



School Improvement Challenge Partnering Agreement

**With a
School
Cardinal Wiseman Catholic School**

**With a
School Improvement Challenge Partner
Anthony Quinn**

Consultant



For Romero Multi-Academy Company (MAC) 2021

1 Introduction

- 1.1 The 'School Improvement Challenge Partner Agreement' is a mechanism used to engage school improvement of an academy over a timeline.
- 1.2 The 'School Improvement Partnering Agreement' is a formal agreement between the Board of Directors of a Multi-Academy Company (MAC) and an appropriate organisation to address the need for improvement in performance and standards in one of the academies¹.
- 1.3 The work of the School Improvement Challenge Partner will be led by a named 'Lead Professional', an individual who is appropriately knowledgeable, suitably qualified and well experienced to carry out such work.

2 Accountability

- 2.1 The School Improvement Challenge Partner is contracted² by Board of Directors of the MAC under the terms and conditions of the agreement made between the same (see Appendix A).
- 2.2 On behalf of the Board of Directors, the School Improvement Challenge Partner is accountable for leading on and implementing a successful programme of sustainable improvement and focused intervention, to address identified issues regarding performance and standards, in one of the academies in the MAC.
- 2.3 On behalf of the Board of Directors, the School Improvement Challenge Partner will be required (within a limited time-scale) to improve the performance of a named academy and raise the standards achieved by all pupils in the same academy and ensure they make at least good progress.

3 Responsibility

- 3.1 The Board of Directors retains full strategic responsibility for holding the Principal of each academy in the MAC to account for performance and standards in the academy they lead.
- 3.2 The Board of Directors delegates operational responsibility to the School Improvement Challenge Partner for holding the Principal of **Matt Everett** to account for his leadership and performance, and the impact of the same on pupil progress through the organisation, and management and day-to-day running of **Cardinal Wiseman**.

¹ The School Improvement Partnering Agreement applies to one academy. If more than one academy in the MAC needs intervention and support then a separate School Improvement Partnering Agreement needs to be made between the Board of Directors and a relevant organisation in relation to each of the separate academies. The organisation providing intervention and support may or may not be the same. This approach enables a clear line of accountability to operate in relation to each of the separate academies.

² The School Improvement Challenge Partner as an organisation must be able to provide continuity of service, cover staff absence and be clear about insurance liability.



4 Core Purpose of the School Improvement Challenge Partner

- 4.1 The core purpose of the School Improvement Challenge Partner is to provide challenge and support to the Principal of **Cardinal Wiseman** on behalf of the Board of Directors, in order to improve his leadership and the performance of the academy, and consequently improve standards and pupil progress.
- 4.2 Acting with delegated responsibility from the Board of Directors, the School Improvement Challenge Partner will work in a relationship of challenge and support with the Principal to enable him to lead **Cardinal Wiseman** effectively and achieve high standards in all areas of its functioning.
- 4.3 The School Improvement Challenge Partner must work with the Principal to establish a culture and a climate (coherent with the Catholic ethos) that promote excellence, equality and high expectations of all staff and pupils.
- 4.4 The School Improvement Challenge Partner must work with the Principal to secure rapid improvement in the quality of educational provision, with a focus on teaching and learning, and a rigorous approach to raising attainment and improving pupil progress.
- 4.5 The School Improvement Challenge Partner must work with the Principal to build capacity for sustainable improvement within the academy.
- 4.6 In challenging and supporting the Principal to improve the systems and processes, the culture and relationships, and the performance and standards of **Cardinal Wiseman**, the work of the School Improvement Challenge Partner will include ensuring that:
- a. The academy is conducted as a Catholic school in accordance with: the teachings of the Catholic Church; Canon Law; and the Trust Deed of the Archdiocese of Birmingham
 - b. The academy provides high quality teaching and learning that leads to successful outcomes for pupils in terms of: human formation; spiritual, moral, social and cultural growth; attitudes to learning, behaviour and personal development; and attainment, achievement, and progress, which can be measured.
 - c. The academy will promote and safeguard the welfare of all children, enabling every child, whatever their background or their circumstances, to have the support they need to: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being; and recognise their own dignity and the dignity of others as children of God.
 - d. All statutory requirements are met with respect to legislation that affects the running of the MAC and the academy, i.e. company law; employment legislation; equality legislation; et cetera.



- e. All the requirements of the Articles of Association, Master Funding Agreement, Supplemental Funding Agreement, Scheme of Delegation and Leases are fully met.
- f. The performance and standards of the academy are effectively monitored, evaluated and reported to the Board of Directors.

4.7 The School Improvement Challenge Partner will strive to improve the academy by working to improve **the performance** of the Principal who remains the leading professional in the academy and accountable for performance and standards.

- a. Accountable directly to the Board of Directors as his employer, the Principal of the academy must provide vision and leadership for the academy and ensure it is organised and managed effectively and efficiently to meet the agreed aims and targets.
- b. Working with and through others, the Principal of the academy is responsible for:
 - Being able to use a wide range of data intelligently to explore and identify the academy's strengths and weaknesses;
 - Reviewing and evaluating the academy's performance to identify the priorities for improvement;
 - Raising standards;
 - Ensuring equality of opportunity for all;
 - Implementing the policies of the Directors;
 - Ensuring that resources allocated to the academy are efficiently and effectively used to achieve the academy's aims and objectives; and
 - The quality and effectiveness of the day-to-day management, organisation and administration of the academy;
 - Building capacity for sustainable effectiveness and improvement.

4.8 The School Improvement Challenge Partner will strive to improve the academy by working in such a way as to improve **the collaborative practice** of the Principal as the leading professional in the academy.

- a. Accountable directly to the Directors as the employer, the Principal of the academy is required to contribute to the improvement of the academy, and the capacity of the wider MAC community, by developing and maintaining effective collaborative partnerships with other member academies.
- b. The Principal of the academy is also required to work with other local schools, Teaching School Hub, services and agencies for children, higher education institutions and employers, where such working is in the best interests of the pupils.
- c. Working with and through such collaborative partnerships, practices and other activities, the Principal will play a key role in contributing to the development and sustainable improvement of the academy and the MAC, collaborating with others to raise standards for all children locally, and the effectiveness of wider education system as a whole.



- 4.9 The School Improvement Challenge Partner will strive to improve the academy by working to improve **the leadership of teaching and learning** by the Principal as the leading professional in the academy.
- a. Accountable directly to the Directors as the employer, the Principal is responsible for creating a professional learning environment that promotes high quality teaching and learning, so that the experience of the whole curriculum is engaging and fulfilling for all pupils.
 - b. Working with and through teaching and learning-support staff, including middle and senior leaders, the Principal must promoting high standards in learning by ensuring:
 - Consistently high expectations for all pupils;
 - Flexibility regarding teaching and learning methods;
 - High quality assessment practices;
 - Constructive feedback to pupils to help them in learning.
 - c. Working with and through others, the Principal must develop and sustain the standard of teaching in the academy to least consistently good or better lead through effective:
 - Recruitment of staff;
 - Induction of staff;
 - Training, development and formation of teaching and support staff and of those who exercise leadership at all levels;
 - Performance management;
 - Succession planning to maintain a supply of leaders at all levels that will be able to serve across the MAC over time.

5 General Duties and Responsibilities

- 5.1 The School Improvement Challenge Partner is contracted by the Board of Directors and is responsible for:
- a. Providing advice, guidance and support to the Board of Directors on their MAC Improvement and Intervention Strategy specifically in relation to **Cardinal Wiseman**.
 - b. The delegated operational leadership of the Board of Director's MAC Improvement and Intervention Strategy with respect to **Cardinal Wiseman** only, ensuring:
 - Rigorous challenge;
 - Focused intervention;
 - Planned support;
 - Effective monitoring;
 - Clear evaluation;
 - Focused reporting and review; and
 - Sustainable improvement in provision and standards within a limited time-scale.
 - c. The production and implementation of the School Improvement Challenge Partner's Improvement and Intervention Plan for **Cardinal Wiseman**, ensuring that targeted intervention is:
 - Appropriately focused, matched to need, based on clear data;



- Realistically manageable;
- Financially viable;
- Measurable based on clear success criteria;
- Coherent and consistent to build on existing good practice, deepen learning, build capacity, and develop sustainability.

5.2 The School Improvement Challenge Partner's Intervention Plan should provide for:

- a. Achieving measurable success criteria agreed with the Board of Directors, **as detailed in the School Improvement Challenge Plan**
- b. Mentoring and coaching the Principal of the academy as necessary so that he is fully able to exercise high quality leadership and sustain improvement in performance of the staff and the academy over time.
- c. Eliminating underperformance in the academy and building capacity for sustainable improvement.
- d. Securing a transformation in culture and a rapid improvement in results within a year.
- e. Ensuring there is a narrowing of the gap in opportunities and outcomes between most children and young people and those that are the most vulnerable or underachieving.
- f. Monitoring, evaluating, reviewing and reporting to the Board of Directors the impact of SCIP and Intervention Strategy and Plan.
- g. On behalf of the Board of Directors, responding to any requests for evidence of impact from any external monitoring agency whether that agency is employed by the Directors or not or is an agency of government, i.e. the Regional Schools Commissioner or Ofsted.

6 **Specification for the School Improvement Challenge Partner named Lead Professional**

- 6.1 The SCIP will be an organisation and must identify a member of the same to be the named Lead Professional who will be responsible for leading on the work of the organisation, and being the point of contact for the Directors.
- 6.2 The Board of Directors will need to satisfy themselves that the Lead Professional is appropriately knowledgeable, suitably qualified and well experienced to carry out such work.
- 6.3 The specification for such a Lead Professional is recorded in Appendix B.



Timescales

	Days	Focus
Anthony Quinn	5 days NLE deployment 10 days SCIP role	Standards
Katherine Marston	3 days	Round Table Review
Christine Owen	6 days	Quality of Education /KS4
SEND review	1 day	tbc
Safeguarding review	1 day	Jayne Lowe

Anthony Quinn

Anthony is the Director for School Improvement with a MAC in the Diocese. Before taking up this position, he was a Senior Adviser for School Intervention with the Arch – Diocese of Birmingham supporting improvement in vulnerable and challenging schools. He has a proven track record in this field. In addition, he leads interventions for the Saint Augustine’s National Behaviour Hub and previously, the Teaching School which is acknowledged as an organisation that undertook effective and purposeful school to school support for rapid improvement; it supported over 40 schools at various levels between 2017 and 2021 and the moral purpose of its work has been recognised in Ofsted and Section 48 reports. As a National Leader of Education (NLE), Tony continues to work as a system leader for the DfE in challenging circumstances to improve the life chances of all children irrespective of their backgrounds; the impact of his worked is seen in Warwickshire, Worcestershire, Coventry, Birmingham and Sandwell.

Previously, Anthony was the Principal of Saint Augustine’s Catholic High School. In his 7-year tenure (2012-2019), he and his team took the school to ‘outstanding’ in terms of Ofsted and Section 48, becoming a nationally recognised centre of excellence and top performing institution. Working in tandem with this role, Tony was Executive Principal of Cardinal Wiseman in Coventry (2017-2019) and Saint John Wall in Birmingham (2015-2019) and adviser to Trinity in Warwickshire and Stuart Bathurst in Sandwell in the last 3 years.

Christine Owen

Christine is an experienced NLE and led Bartley Green School in a socially deprived area of Birmingham to ‘outstanding’ in 2005 and it remains so today. Her skills and experience have been utilised nationally with the DfE in several fields especially with vulnerable schools and supporting leaders. In addition, she continues to work in school improvement through MATs (Arthur Terry) and Catholic MACs such as, Holy Spirit. She was awarded an OBE for services to education. Christine will support the SCIP with the Quality of Education ‘Deep Dives’

Katherine Marston

Katherine has been headteacher of Saint John Wall Catholic School in Handsworth, Birmingham since 2015. She is an experienced strategic leader (LLE) who leads a high performing school in a socially deprived area of the city including an outstanding Section 48 judgement. Moreover, she has an impressive track record in school improvement in the West Midlands in both primary and secondary including Cardinal Wiseman in the past. Katherine will support Tony with the termly ‘Round Table Reviews’



**Cardinal Wiseman
Catholic School**
Part of The Romero Catholic Academy

Appendix A

School Improvement Partnering Agreement

Between

The Board of Directors

Romero Multi-Academy Company

And

Anthony Quinn



1. Purpose of the School Improvement Partnering Agreement

The purpose of the School Improvement Partnering Agreement is:

- a. To ensure that the Board of Directors and the School Improvement Challenge Partner, Cardinal Wiseman, are clear about their respective roles, responsibilities and obligations in establishing a School Improvement Partnering Agreement to improve [name of the academy].
- b. To ensure the parties to the agreement are clear about the terms and conditions of providing improvement, intervention, and challenge and support services, as detailed in the full document³.

2. Purpose of the service provided

The purpose of the service provided is:

- a. To ensure that **Cardinal Wiseman** receives the intervention, support and challenge required to improve performance and standards, and ultimately pupils' formation, education and opportunities for growth and development.
- b. To ensure that the Directors receive the guidance, advice and support needed to fulfil their responsibilities and be confident in their accountability for: the strategic direction of the academy; holding the Principal to account for the educational performance of the academy; and ensuring the sound, proper and effective use of the financial resources allocated to the academy.
- c. To ensure a School Improvement Challenge Partner's Improvement and Intervention Plan is:
 - i. drawn up, with measurable success criteria;
 - ii. costed;
 - iii. resourced;
 - iv. scheduled;
 - v. agreed in principle with the Board of Directors;
 - vi. implemented by working with the Principal of the academy and others (including senior and middle leaders, staff and academy representatives);
 - vii. monitored for progress;
 - viii. evaluated for impact on pupil outcomes;
 - ix. reported on regularly to the Board of Directors; and
 - x. reviewed by the School Improvement Challenge Partner accordingly.
- d. To capitalise on the resources for improvement available through membership of the wider community of the MAC and the Directors' policy on collaborative practice.

³ School Improvement Partnering Agreement by CatholicLinks 2015



3. The parties to the School Improvement Partnering Agreement

The parties to the agreement are:

- a. The Board of Directors of **Romero** Multi-Academy Company.
- b. **Tony Quinn** the School Improvement Challenge Partner.

4. The duration of the School Improvement Partnering Agreement

- a. The School Improvement Partnering Agreement will begin on **September 2021**
- b. The School Improvement Partnering Agreement will last until **August 2022** and may be renewed depending on:
 - i. A continued need for the service;
 - ii. A satisfactory [annual] [another period of time] review;
 - iii. The availability of finances required to fund the School Improvement Partnering Agreement.
- c. Either party will have the right to terminate the School Improvement Partnering Agreement subject to **conditions detailed in the Memorandum of Understanding**.

5. Costs

- a. The **Board of Directors** and **Tony Quinn** will agree to the cost of the School Improvement Partnering Agreement charged to the Board of Directors, prior to signing the agreement.
- b. The costs are detailed in the **Memorandum of Understanding - £500 per day**

6. Management of the service

- a. The named School Improvement Challenge Partner Lead Professional will liaise directly with the Catholic Senior Executive Leader
- b. The School Improvement Challenge Partner, will be responsible for ensuring the maintenance of an appropriate level of organisational resourcing in order to deliver the service as agreed.

7. Monitoring and reporting

- a. The School Improvement Challenge Partner is responsible for monitoring and reporting on the success of the School Improvement Challenge Partner's Improvement and Intervention Plan to the Board of Directors, in accordance with the reporting schedule written into the same plan.

8. Concerns and complaints



- a. Any concerns and complaints with respect to either partner in the agreement will be dealt with firstly by seeking to resolve the matter in an informal but professional manner.
- b. If that approach does not resolve the matter then the issue will be dealt with in accordance with the respective organisation's Complaints Procedure.

9. Changes to the School Improvement Partnering Agreement

- a. Changes to the School Improvement Partnering Agreement should only be made after discussion and agreement between the parties.

10. Signatories

On behalf of the parties:

- a. The Board of Directors

Name:

Role:

Signature:

Date:

- b. The School Improvement Challenge Partner
Anthony Quinn

Name: ANTHONY QUINN

Role: SCIP

Signature:

Date: 27th September 2021



Appendix B

School Improvement Challenge Partner & Monitoring Inspector Partner

Person Specification for the Lead Professional

The purpose of this person specification for a ‘Lead Professional’ is to enable the Board of Directors to discuss their expectations of the same with the respective organisation.

1	Faith Commitment	
	<p>a. <u>Essential</u></p> <ul style="list-style-type: none"> • Basic understanding of the distinctive nature of a Catholic school⁴ and Catholic education. • Commitment to respect the requirements of a Catholic school in Canon Law and with regard to the legal framework of the MAC. <p>b. <u>Desirable</u></p> <ul style="list-style-type: none"> • A practising and committed Catholic. • Understanding of the principal’s role in the spiritual development of pupils and staff. • Understanding of a Catholic academy’s role in the parish and wider community. 	
2	Qualifications	
	<p>c. <u>Essential</u></p> <ul style="list-style-type: none"> • Qualified teacher status. <p>d. <u>Desirable</u></p> <ul style="list-style-type: none"> • Qualifications related to school improvement and inspection work, e.g. Ofsted inspector, NLE. 	
3	Experience	
	<p>e. <u>Essential</u></p> <ul style="list-style-type: none"> • Proven track record of successful experience as an effective headteacher or principal. <p>f. <u>Desirable</u></p> <ul style="list-style-type: none"> • Successful experience of senior leadership in a Catholic voluntary aided school or academy. • Successful experience as an effective executive headteacher in a collaboration or federation and/or as an effective principal of an academy in a MAC. 	

⁴ The word school may be used generically to mean academy.



4	Professional development	
	<p>g. <u>Essential</u></p> <ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, curriculum / teaching and learning. <p>h. <u>Desirable</u></p> <ul style="list-style-type: none"> • Successful experience of working with other schools / organisations / agencies i.e. as an Ofsted inspector, NLE, SIP, LA advisory work. • Accreditation and experience as a trainer, facilitator, assessor, consultant, mentor or coach, i.e. for NCTL. 	
5	Strategic Leadership	
	<p>i. <u>Essential</u></p> <ul style="list-style-type: none"> • Ability to articulate and share a vision of outstanding education. • Evidence of having successfully translated vision into reality in at least one school or academy. • Secure knowledge of the strategic framework for governance. • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement. • Ability to confidently analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these. • Secure knowledge of what constitutes outstanding quality in educational provision, the characteristics of effective schools and strategies for raising standards and improving the achievement of all pupils. • Secure understanding of and commitment to promoting and safeguarding the welfare of pupils. • Ability to inspire and motivate staff, pupils, parents and governors to aspire towards outstanding. <p>j. <u>Desirable</u></p> <ul style="list-style-type: none"> • Secure knowledge of the role of the Board of Directors and an Academy Committee in a MAC. • Currently judged by Ofsted to offer outstanding leadership in a school or academy. • Successful experience of supporting schools designated as giving cause for concern by LA / DfE / RSC / Diocese. • Qualification and experience as a School Improvement Partner and/or National Leader of Education. 	



6	Teaching and Learning	
	<p>k. <u>Essential</u></p> <ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum. • Secure knowledge and experience of employing a range of successful teaching and learning strategies to meet the needs of all pupils, narrowing the gap where necessary. • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning. • Successful experience of effective monitoring and evaluation of teaching and learning. • Secure knowledge of statutory requirements relating to the curriculum and assessment. • Secure understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management. <p>l. <u>Desirable</u></p> <ul style="list-style-type: none"> • Leader of a Teaching School or part of a Teaching School Alliance. 	
7	Leading and managing staff	
	<p>m. <u>Essential</u></p> <ul style="list-style-type: none"> • Proven ability to devolve responsibility, delegate tasks, support colleagues in meeting their job requirements and holding them to account for pupil outcomes. • Successful experience of performance management and supporting the continuing professional development of colleagues. • Secure understanding of effective budget planning and resource management and deployment at whole school level to enable a school to achieve its educational priorities. • Successful experience of working with Governors/Directors to enable them to fulfil their responsibilities. <p>n. <u>Desirable</u></p> <ul style="list-style-type: none"> • Successful involvement in staff recruitment, appointment / induction, understanding the needs of a Catholic school. • Previous experience working through and with staff in a federation or a MAC. 	



<p>8</p>	<p>Accountability</p> <p>o. <u>Essential</u></p> <ul style="list-style-type: none"> • Proven ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors, (parishioners and clergy). • Successful experience of employing effective whole-school self-evaluation and improvement strategies. • Proven ability to provide clear professional information and advice to staff and the governance of a school. • Secure knowledge and understanding and experience of strategies for performance management. • Successful experience of offering challenge and support to improve performance. <p>p. <u>Desirable</u></p> <ul style="list-style-type: none"> • Successful experience of presenting reports to Governors/Directors and wider audiences. • Understanding the criteria for the evaluation of a Catholic school. 	
<p>9</p>	<p>Qualities, behaviours and characteristics</p> <p>q. <u>Essential</u></p> <ul style="list-style-type: none"> • High quality teaching skills. • High expectations of pupils’ learning and attainment. • Strong commitment to school improvement and raising achievement for all. • Ability to build and maintain good professional relationships. • Ability to remain positive and enthusiastic when working under pressure. • Ability to organise work, prioritise tasks, make decisions and manage time effectively. • Empathy with children. • Good communication skills. • Good interpersonal skills. • Stamina and resilience. • Confidence. <p>r. <u>Desirable</u></p> <ul style="list-style-type: none"> • Strong commitment to the mission of a Catholic school. • Strong commitment to securing the future of Catholic education using collaborative and innovative practices. • High quality facilitation skills. • Commitment to their own spiritual formation and that of pupils. 	



Cardinal Wiseman Catholic School

Part of The Romero Catholic Academy



The Romero Catholic Academy

Nurturing the Talent of Tomorrow

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Principal: MF M Everett


EXEMPLIFICATION OF MATRICES of RESPONSIBILITY AND ACCOUNTABILITY FOR A SUPPORTED CONVERSION

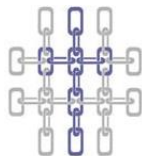
Layer	Level of responsibility	Level of accountability
<p>Archbishop of Birmingham / Diocesan Trustees of the Birmingham Diocesan Trust (BDT) The Barberi and Newman Trust (Holding Company to protect diocesan property / assets) (BANAT)</p> <p>The founder member shall be the sole first member of the MAC</p> <p>Note: The Diocesan Education Service (DES) acts as the agent of the Archbishop and Trustees of the BDT and the BANAT. All communication should be with the Director of Education or his representative in the first instance.</p>	<p>The Archbishop is responsible for appointing the Foundation Directors in the majority to the Board of Directors of each individual Multi-Academy Company (MAC) through the Diocesan Education Service (DES), his agent. <i>Article 50: "The Diocesan Bishop shall appoint Foundation Directors in accordance with Article 46(a) by written notice delivered to the Office."</i></p> <p>The Archbishop is responsible for appointing the Foundation Academy Representatives in the majority to each separate Academy Committee for each individual academy in the MAC through the DES, his agent. The Academy Committees operate in accordance with the Scheme of Delegation and have local responsibilities delegated by the Board of Directors.</p> <p>The Archbishop and Trustees of the BDT & BANAT have the responsibility to hold the Board of Directors to account for the quality of educational provision and the Catholic life of each of the academies in the MAC and the standards achieved. The responsibility of holding to account is delegated to the DES.</p>	<p>The Archbishop and Trustees of the BDT & the BANAT do not have liability / accountability for standards to the Secretary of State. <i>"Article 7: The liability of the Members is limited. Article 8: Every Member undertakes to contribute such amount as may be required (not exceeding £10) to the Company's assets if it should be wound up while he or she is a member or within one year after he or she ceases to be a member, for payment of the Company's debts and liabilities before he or she ceases to be a Member, and of the costs, charges and expenses of winding up, and for the adjustment of the rights of the contributories among themselves."</i></p>
<p>Board of Directors</p>	<p>The Board of Directors is responsible for running the MAC, upholding the Object, setting the strategic direction and for the quality of educational provision provided by the individual academies that make up the MAC. The Board makes decisions on the use of the MAC's resources in the best</p>	<p>The Board of Directors is accountable to the BANAT Trust and the Archbishop of Birmingham for the quality of educational provision and the Catholic life of each of the academies in the MAC and accountable to the Secretary of State for standards.</p>



Layer	Level of responsibility	School of accountability
	<p>interests of pupils. The Board of Directors in a MAC that encompasses a 'supported conversion school' is responsible for the overall implementation of the School Improvement Plan to drive intervention in the underperforming school. The Board will contract the SICP and the MIP and delegate responsibility for driving the strategic thinking, planning and intervention to the SICP and responsibility for monitoring impact to the MIP. The process of contracting the SICP and the MIP will be overseen and agreed by the DfE and the DES. <i>Article 93: "Subject to provisions of the Companies Act 2006, the Articles and to any directions given by special resolution, the business of the Company shall be managed by the Directors who may exercise all the powers of the Company."</i></p>	<p><i>Article 45: "All Directors shall upon their appointment or election give a written undertaking to the Founder Member substantially in the form annexed to these Articles of Association to uphold the Object of the Company."</i></p>
Academy Committees	<p>The Academy Committees have delegated responsibilities for local matters based on the Scheme of Delegation. In a 'supported conversion' MAC, the Academy Committee of the underperforming school will be responsible for ensuring the day-to-day implementation of the School Improvement Plan drawn up by SICP in partnership with other stakeholders.</p>	<p>The Academy Committees are accountable to the Board of Directors in accordance with the Scheme of Delegation and any Directors' policies.</p>
Catholic Senior Executive Leader	<p>The CSEL will be responsible for holding the SCIP for account and implementation of the plan and will report updates to the Board of Directors. <i>Article 107: "The Directors may delegate such powers and functions as they consider are required by the Executive Principal (if appointed) and the Principals for the internal organisation, management and control of the Academies (including the implementation of all policies approved by the Directors and for the direction of the teaching and curriculum at the Academies)."</i></p>	



Layer	Level of responsibility	Level of accountability
The Principals of each of the individual academies in the MAC	The Principal of each individual academy is responsible for the educational outcomes/standards achieved in that academy. Collectively the Principals are responsible for taking collaborative action to deploy the resources of the MAC to improve standards for all academies.	The Principals are individually accountable to the Board of Directors for the standards and Catholic life in the academy they lead and manage in accordance with their contract of employment.
The School Improvement Challenge Partner (SICP)	The School Improvement Challenge Partner is contracted by the Board of Directors and is responsible for the strategic leadership of the School Improvement Intervention Plan to raise standards and build capacity for sustainable improvement in the underperforming academy.	The School Improvement Challenge Partner is accountable to the Board of Directors for the impact of the planned intervention to achieve rapid improvement in the underperforming academy.
The Monitoring Inspector Partner (MIP)	The Monitoring Inspector Partner is contracted by the Board of Directors and is responsible for monitoring, evaluating, reporting and providing evidence of impact of the SICP <u>and</u> evidence of improvement in standards and pupil progress in the underperforming academy.	The Monitoring Inspector Partner is accountable to the Board of Directors for monitoring, evaluating and reporting on the impact of the SICP and the progress in improvement in the underperforming academy. There is a requirement that the MIP reports will be given by the Board of Directors to the DES as the agent of the Archbishop and Trustees, to fulfil their accountability to the Archbishop / Trustees.



CATHOLICLINKS

MATRIX OF ROLES

Who	Does What
Archbishop and Trustees	<p>Approve MAC conversion.</p> <p>Appoints Foundation Directors in majority.</p> <p>Appoints Academy Representatives in the majority.</p> <p>Hold the Board of Directors to account.</p>
Diocesan Education Service	<p>In practice, the DES fulfils all the responsibilities of the Archbishop and Trustees as his agent with delegated responsibility.</p> <p>In practice as necessary or required, meets with: Archbishop and Trustees; the Board of Directors; the School Improvement Challenge Partner; the Monitoring Inspector Partner; and the DfE.</p>
Board of Directors	<p>Responsible for the running of the company; the strategic direction and overall effectiveness of the MAC.</p>
Academy Representatives / Academy Committees	<p>Responsible for fulfilling local responsibilities at academy level, delegated by the Board of Directors in accordance with the Scheme of Delegation.</p>
Catholic Senior Executive Leader	<p>Acts as conduit to the Board of Directors. The CSEL will QA and sign of the plan and any services deployed in addition to the SCIP.</p>
Principals	<p>The Principal of each individual academy is responsible for the educational outcomes/standards achieved in that academy. Collectively the Principals are responsible for taking collaborative action to deploy the resources of the MAC to improve standards for all academies.</p>
School Improvement Challenge Partner	<p>Responsible for leading on school improvement strategy, plan and intervention.</p>