a Chartered Member of IOSH and has twenty years of experience providing health and safety advice to schools, having worked for two London local authorities. He has also twice been the Chair of the IOSH Education Group and was a member of the committee for over 12 years.

### **2.0 Report**

There is a significant amount of paperwork to show how health and safety is being managed at UAE South Bank, unfortunately much of the paperwork is out of date and has not been reviewed within the timescales suggested.

- 2.1 An audit of the health and safety management at the school was carried out by the Judicium Health and Safety Consultants resulting in a significant number of actions to take forward. Nine were deemed to be high risk target date for action by April 2018 and a further twenty three were identified as medium risk with a July 2018 target date. Unfortunately, the columns for who was to take this forward at the school and when the actions were completed were blank on the form sent through. No other paperwork was provided to show if these issues have been addressed.
- 2.2 Several of the issues identified in the Fire and Legionella risk assessments have yet to be completed, including several concerns identified as High risk by the assessor, including not having an up to date electrical installation test for the old school building, potentially invalidating the insurance and increasing the risk of electrical failure and fire.
- 2.3 There is unclear roles and responsibilities. The Health and Safety policy states the Principal with designate a Health and Safety Officer, however there are no details of who that is or what their responsibilities would be. The Operations Manager stated she had not received a Job Description for the role she is currently undertaking and was unable to inform me of who the Health and Safety Officer was, neither could the Principal.
- 2.4 During a short walk round of the school, several issues were identified, including poorly functioning fire doors, blocked fire exits, inadequately controlled goalposts, lack of COSHH risk assessments for hazardous substances activities, incorrect storage of chemicals and bandsaw issues of lack of dust extraction and incorrectly positioned.

### **Recommendation**

- 1 The Board of Governors puts measures in place to ensure the issues identified in the risk table are resolved.**

### 3.0 Risk table for issues identified

Risk Rating	Issue	Action Required	Action completed
High	Electrical installation inspection not carried out since 2012.	Employ a competent contractor to undertake an electrical installation inspection (recommend NICEIC qualified).	
High	Competence of contractors	Ensure system in place to select and monitor competent contractors, seek assistance where there is a lack of knowledge	
High	Calorifier safety valves identified as requiring replacement/recalibration since 10/10/2017.	Safety valves to be replaced/recalibrated by a competent contractor.	
High	The water risk assessment actions require records of regular actions, e.g. monthly water temperature checks, weekly flushing of showers, etc.	A water risk assessment log book should be developed and all the actions identified in the risk assessment should be completed and recorded. Evidence of works completed by contractors should also be kept in this log book.	
High	Unclear communications between the school and the Local Governing Board (LGB) resulting in key issues not being identified and actioned appropriately.	<p>A governor is given specific responsibility for H&amp;S with suitable training to understand the role requirements.</p> <p>The full Judicium reports /risk assessments &amp; reviews are provided to the LGB, to be discussed at the next available meeting after they are received.</p> <p>Termly report to LGB for discussion of health and safety management</p>	
High	School management and staff do not have the necessary knowledge to undertake H&S duties.	<p>Management and Staff are appropriately trained to understand legislative requirements, especially relating to building fabric.</p> <p>School Health and Safety Committee set up to meet termly for communication between staff and management with notes sent to LGB</p>	

Risk Rating	Issue	Action Required	Action completed
<b>High</b>	Several fire doors are in poor repair.	Repair doors and have a recorded log of inspection to ensure they remain in good order, or are repaired quickly.	
<b>High</b>	Asbestos was identified in the refurbishment and demolition survey, it is unclear if any asbestos remains in the school	Require confirmation from local authority if all asbestos was removed during refurbishment. If not, what was left in place so an asbestos survey can be completed, including the priority assessment.	
<b>High</b>	Five aside goal posts are not secured posing a significant crushing risk	Secure five aside goal posts with suitable chains and/or weights.	
<b>High</b>	Lightning conductor is overdue for inspection and maintenance	Maintain lightning conductor to minimise fire and electrical risks.	
<b>Medium</b>	Actions identified in the Judicium health and safety management audit and fire risk assessments are outstanding.	A programme of improvements is required with specific staff given responsibility and target dates to complete the work, which should be monitored by management and the LGB.	
<b>Medium</b>	Policies are out of date and not understood.	LGB to work with Principal and school management to ensure policies are periodically reviewed, recommend every three years. The policies need to be developed to meet the needs of the school. Attached is the DfE guidance for the contents of a suitable H&S policy.	
<b>Medium</b>	Risk assessments are generic and have not been modified to the specifics of the school.	Identify most significant hazards and ensure model/ template risk assessments are modified for school use.	
<b>Medium</b>	Bandsaw does not have dust extraction attached	Install suitable dust extraction before using the bandsaw	
<b>Medium</b>	Bandsaw in the technicians area is incorrectly positioned without adequate run off for cutting	Reposition bandsaw to allow for adequate run off of cutting material	

Risk Rating	Issue	Action Required	Action completed
<b>Medium</b>	COSHH assessment are not in place for activities carried out by the technician	Ensure the use of all hazardous substances is covered by suitable COSHH assessments for all technician activities	
<b>Medium</b>	Not all chemicals were stored correctly	Review storage of chemicals and ensure CLEAPSS guidance is followed.	

Risk Rating	Definition
<b>High</b>	Urgent action require to ensure significant hazards are adequately controlled
<b>Medium</b>	Action required should be carried out before use of the equipment / within 3 months



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Paper title:	High Level Consolidation of Findings of HR, H&S and R&M Audits on SBA Schools
Board/Committee:	South Bank Academies Board
Date of meeting:	11 October 2018
Author:	Nicole Louis
Purpose:	To note

## **South Bank Academies Trust Audits**

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This report consolidates the main issues and recommendations identified as a result of the recent audits that were undertaken in both of South Bank Academies' schools. The report findings that are summarised are:

- Health and Safety Management/Systems Management Review
- HR Arrangements Report
- Facilities, Building and Maintenance Review

This document focuses the main risk areas and suggest recommendations that apply to each risk. A full version of the individual reports are available to the SBA Board. Following the audits, meetings have taken place between the audit leads (H&S and HR) and an action plan has been draw up by each school Principal to address the risks that are within the gift of each school. Some issues require resolution outside of the school as they are more complex and / or require specialist advice and support. These risks are highlighted within the table below.

	<b>South Bank Engineering UTC</b>  <b>Highest Risk Issues</b>	<b>University Academy of Engineering South Bank</b>  <b>Highest Risk Issues</b>
<b>Health and Safety Management Review</b>	<p>Communications between school and Local Governing Board (LGB). Key issues are not being identified and/or actioned appropriately</p> <p>School management and staff do not have knowledge to undertake H&amp;S duties</p> <p>School is coming out of defects period</p> <p>Computer workstation assessments for office staff have not been carried out</p>	<p>Electrical installation inspection not carried out since 2012</p> <p>The water risk assessment actions require records of regular actions</p> <p>Unclear communications between school and Local Governing Board (LGB). Key issues are not being defined and/or actioned appropriately</p> <p>School management staff do not have the necessary knowledge to undertake H&amp;S duties</p> <p>Several fire doors are in poor repair, calorifier valves need replacement/recalibration, also contractor competence is an issue</p> <p><b>It is unclear if any asbestos remains in the building</b></p> <p>Five-aside goal posts are not secured posing a crushing risk</p> <p>Lightning conductor is overdue for inspection and maintenance</p>
<b>HR Review</b>	<p>Pay structure is open to unequal/unfair pay issues; there are also consistency issues</p> <p>Contracts</p> <p>Authority to recruit process is not consistent across both schools</p> <p>HR information and data is not being reported to the LG board</p>	<p>Pay structure is open to unequal/unfair pay issues; there are also consistency issues</p> <p>Contracts</p> <p>Authority to recruit process is not consistent across both schools</p> <p>HR information and data is not being reported to the LG board</p>

	It is not clear that the London Living Wage (LLW) is being paid to all members of staff as a baseline	It is not clear that the London Living Wage (LLW) is being paid to all members of staff as a baseline
<b>Building and Facilities Maintenance Review</b>	There are no maintenance regimes in operation at present The following compliance and operational issues need to be addressed urgently: Air conditioning, ventilation systems, boilers, emergency lighting system, fire alarm maintenance and testing, fire safety equipment, gas/gas appliance safety inspections, Legionella risk assessment and monitoring regime, lift inspections, lightning conductors	No built drawings available Things urgently due: Lift inspections, inspection of lightning conductors, fire risk assessments. No current or historical costs for district heating services
<b>Recommendations</b>	Debrief school and create action plan Central resources established (specialist knowledge) Create site manager role and ensure responsibilities be inclusive of H&S compliance H&S representativeness (link governor) on the LGB Preventative and planned maintenance regimes to be established and reviewed Arrangements to cover cleaning services Address urgent compliance and operational issues (as listed above) Training for local site staff Look at national guidelines and provide greater	Debrief school and create action plan Central resources established (specialist knowledge) Review of site manager role to be inclusive of H&S compliance H&S representative (link governor) on the LGB Forward maintenance plan as building is 5 years old Establish historical and/or current costs for district heating services Things urgently due: Lift inspections, inspection of lightning conductors, fire risk assessments. Training for local site staff Look at national guidelines and provide greater clarity Standardise the Authority to Recruit form Centralised/shared resources model to be developed

	clarity Standardise the Authority to Recruit form Centralised/shared resources model to be developed between SBAT and LSBU A HR representative on the Local Governing Board	between SBA and LSBU A HR representative on the Local Governing Board
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End



## **Report on HR Arrangements at South Bank Engineering UTC and University Academy of Engineering South Bank**

### **1.0 Background**

This report was commissioned by the Chief Marketing Officer, and fact finding visits and interviews took place in July 2018.

### **2.0 Pay and Benefits.**

Both Academies work to a central pay structure determined by the Academy Trust. Detailed analysis and findings of the pay structure enquiries are provided at **Appendix A**. This includes wider benchmarking. The current arrangement is open to potential unequal or unfair pay decisions, because there is a lack of consistency in how it is applied.

2.1 For paycales to remain competitive with the market, the Academy Trust needs to remain mindful of national developments, including the latest government announcement of a pay rise of up to 3.5% for classroom teachers on the main pay range, 2% for those on the upper pay range and 1.5% for those in leadership positions.

2.2 This is less than the School Teachers Review Body, 28<sup>th</sup> Report 2018, recommended of 3.5% overall for teachers and school leaders.

### **2.3 Recommendations**

**1. The Trust needs to provide greater clarity, and more specific guidance to Principals on the implementation, and practical application of paycales.**

**2. The South Bank Academies pay structure does not have a clear provision for additional responsibilities, taken on by teaching staff during the year.**

**3. The Trust need to ensure they have a suitable mechanism for pay scale review, to ensure market competitiveness.**

### **3.0 Recruitment and Contracts**

There have been previous delays in issuing contracts for new employees at UAE in the past, due to not having a Business Manager in post. At the time of the review

these issues had been addressed. Arrangements at UTC seem more robust, as there has been a postholder in place, whose role has a central HR focus.

- 3.1 Discussion with the Principal at UAE, indicated a required reliance on asking some non-teaching staff, to regularly work additional hours to those stipulated in the contract (overtime at standard rate). This relies on employee goodwill, and may be a future business risk.
- 3.2 Contract wording aligns with standard LSBU contracts, though this format may appear very different to experienced teaching staff, used to local authority school contract models.
- 3.3 Recruitment requests at UAE appear to follow a similar principle to the LSBU HR1 form by a different name, except it is a manual process. It is not clear how efficient or consistent this system is across both sites, or how monitoring data is assimilated overall.

3.4 **Recommendations**

**4. Any future significant problems with the ability to issue contracts in a timely way, should be reported to the Chief Marketing Officer.**

**5. Consideration should be given to reviewing the number of stipulated hours of contracted work for some posts, as opposed to models which pre-suppose reliance on overtime.**

**6. Make the request to recruit process forms electronic, and issue appropriate guidance.**

**4.0 Role of Judicium**

Both Academies stated that they received a responsive and helpful service from this external provider. Staff interviewed at both Academies did not hold, or had not seen, the Judicium Contract. It was therefore unclear how contract monitoring, or more formal service evaluation was reported.

- 4.1 The total cost of the annual contract, is £13,060.80 inc vat pa for both Academies. This covers the following areas:

- HR Advisory (£6,093.50)
- Health and Safety (£4,720.90)
- Occupational Health (£835.20)
- Legal Support (£1,411.20)

- 4.2 The original application form of March 2018, lists the number of employees at 2 sites as 63. This does not appear accurate.

- 4.3 Headcount can be an important issue for future traded services pricing. For example Southwark Council has a Schools Human Resources Traded Services, which charges by the headcount reported on the school workforce census (£97 pa per staff member for HR Services). Westminster Council similarly bases HR and Occupational Health Services around number of staff.
- 4.4 On the Judicium application form of March 2016, "Payroll" service is also ticked. The invoice of 29/3/18 (period 8/3/18 -7/3/19) doesn't list a charge for any payroll services, if these are utilised.
- 4.5 The current contract commenced on 8 March, 2018, and commits South Bank Academies Trust for 12 months. The period of notice is 6 months. Therefore should we wish to change the model on 7 March 2019, we would formally need to give notice by 6 September. If we do not give notice, the contract will continue on a monthly renewal basis.
- 4.6 Research was also undertaken on wider local authority traded services offers to Academies, including Lambeth Council and Westminster Council. These appear to offer a wide portfolio of localised services.

4.7 **Recommendations**

**7. Ensure suitable contract monitoring arrangements are taking place with Judicium, based on engagement/input from the 2 Academies.**

**8. Remain mindful of the notice period should a decision be made to change provider, or utilise a different model of delivery.**

5.0 **Future model**

More localised support models e.g. nearby local authority traded services options would be beneficial to the Academies, particularly if any site visits/face to face meetings were required, and in developing ongoing working relationships.

- 5.1 However rather than continually committing revenue to external public sector agencies or commercial for profit organisations, a shared service delivery model by LSBU across the family of institutions should be considered, developed, and appropriately resourced.

5.2 **Recommendation**

**9. To move towards an LSBU shared service model of delivery.**

## **6.0 Policies and Performance Management/Grievance Procedures**

Whilst each institution has core HR Policies from the Trust, ranging from appraisal to performance management, it would be prudent to now review the content, using direct input from operational representatives from each Academy. This would build ownership and engagement. This ownership appears to be currently lacking.

### **6.1 Recommendation**

**10. To use operational representatives from each Academy, to undertake an overall review of policy.**

## **7.0 Major Incident Management**

The “Academies Financial Handbook 2018” states “The trust’s management of risks **must** include contingency and business continuity planning”.

7.1 Each Academy has its own Plan, but both would significantly benefit from professional incident management and resilience support. This is currently a gap.

### **7.2 Recommendation**

**11. Build major incident management into the LSBU shared service model of delivery. In the interim, for any major incident, seek advice from the LSBU Safety and Resilience Advisor.**

## **8.0 Governance and Reporting**

From the direct interviews carried out, there does not appear to be a comprehensive set of standard dashboard HR metrics, which are regularly requested by the Board of the Trust. (Primary Source: Interview at UTC). This information would significantly empower the Board of the Trust. It should also include anonymised reporting of equalities data, and mandatory training completion rates.

8.1 There is a reliance on individual employee expertise at both sites, and this may be a service risk if a particular postholder was off sick for any length of time.

8.2 The FE Sector is very different to the HE Sector. Many of the early set up arrangements for the Academies adopted HE practices and principles (from contracts to policies). It is important to continually monitor fitness for purpose, as what works for one sector may not do so as well for the other. This would help to avoid any future potential disconnect.

8.3 One Board Member (ideally with FE experience) should be assigned responsibility for monitoring HR issues, to ensure this remains in focus.



#### 8.4 **Recommendations**

**12. That a comprehensive data dashboard of HR metrics is submitted to the Board quarterly.**

**13. One Board Member is assigned responsibility for HR.**

#### 9.0 **Employee Assistance Programme**

Whilst the Academies purchase Occupational Health Services from Judicium, they do not appear to have a structured employee assistance programme, which would also aid staff wellbeing.

#### 9.1 **Recommendation**

**14. To provide access to an employee assistance programme. This could be achieved/resourced by adding to the LSBU contract.**

#### 10. **Staff Data**

The Single Central Record should be audited outside of the scope of this review, in order to ensure it is accurate, up to date and captures all required data.

## Salary surveys and pay policy assessment

### 1. Background and purpose

- a. To summarise key information relating to teachers' pay in Inner London across LSBU Academies, MATs, and LA schools.

### 2. Executive Summary

Teacher type	LSBU	MAT (Harris)	Burgundy Book (LA)
Unqualified	£21,210 - £33,300	£20,909 - £30,573	£20,909 - £30,573
Qualified	£28,684 - £35,602	£28,660 - £38,245	£28,660 - £39,006
Responsibilities allowance	Undefined/ Not applicable	£43,616 - £47,298	£7,699 - £13,027
Lead practitioners	Undefined/ Not applicable	£46,814 - £67,305	£40,458 - £60,945
Leadership (inc. Headteachers)	Undefined/£54,287 - £109,080 (?)	£46,814 - £116,738	£46,814 - £115,582

Please note; not all MAT pay policy and pay ranges are publically available. Comparisons on pay are related to Academy trusts that publish this information only, and data has been averaged to provide this comparator range. Further comparisons on pay include policies [published here](#).

The Burgundy Book (NASUWT) teachers' pay details can be found [here](#).

### 3. Comments on Pay Policies

- a. The scope of pay policies in various MAT and LA Schools varies, but all include definitions of "responsibilities" and "Lead Practitioners" that allow leadership teams or Board Trusts to make consistent choices around pay and progression.
- b. SBA pay policy does not include any information on how the pay scales should be interpreted, nor does it include definitions of non-standard job titles (e.g. "Director", "Director/AVP", and "VP").

### 4. Comments on pay scales

- a. All pay scales broadly cover an equivalent salary range
- b. The NASUWT pay scale may be considered challenging to read by non-education professionals
- c. All pay scales (excluding SBA) clearly define unqualified, qualified, lead practitioner, and leadership level salaries.

## **5. Some notes on adverts**

- a. All adverts were for teaching staff in Inner London.
- b. All adverts included below were open and accepting applications on 27 July 2018.
- c. This is considered to be late in the application cycle for September 2018 start.
- d. There is no evidence to suggest that salaries have been inflated by the need to fill posts quickly, but this is possible.

## **6. Salaries advertised**

- a. Head of Maths, Camden, £35,600 - £54,500
- b. Head of English, Camden, £32,780 - £57,800
- c. Geography Teacher, North London, £28,000 - £47,000
- d. English Teacher, West London, £28,000 - £45,000

## **7. Anticipated challenges in SBA Schools**

- a. A lack of clarity around definitions of job titles may lead to unfair or unequal pay between Schools in the Trust.
- b. The SBA pay policy does not include any provision for additional responsibilities taken on by teaching staff during the year.
- c. SBA Schools may struggle to attract experienced teachers as there is no provision for offering new teaching staff starting salaries above the “Main” teacher scale.
- d. SBA Schools primarily recruit inexperienced teachers. This may be a result of the lack of clarity on more senior teaching staff pay, but could also be seen as a management decision to develop new teachers.
- e. Separate Schools within the Trust may interpret the SBA Pay Scales and Policy differently; this may lead to a perception of bias in the recruitment process and unequal or “unfair” pay decisions being made at the sole discretion of the Headteacher.

## **8. Recommendations**

- a. Provide consistent and clear guidance to all SBA Schools on roles and responsibilities of LL, Dir, Dir/AVP, and VP (TS11 – TS37) level teaching staff.
- b. Undertake to consult Schools on a standard policy on responsibilities allowance and lead practitioner pay to ensure all teachers are fairly rewarded for additional work undertaken.

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## University Academy of Engineering SAB – 4 Oct 2018

The SAB discussed:

- The student recruitment update & financial implications. The estimated student numbers used in the calculation of ESFA funding for 2018/19 for the UAE is in line with actual student numbers of 697. The estimated funding based on student numbers is £5.8M. The SAB noted that the student numbers have increased again.
- The examination results analysis. The SAB noted the poor results from Maths, Product Design and Computer Science. The Principal confirmed that the Head of Maths is currently preparing an action plan which will include changes in 6<sup>th</sup> form staffing. The SAB also noted the good results from Biology.
- The school development plan. The SAB discussed the G-suite and google classrooms. The Principal confirmed that this is now live, and have suggested that the governors will be shown how this works. Google classrooms is a platform where teachers, parents and students can all track what the students are doing in school. The SAB noted that there are concerns in SEND, and the Principal confirmed that he is concerned about the leadership in that area. The Chair suggested that the Principal should liaise with the SEND leader at the UTC for some support.

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