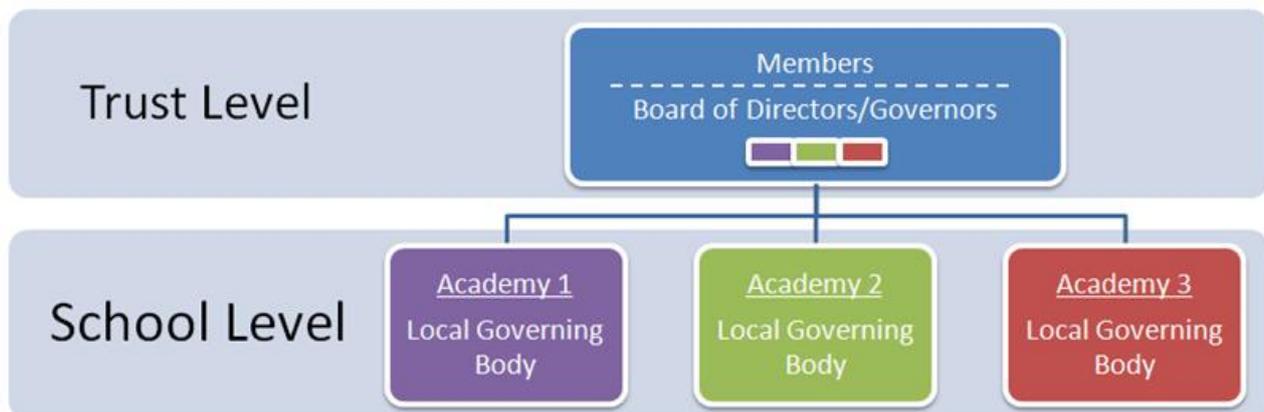


Derby Diocesan Academy Trust Governance

DDAT Structure and Accountability



The DDAT is contractually accountable to the Secretary of State. Many of the statutory requirements that would otherwise fall to an individual academy are met by the DDAT Board, rather than the academy. The DDAT is a single legal entity governed by one academy trust, and it is legally responsible for standards and for operational aspects. Each academy continues to have its own local governing body, *which works in partnership with the DDAT Board*.

Members and Directors

The **Members** are equivalent to shareholders in a private company and in practice are appointed by the Diocese. They include DDBE members, the Diocesan Director of Education (DDE), and the Chair of the Board of Directors. Other Members may be appointed by members' nomination and DBE approval. The role of the Members is to oversee the Board and they have responsibilities such as receiving the statutory accounts and appointing the Auditors.

The Executive Board of **Directors** are appointed by the Diocese. The DfE require that the Board contains at least 5 directors appointed by the members. The Executive Board has the ultimate legal responsibility for the DDAT and therefore has the vast majority of the significant powers vested in it.

The Local Governing Body

Each Academy within the DDAT has its own Local Governing Body. Legally speaking, these are all constituted as Committees of the Executive Board. All their powers are derived from a Scheme of Delegation put in place when the DDAT is formed. It is up to the Executive Board to decide how much authority is granted to the Local Governing Bodies, through variable Schemes of Delegation. The particular Scheme of Delegation used for each academy will be based on professional advice from a key Director of School Improvement employed by the DDAT.

Academies are required to have a Local Authority governor and a parent governor on the Local Governing Body. All church schools also have foundation governors. Further governors could include a community governor, a staff governor and a student representative. DDAT intends to ensure that there is an effective Local Governing Body in each academy.

Funding

The DDAT enters into a Funding Agreement with the Secretary of State for Education. Each school has their own Supplemental Funding Agreement. A portion of the individual academies' budgets can be combined and used to fund shared services, which can help primary schools to achieve economies of scale.

Where a school is an academy within the DDAT, the DDAT Board receives money directly from the government and is responsible for the school. This is different from maintained schools where all money goes directly to the Local Authority.

Academies receive a similar level of per-pupil funding as maintained schools, plus funding to meet additional responsibilities that are no longer provided for them by the Local Authority (LA). In our DDAT the money that would have been provided to the LA to run the school is provided directly to the DDAT Board. All of the money provided by the Government for our academies will be spent on behalf of pupils in our academies. The DDAT Board does retain some of the budget in order to provide services to the academy. Local authorities fund their core services in a similar way.

Consistently high performing and improving schools are charged less to belong to the DDAT than schools requiring support to improve. Their Local Governing Bodies will also be given enhanced responsibility and accountability to make decisions independently of the DDAT Board. Such schools will also be encouraged to share their expertise with others and receive additional income to further enhance their school.

Conversely there will be rapid intervention in schools that are underperforming or on a downward trajectory based on OFSTED criteria. This would be sustainable because the school then would be charged more for the services required. The Director School Improvement, supported by the DDAT Board, would have the authority to ensure the delivery of the school improvement in the event of local leaders failing to provide the high quality of leadership required.

As employer across a range of academies the DDAT Board may be of particular value to smaller schools by employing staff with specialist skills to be deployed across a range of schools. This may provide specialist provision in areas such a special education need, provision that might not be affordable independently.