



**ACADEMY CONSULTATION ON
BEHALF OF THE GOVERNING BODY
AINSDALE ST. JOHN'S
CE PRIMARY SCHOOL**

The Governing Body of Ainsdale St. John's CE Primary School is proposing to convert to academy status as a member of Liverpool Diocesan Schools Trust, which is a Multi-Academy Trust that includes a number of other Church of England Schools from across the Liverpool Diocese. For further information following this document on LDST please go to: www.ldst.org.uk

This decision has been taken after a considerable degree of research and discussion and with the firm belief that this is in the best interest of our children and community. Current government policy is focussed on joining schools together in Multi-Academy Trusts to create supportive links and partnerships between schools.

As part of the conversion process, we are keen to listen to the views and comments of all stakeholders. We are consulting with parents, carers, staff and the wider community. The consultation period will run until Monday 9th October 2023. During this time, you are invited to make any written submissions you wish to the Governing Body to consider, using the response form issued with this document (APPENDIX A).

The Governing Body will meet following the consultation closing date to consider your responses and answer any questions arising.

Finally, we have included useful information on Liverpool Diocesan Schools Trust as well as a Frequently Asked Questions section that may address any immediate questions you have for your further consideration.



Signed by John Forshaw
Chair of Governors
Ainsdale St. John's CE Primary School

Introduction from the Chief Executive Officer

"Hear, O Israel: The LORD our God, the LORD is one. You shall love the LORD your God with all your heart and with all your soul and with all your might. And these words that I command you today shall be on your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates - Deuteronomy 6 (ESV)

Teaching children is an essential human task that has always been at the heart of faith communities and especially of the Church of England. Our family of schools in the Diocese of Liverpool has a long history of excellence combined with nurture, developing in young people the resilience and character needed for life.

LDST was established by the Diocese of Liverpool in 2017 to keep the family of schools together with Jesus at the centre, and to provide an excellent education. As the Diocesan MAT for the Diocese of Liverpool, we have a very clear purpose, and an uncompromising vision. Our Christian values are intrinsically linked to our commitment to provide an innovative, high quality education, so that children and learners make excellent progress and fulfil their academic potential. The right of all to have an excellent education is at the heart of everything we do so that all learners, regardless of background, ethnicity or need, make excellent progress, and fulfil their academic potential.

Central to this are our core values of *collaboration, difference, local and inclusion*, and our commitment to ensuring that all learners thrive through an education that teaches wisdom, instils hope, nurtures community, and embeds dignity and respect.

Our commitment to '**collaboration**' ensures that we connect and work in partnership for the benefit of learners and staff across our Trust. Staff across our schools work as a family carrying out research, sharing practice, developing resources and increasing expertise. Leaders at all levels, including Headteachers and Chairs of Governors, have regular networks and forum meetings to discuss, solve problems and make collective decisions for the good of all schools.

With such strong bonds of collaboration, we can support our schools to enhance the opportunities and outcomes for their pupils and staff by:

- Developing and sharing best practice in education, teaching, learning, curriculum and outcomes
- Co-ordinating staff recruitment, professional training and career development to create a skilled, motivated, expert workforce
- Working collaboratively to increase operational efficiency and making optimum use of available resources

Our commitment to '**local**' means that our schools are local schools, led by local leaders and governors, serving local communities. Our central team supports and empowers our leaders to provide the highest quality of education.

Our commitment to '**inclusion**' ensures that we are a Trust for those of all faiths and none. We are dedicated to ensuring that all learners regardless of faith, background and disability can achieve their full potential.

Our commitment to '**difference**' ensures that we respect the uniqueness of each of our schools and celebrate the many differences of the whole LDST community. Schools are supported to maintain their own distinctiveness and to develop a curriculum that is unique to them.

LDST was created as a Trust in which schools thrive under the leadership of headteachers, supported and challenged by local governing bodies and accountable to the board of directors. We have achieved this whilst at the same time ensuring that all of our family of schools benefit from high levels of collaboration and a strong school improvement function which gives the capacity to evaluate schools and intervene where needed. Strong networks and a culture of support ensures a high level of accountability matched with only the challenge required to enable local leadership to flourish. Central services ensure value for money and the ability to monitor and advise from a distance.

Our family of schools support and connect, share practice, and provide an excellent education built on distinctly Christian values so that *all* children, learners and staff across our Trust, flourish. Our established networks provide exciting opportunities for schools to work together to create a fluid school improvement system. Our aim is to enable sustainable collaboration, with schools actively sharing best practice and supporting and challenging one another.

Jesus said 'Let the children come to me.' (Mt 19)

We believe that we are fulfilling this command when we enable children of all faiths and none to flourish in our schools. The Liverpool Diocesan Schools Trust has an important role to play in improving the attainment of pupils across the Diocesan region.

Laurie Kwissa

Chief Executive Officer of the Liverpool Diocesan Schools Trust

Liverpool Diocesan Schools Trust

'A Multi-Academy Trust, established by the Diocese of Liverpool, that welcomes young people of all faiths and none and is committed to providing each of them with a high quality education and environment where Christian values and principles permeate all that is done.'

LDST Vision and Purpose

Learn, Love and Achieve, Together with Jesus

What is our purpose?

Working together with our school communities, to provide an excellent education and life-enhancing relationships with the Christian faith and Jesus Christ.

We do this through:

- Being a family of schools that is committed to well-being and supporting each other, so that all children, learners and staff across our Trust, flourish.
- Connecting with each other to share practice and provide an excellent education that is built on distinctly Christian values.
- A commitment to inclusion, ensuring that all learners thrive through an education that teaches wisdom, instils hope, nurtures community and embeds dignity and respect.
- Strong bonds of collaboration, innovative approaches to education and a shared purpose amongst schools, families and communities.

What is our vision?

As a Diocesan Trust, our Christian values are intrinsically linked to our commitment to provide an innovative, high quality education, so that children and learners make excellent progress and fulfil their academic potential, by ensuring that:

- We live out our **Christian values** to **develop future citizens** who can contribute positively to a caring, compassionate nation.
- We share a Trust-wide commitment to providing an **education** that enables children and learners to **flourish and achieve** - academically spiritually, morally, socially, culturally, physically.
- We celebrate **diversity, address inequality, overcome disadvantage** and **raise aspirations** so that learners can achieve their **highest academic potential**.
- Access to an **inspirational curriculum** and **excellent teaching** enables our children to acquire a **deep body of knowledge** and a zest for **life-long learning**.
- Our schools can thrive under outstanding **local leadership**, accountable to the Executive team and Board of Directors.

- We identify **talents** and provide opportunities for **staff** to develop, pursue career developments and contribute significantly to **wider improvements**
- We maintain a strong emphasis on **safeguarding** and the **mental health and well-being** of all our pupils and staff.
- Our schools are self-sustaining, **inclusive learning communities** of professionals who **connect and collaborate** to **share best practice** and **innovative approaches rooted in informed evidence**.

Our Core Values

We value Difference

We are respectful of the:

- **Uniqueness** of each individual school
- **Differences** within each school and community

We value Local

- Providing aligned support and central services to empower local leaders to make local decisions that meet the needs of the local communities

We value Collaboration

- We value the opportunities to **collaborate** and work as a **team** to improve outcomes across our Trust
- *And let us consider how we may spur one another on toward love and good deeds. encouraging one another' Hebrews 10:24-25.*

We value Inclusion

- We welcome **all** and are committed to ensuring that **each pupil** receives an educational experience related to their **own** personal gifts or needs
- We celebrate **diversity** and the individual talents of our pupils and staff
- We welcome pupils of all faiths and none

What does LDST mean to our employees and children?

Love:	loving God, yourself and others
Discipleship:	following in the footsteps of Jesus
Success:	being the best you can be and encouraging others to be the best they can be
Trust:	a family of schools, a family for life, supporting each other

What do I need to know about converting to Academy status and joining Liverpool Diocesan Schools Trust (LDST)?

What is an academy?

An academy is a school that is directly funded by central government and independent of direct control by local government. Academies are inspected by Ofsted.

There are two types of Academies:

- **Converter:** maintained schools that are regarded as being at least “good with outstanding features” are able to apply to become “converter academies”.
- **Sponsored:** a maintained school that has been transformed to academy status as part of a government intervention strategy. Sponsored academy status is designed for “underperforming” schools where action is needed to raise standards.

All “Good” and “Outstanding” schools (as judged by Ofsted) will be **converter** academies.

Academies are required to follow the law and guidance on admissions, special educational needs and exclusions.

Academy funding agreements state that they must ensure that the school will be at the heart of its community, collaborating and sharing facilities and expertise with other local schools and the wider community.

What is a Multi Academy Trust (MAT)?

A Trust is a charity. Multi Academy Trusts are groups of schools that have come together to form a charitable company, with a single group of ‘Members’ (who have an overview of the governance arrangements) and a single Board of Trustees. The Liverpool Diocesan Schools Trust (LDST) is a MAT. As part of a MAT:

- individual schools remain as separate entities, with separate names and DfE numbers
- individual schools still receive separate Ofsted judgements and performance tables are still based on individual schools

Why convert to Academy status and be a part of LDST?

- Broader curriculum and wider opportunities for staff and pupils
- Improved professional development opportunities for staff
- Shared expertise and strengths
- Enhanced mutual support
- Address impact of tightening budgets

Why work together?

- Christian Character
 - To share the Christian values that make us distinctive as a Church of England School
- Quality of Education
 - Shared learning and curriculum development utilising specialisms and resources available
 - Opportunities for children, teachers and leadership teams to work collaboratively
- Resourcing
 - Collective purchasing and shared contractual arrangements
 - Sharing of human and physical resources

What do we want to retain?

- Our Christian character
- Our schools' individual identity
- Excellent teachers
- High quality education

Is Liverpool Diocesan Schools Trust a charity?

LDST is a company incorporated in England and Wales, limited by guarantee with a registered company number 09235635. It is an 'exempt charity' under Charity Commission regulations which means it has charitable status but is not a formally registered charity.

Would the school have to change its logo or uniform?

The school will not be changing its uniform or logo as a result of Academy status and joining LDST.

How are the children affected?

In many ways the children will not notice any immediate difference, they will still be taught in a caring, Christian, learning environment, be in the same uniform, be in the same classrooms with the same teaching staff.

We strive for an outstanding education for all our children. However, in time the children may notice changes and improvements in the way that they learn, resulting from the greater training opportunities given to teaching staff to innovate and improve the pupils' learning.

What are the risks of becoming an Academy?

The change to Academy status takes a school out of Local Authority control, but does not exclude the school from Local Authority support or networks.

There are risks associated with **not** changing to Academy status. At some stage in the future, any school might be influenced to become part of a broader Academy Chain. We believe that to be a part of Liverpool Diocesan Schools Trust, under Diocesan direction, keeps our family of schools together and offers the best opportunities for our staff and pupils.

The Governance Structure within Liverpool Diocesan Schools Trust

The Members

The members have ultimate control over the governance of the Trust through the appointment of Directors and control of the membership of the LDST Board. Members appoint the Board of Directors, and the Board of Directors appoint the school's Local Governors.

The Board of Directors

The Board of Directors is accountable directly to the Secretary of State for each school and thus has overall responsibility for all schools in the Trust. The Board of Directors is responsible for appointing the governors on each Local Governing Body (LGB).

The Board of Directors is held to account by the Department for Education (DfE) for standards, financial oversight, and the quality of governance. They have responsibility for the effective running of LDST and the individual schools within it.

The Chief Executive Officer (CEO)

The CEO is the Accounting Officer and is accountable to the Board of Directors for the effective management of all schools and the implementation of the Trust's ethos and standards.

Local Governing Body (LGB)

What role does the local governing body (LGB) play?

LDST believes that Local Governance is the key to successful Trust Governance. The Trust needs governors within the Local Governing Body (LGB), as a committee to the main Trust Board, to continue to be experts in their own school, within a structure that serves all of its schools fairly and without favour.

The Local Governing Body provides local governance for each school within the Trust, on behalf of the Board of Directors, and is empowered to do so by a "Scheme of Delegation". Our school governing body will remain largely unchanged.

The Scheme of Delegation is the document by which the Board of Directors empower the Local Governing Body to provide local governance of the school. It requires the Local Governing Body to comply with the Department for Education and Ofsted guidance, and any Multi-academy Trusts, as well as SIAMS guidance for Church of England schools. It can be a flexible Scheme of Delegation that reflects the principle of "earned autonomy".

In line with LDST's core values of collaboration, valuing the local, valuing difference and inclusion, schools will thrive under the leadership of Headteachers who are supported and challenged by the LGBs. The LGB, through its Chairperson, is accountable to the Board of Directors, who have the ultimate responsibility for each school within LDST.

Each school retains its own Local Governing Body which includes parent and staff governors, LDST foundation governors, and sometimes co-opted governors. All governors are appointed by the Board of Directors.

LGBs are the "eyes and ears" of the Trust as they feedback information and provide assurance to the Board, that:

- The vision for the school is in line with the overall vision of LDST.
- Each school is well led and managed
- All Trust Policies are being implemented,
- Safeguarding and Health and Safety are managed effective,
- Quality of education is good
- Christian distinctiveness of schools is being upheld.

The Board of Directors has overall legal responsibility for the operation of the MAT and the schools within it, however, the Board works in partnership with its family of schools and uses the skills and knowledge of Local Governing Bodies to help challenge and support the professionals working within schools to provide the best outcomes for every child and young person in LDST schools.

The LGB in each school are trusted to preserve the local nature of LDST schools and their traditional place at the heart of each community. It also preserves the structure such that the governance at both Voluntary Aided and Voluntary Controlled schools remains as close to the current position as possible. Each school has its own LGB that works with the Headteacher to check that the school is providing a good quality of education. A scheme of delegation is in place. This sets out the role of the Local Governing Body and how it delivers its function as a sub-committee of the Board of Directors.

Parochial Church Council (PCC)

One of the key roles of PCCs is to protect the Christian foundation of Church schools. The PCCs in the Diocese of Liverpool achieve this by either nominating or appointing foundation governors for their school. This is a fundamental and crucial responsibility which has, historically, ensured and secured the Christian ethos and presence of Church of England Schools throughout the country. Liverpool Diocesan School Trust will, for converted schools, become the appointing body of foundation governors, as the Board of Education currently is in the vast majority of cases. The process will remain unchanged in that local, PCC nominated people will, wherever possible, be appointed as foundation governors. When a school joins Liverpool Diocesan Schools Trust it will remain part of the Diocesan family of church schools. The links between PCC and school should remain unchanged with the church including the school in its prayers and having school matters as a regular PCC agenda item.

Liverpool Diocesan Schools Trust's Vision and Values

What does our Trust care about and how do the values match up?

LDST is a distinctly Christian Trust. We want our children to receive an excellent education built on distinctly Christian values. We are respectful and responsive to the individual needs of our schools, whilst determined to make a difference to learners across all schools.

We have four core values:

Our commitment to '**collaboration**' ensures that we connect and work in partnership for the benefit of learners and staff across our Trust. Staff across our schools work as a family carrying out research, sharing practice, developing resources and increasing expertise. Leaders at all levels, including Headteachers and Chairs of Governors, have regular networks and forum meetings to discuss, solve problems and make collective decisions for the good of all schools.

With such strong bonds of collaboration, we can support our schools to enhance the opportunities and outcomes for their pupils and staff by:

- Developing and sharing best practice in education, teaching, learning, curriculum and outcomes
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Our commitment to '**inclusion**' ensures that we are a Trust for those of all faiths and none. We are dedicated to ensuring that all learners regardless of faith, background and disability can achieve their full potential.

Our commitment to '**difference**' ensures that we respect the uniqueness of each of our schools and celebrate the many differences of the whole LDST community. Schools are supported to maintain their own distinctiveness and to develop a curriculum that is unique to them.

How much autonomy will we retain?

Our school leaders, governors and directors together determine the levels of autonomy and standardisation which ensures that Trust-wide policies, systems and processes support local leaders, whilst allowing them to make school specific decisions.

For example, a common approach to assessment means that data is collected and collated centrally, producing readily available analysis for leaders; whilst a school specific curriculum ensures that the curriculum reflects the needs of individual communities, underpinned by our LDST curriculum principles.

Trust policies ensure that leaders are supported, whilst freeing them up to focus on teaching and learning.

Standards and School Improvement

Who is responsible for standards?

In a Trust, this has to be part of a seamless relationship between the schools and the Trust. The Chief Executive Officer (CEO) is the Accounting Officer. The Board of Directors is held to account by the Department for Education (DfE) for standards, financial oversight and the quality of governance. However, we cannot fulfil the expectations of the funding agreement without good practice at school level.

Therefore, the leaders and local governors are accountable to the CEO and the Board of Directors for standards in their schools. This collaborative approach should be one of mutual benefit for both parties.

We support our schools through our School Improvement (SI) strategy to provide an excellent quality of education and improve outcomes for all pupils, whilst encouraging collaboration between schools to share practice and resources. Through our strategy all schools are categorised for support and have a dedicated Education Officer who provides appropriate levels of support and challenge to school leaders.

A Link Director ensures visibility and direction between the Board and Local Governing Body (LGB), whilst a Chairs' forum enables LGBs to have a strategic voice.

How will you improve our school?

All schools can both give and receive support. We know our schools well so that we can be respectful of and responsive to individual school needs, and resourceful in sharing best practice.

As a Trust, we aim to provide an excellent education built on distinctly Christian values, so that our learners can *Learn, Love and Achieve, Together with Jesus*.

Our School Improvement (SI) strategy enables us to support our schools to provide an excellent quality of education and improve outcomes for all pupils, whilst encouraging collaboration between schools to share practice and resources.

Through our SI strategy all schools are categorised for support and have a dedicated Education Officer to provide appropriate levels of support and challenge to school leaders. Our SI strategy ensures that we deploy our capacity as needed, through our dedicated central team and through the expertise and generosity of leaders across our Trust.

We provide multiple opportunities for staff across schools to learn together, research together, share expertise and shape core systems and processes across our Trust. Along with school leaders, we self-evaluate to determine the priorities needed to address gaps in data and to achieve our strategic aims. Our networks and priority teams bring the capacity needed to support schools in their developments.

Trust wide, we are involved in a number of initiatives with the Church of England Foundation for Educational Leadership (CEFEL), including as a National Professional Quality (NPQ) delivery partner and regional delivery provider; SEND CEFEL national network; a LDST Headteacher sits on the SIAMS national steering group; CEFEL Peer support network with Andy Wolfe (CEFEL Deputy Director for Education) and opportunities to work with colleagues in other Diocesan Trusts. This ensures that

professionals across LDST can access the highest quality professional development and national networking opportunities.

LDST is committed to recruiting and retaining the best staff to ensure the very best outcomes for all our children. In order to do this, we prioritise our staff to ensure they are both equipped to do a good job but also enjoy their time in work. Below is a list of benefits of being a member of staff in LDST:

- Access to high quality CPD via our networks, DfE Behaviour Hub and NPQs
- Opportunity to become a System Leader working Trust wide to support other schools
- Our Leadership Pathways support succession opportunities throughout our Trust
- Annual Trust Conference
- Ability to share good practice across all schools in our Trust and moderate assessment judgements with Trust schools
- Favourable employment policies
- Access to Occupational Health if required, via referral by Headteacher

What opportunities will there be for us to support other schools in the Trust?

LDST was established through the conversion of a significant number of good and outstanding schools. This was done purposefully to ensure that we have strong practice to support other schools over time. Leaders across our Trust are developed through our Leadership Pathways approach and are given opportunities to carry out additional roles, both at central team level or within other schools.

All schools can both give and receive support. We look for the strengths and capacity in each school and when ready we establish schools (in partnership with the senior leadership team) that become lead schools – e.g. DfE Behaviour Hub. We actively encourage action research and involvement in national networks and initiatives.

Staff are afforded opportunities to support other schools but are never mandated to do so. However, many staff see this as a CPD and career opportunity for themselves as well as enjoying the challenge of making a difference Trust wide.

How does the Trust communicate with the school and how can we inform the Trust and the Board of our challenges and successes?

Communication has to flow in both directions from the Trust to the school and back again. Each term, we produce "Director Items" to ensure LGBs know what information needs to be communicated at school level. Each school has a Link Director which ensures transparency and communication from Directors to LGBs. Our Governance Handbook supports LGBs to establish an appropriate governance structure with terms of reference. Our recent governance review will enable us to further refine this.

Regular CEO and Education Officer meetings in schools means that we know our schools well and can respond quickly to support needed and share effective resources more widely. Trust Leaders share contextual information with the Directors termly, enabling us to identify what is going well and where further support may need to be deployed.

How do we influence key strategic decisions that impact on our school?

We are one Trust with a shared vision and purpose that all schools provide an excellent education built on distinctly Christian values. Stakeholders identify priorities together so what we are working on reflects the needs of schools across our Trust. Working alongside other schools on a set of shared priorities enables leaders to action research, network and share best practice.

If we join you, what will the Trust be like in three years' time?

Our future vision is for one Trust, sub-divided into smaller hubs to enable greater collaboration over a smaller geographical area. Schools within each hub, led by a Hub Director, will also continue to work together to provide an excellent education for pupils Trust-wide. Joining now will enable new schools to have the opportunity to shape this, and our model will grow with us to reflect the needs of schools in LDST.

Does becoming an Academy change the relationship with other schools and the community?

No. We encourage our academies to continue to be at the heart of their communities, collaborating and sharing expertise with other schools, networks and the wider community.

Will our responsibilities in relation to Special Educational Needs and Disabilities (SEND) and exclusions change?

No. Responsibilities as an academy in relation to SEND and exclusions will be just the same as they are now.

SEND funding comes directly from the government through the Education Funding Agency. Funding allocated to a named child would continue to be funded directly by the local authority. The local authority retains responsibility for assessing and funding children with SEN. You would, therefore, continue to receive additional funding for pupils with Statements of Special Educational Needs.

Will academies be free from Ofsted inspections?

No, academies remain subject to the Government's inspection arrangements and to the Statutory Inspection of Anglican and Methodist Schools (SIAMS).

Admissions

How will admissions to the school be affected?

Academies are responsible for their own admissions and must meet all the mandatory provisions of the School Admissions Code. The Diocesan Board of Education – Policy on Academies – states “the academy agrees to consult with the Diocese on its Admissions Policy and on any subsequent changes, having regard to Diocesan guidance on Admission.”

The Governing Body has no plans to change the admissions criteria.

Can a child with a statement nominate an academy as his or her school of choice?

Yes. Schools converting to Academy status can retain the admissions criteria they currently use. These arrangements and related processes must at all times comply with the School Admissions Code.

Finance and Funding

How is the school accountable financially?

An academy is governed by the rules and regulations for charitable Trusts, and we are required to produce and file accounts. Our systems are robust and quality assured by regular audits, conducted by our external independent auditor.

Will we get more money as an Academy?

Academies receive the same amount of per-pupil funding as they would receive from the Local Authority as a maintained school.

All funding comes direct from Government to the Multi-academy Trust. The Board of Directors then controls the overall budget. Each school will have the same funding allocation as they do now, but as a group the schools will be better able to maximise the funding available to them.

Will our school's money be pooled with other schools?

No, LDST does not operate either a GAG pooling or a Reserves pooling process for its schools.

Does it cost to become an academy?

Yes. There are legal costs associated with becoming an academy. The government gives each converting academy £25,000 to contribute towards these costs. In most cases this grant fully covers the costs of conversion.

Who owns the school building and land?

The local authority and/or Diocese will be required to grant a 125-year lease to the Trust.

Staffing

Does the staff stay the same?

LDST Board of Directors are the employers of all staff in member schools.

When a school converts from a local authority maintained school to a new academy, all permanent staff are entitled to transfer to it under the same employment terms and conditions.

TUPE (Transfer of Undertakings (Protection of Employment)) regulations apply and LDST retains the nationally and locally agreed terms and conditions of service as a minimum standard for the employment of all members of staff, this includes the protection of pensions. LDST work closely with Unions during consultation and once schools join the Trust, to ensure staff are protected and supported throughout the process.

Their continuity of service is protected, and all staff will be consulted in accordance with the Transfer of Undertakings (Protection of Employment) Regulations. So the same people will be employed on the same terms and conditions as before.

We are committed to retaining the national terms and conditions of service as a minimum standard for the employment of Academy staff."

In relation to day to day matters, we can confirm that:

- The hours currently worked will remain the same
- Planning & preparation time will be given and, at a minimum, remain the same
- Term times will remain the same

What happens with regard to staff pensions?

If you are a teacher in the current school, your pension will continue as part of the teacher's pension scheme, with the Trust continuing with the same employer responsibilities as the predecessor school. Non-teaching staff will usually be members of the local government pension scheme and the Trust will secure 'admitted body' status with the local pension authority to protect the pension rights of employees and take on employer responsibility, both for contributions and administration of the scheme. Staff can opt out of either if they wish to make alternative provision.

Redundancy Calculations

In relation to redundancy calculations, any service with an 'associated employer' can be counted as continuous service. Local Authorities, school governing bodies and academies are all associated employers. Therefore, a member of teaching staff could move (whether through TUPE or otherwise) from a voluntary aided, voluntary controlled, community or foundation school to an academy and back again, or indeed to another academy, without affecting their continuous service for redundancy purposes.

Contractual payments

For teaching staff, the continuous service is used to calculate contractual payments such as sick pay. When a member of staff TUPE transfers from a maintained school to an academy, their continuity of service will transfer with them. However, if a teacher then decides to move from the academy back to a maintained school, or to another academy, their continuity of service for these purposes will be broken. However, it is likely that

the teacher can agree with their new employers that their continuity of service will be protected.

Support Staff

Support staff's continuity of service for calculating sick pay is maintained in these circumstances

APPENDIX A

ACADEMY CONSULTATION RESPONSE FORM

The Governing Body of Ainsdale St. John's Church of England Primary School welcomes your views.

About you (*please tick the box that applies to you*):

☐ Parent/Carer

☐ Teacher

☐ Other (please specify)

☐ Support Staff

Comments and/or questions (*please continue overleaf if you need more room*)

Please return completed forms **no later than Monday 9th October** to:

consultation@ainsdalestjohns.org

Or, by post, to

The Governing Body (Academy Consultation)
Ainsdale St. John's
Sandbrook Road
Ainsdale
PR8 3JE

RESPONSE FORM: CONTINUATION SHEET

Comments and/or questions

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general note-taking. There are no margins, text, or other markings on the page.