

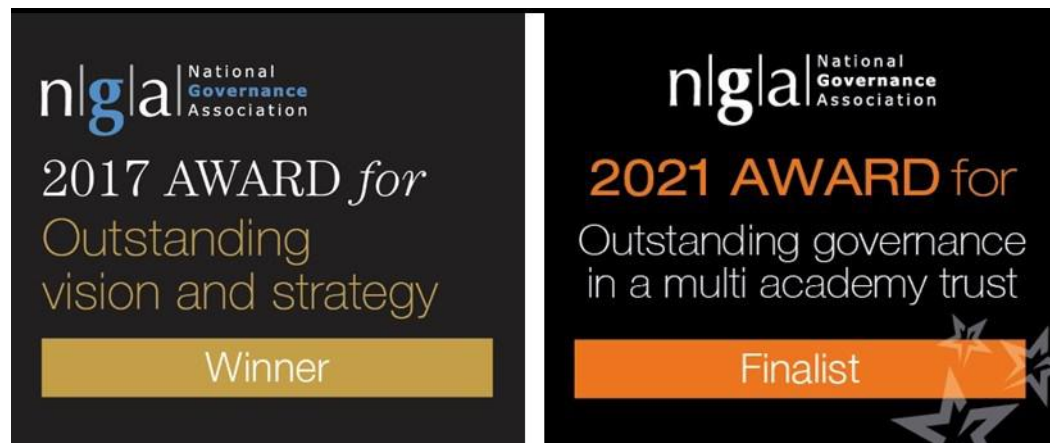
2022 - 2023
PROSPECTUS



Multi Academy Trust

Learning together to be the best we can be

Caring
Nurturing
Child-Centred Family-Focused
Encouraging Enriching
Empowering Passionate
Inclusive



Published September 2022

Some of the information published may be subject to change throughout the course of the 2022-23 academic year, and is only accurate at the time of publication.

Welcome...

Nexus Multi Academy Trust was founded in 2016 and has the highest ambitions possible for everyone we work with.

The vision for Nexus is that we are constantly “**Learning together, to be the best we can be.**”

This vision is what we aspire to and is as relatable to every employee and partner of our Trust as it is to our children, young adults and their families.

In order to achieve our vision, we have the following mission statement:

- **Our learners and their families are at the centre of what we do;**
- **Our employees and partners are passionate about being the best that they can be;**
- **Our Trust is relentlessly focused on improvement.**

Underpinning our vision and mission statement are our core values. These have been defined by our workforce and governors and resonate with the values that all partners of Nexus hold.

We believe it is really important and that we are, in all the things we plan and do: **Inclusive; Child Centred; Family Focused; Caring; Passionate; Nurturing; Encouraging; Enriching and Empowering.**

We bring these high expectations to everything we do.

This prospectus holds key information about the Trust and signposts to all our academies and settings.

More information is available on our website www.NexusMAT.org.

Please feel free to explore our web pages and learn more about us.



Warren Carratt
Chief Executive Officer



Andrew Child MBE
Chair of Nexus MAT
Board of Directors

Our academies..



Abbey School is a special academy for pupils with moderate learning difficulties, based in Rotherham. Abbey was graded as "Outstanding" in its last Ofsted inspection in 2019. Abbey offers provision for Key Stages 1-5 and has planned places for 140 pupils.

Bader Academy is a new special academy which opened on 1 September 2020 in Doncaster, for pupils with communication and interaction difficulties. Bader offers provision for KS2-KS5 and has planned places for 100 pupils.



Becton School is a special academy based in Sheffield, that provides hospital school education and outreach support. Becton was graded as "Good" in its last Ofsted inspection in 2022, and offers provision from EYFS-KS5. Becton has planned places for 65 children on their hospital school roll; 90 at the Kenwood & Moncrieffe Centres; and 100 children dual registered for outreach support from Chapel House.

Beech Academy is a special academy for pupils with a primary need of Autism and Moderate Learning Difficulties in Mansfield. Beech was graded as "Good" in its last Ofsted inspection in 2017. Beech offers provision for KS3-KS5 and has planned places for 95 pupils.



Coppice School is a special academy for pupils with a primary need of speech, language and communication difficulties, based in Doncaster. Coppice was graded as "Good" in its last Ofsted inspection in 2017. Coppice offers provision for EYFS-KS5 and has planned places for 127 pupils.



Craggs Community School is a mainstream primary school based in Maltby, Rotherham. Craggs was graded as "Good" in its last Ofsted inspection in 2015. Craggs has Planned Admission Numbers of 483 for pupils from EYFS to Key Stage 2.

Discovery Academy is a new special academy which opened on 1 September 2022 in Sheffield, for pupils with social, motional and mental health needs. The school has planned places for 60 pupils in its first year of opening.



Fountaindale School is a special academy for pupils with complex needs in Mansfield. Fountaindale was previously Harlow Academy, and was re-opened as a Nexus MAT school on 1 September 2022, following Harlow Academy's inadequate Ofsted report in January 2022. Fountaindale offers provision for EYFS-KS5 and has planned places for 81 pupils.

Heatherwood School is a special academy for pupils with profound and multiple learning needs, based in Doncaster. Heatherwood was graded as "Outstanding" in its last Ofsted inspection in 2016. Heatherwood offers provision for EYFS-KS5 and has planned places for 78 pupils.



Break Out Club

In addition to overseeing the running of our academies, Nexus MAT also provides other services.



We are commissioned by Rotherham Council to deliver an extended services offer (Break Out Club) for children and families in the Rotherham Borough.

We are commissioned to deliver after school and holiday provision to children and young people with Profound and Multiple Learning Difficulties (PMLD) and children with complex needs as a result of Autistic Spectrum Condition (ASC).

In most instances, activities are delivered via our academies and our academy staff.

More information can be accessed at breakoutclub.co.uk



GIRLS' FOOTBALL
SCHOOL PARTNERSHIPS
Supported by  **BARCLAYS**



**YOUTH
SPORT
TRUST**



Hilltop is a special academy for pupils with severe and complex needs, based in Rotherham. Hilltop was graded as “Good” in its last Ofsted inspection in 2019. Hilltop offers provision for EYFS-KS5 and has planned places for 103 pupils.

Kelford is a special academy for pupils with severe and complex needs, based in Rotherham. Kelford was graded as “Good” in its last Ofsted inspection in 2019. Kelford offers provision for EYFS-KS5 and has planned places for 110 pupils.



North Ridge Community School is a special academy for pupils with severe learning difficulties, based in Doncaster. North Ridge was graded as “Requires Improvement” in its last Ofsted inspection in 2018. North Ridge offers provision for EYFS-KS5 and has planned places for 127 pupils.

Pennine View is a special academy for pupils with moderate learning difficulties, based in Doncaster. It was rated as “Requires Improvement” at its last Ofsted inspection in 2020. Pennine View offers provision for Key Stage 2—Key Stage 4 and has planned places for 120 pupils.



Strategic Objectives

We have a published strategic plan which outlines how we anticipate our Trust will grow and develop over the period 2020-2025. In developing this plan, the Trust has identified 3 key objectives which we will drive our growth and development:

1. Increasing quality of provision; The purpose of any MAT is to improve the quality of children’s education. Since their creation in 2010, academies have been through many changes in terms of regulation and scrutiny, and since 2019 there has been an emerging trend of MATs taking on a more clearly defined role as a new civic structure . We welcome this thinking and see this strategic objective as one not solely limited to the academies in our Trust, but to the education system as a whole—locally, regionally, nationally and internationally.

2. Developing partnerships to better meet need; As a values driven MAT, the growth of the Trust can only be affected by aligning with schools that have the same values and ethos we have. This comes from working in open, collaborative partnership with others first, with conversion coming as a natural progression of this way of working.

Equally, our capacity to better meet need cannot and should not be defined solely by the growth of the Trust, as we believe it is essential to work with others - regardless of whether they choose, or can choose, to academise.

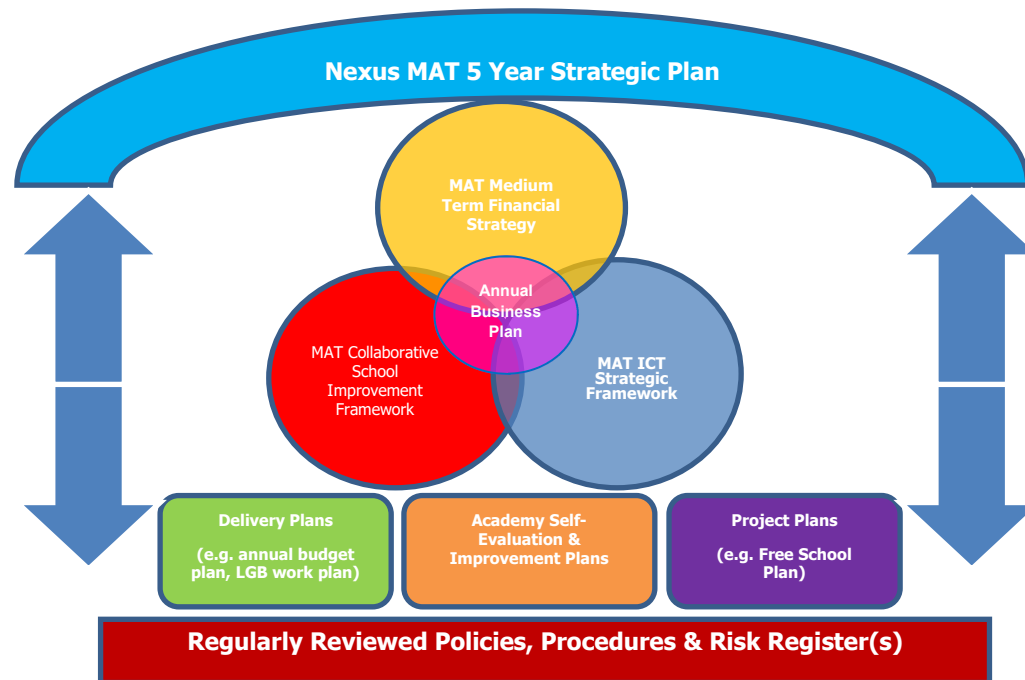


3. Maintaining a financially viable, sustainable and ethically driven

Multi Academy Trust; Strategy, governance and resource management are the cornerstones of a high functioning organisation. As a public authority which is a private limited company with exempt charity status, it is essential - and a legal requirement - that a Multi Academy Trust can demonstrate value for money; regularity and propriety.

However, it is equally important that every decision we take is ethical, so that we never deviate from the values we espouse.

Our **strategic planning framework** is as follows:



Raising a concern

As a public funded organisation, governors and employees of Nexus MAT must ensure that they operate in an open, honest and transparent manner at all times.

Where anyone suspects this is not the case, then the Chief Executive Officer must be informed and has a duty to respond.

Where there is a concern about the conduct of the Chief Executive Officer, this should be referred to the Chair of the Trust Board.

Where there are concerns about systemic failings across the Trust, concerns should be referred directly to the Education and Skills Funding Agency.

More guidance can be found at www.gov.uk/government/organisations/education-and-skills-funding-agency



MAT Collaborative School Improvement Framework

The vision for Nexus Multi Academy Trust is to be constantly improving as an organisation; celebrating success and **“Learning together, to be the best we can be”**. We aspire to have a learning culture built on the principles of appreciative enquiry, which promotes creativity and innovation across our workforce.

To bring cogency and coherence to our pursuit of ever improving provision, we have published our Collaborative Schools Improvement Framework which details how we will be “relentless in our pursuit of ever improving outcomes for all children”.

Every academy in Nexus has its own self-evaluation and school improvement plan, which provides detailed information on the profile of the school and the improvement priorities which are moving the school forward. A level above this, we have our MAT Dashboard which drives Trust decision making and establishes lines of enquiry for further research, development and improvement.

The accepted norm for all schools in Nexus is that provision is at least good, and is constantly moving forward to be better.



The BIG 3

At Multi Academy Trust level we have agreed our “**Big 3**” outcomes which drive our school improvement activity. These are:

- **All our children and young people enjoy their learning and make at least good progress.**
- **All our children and young people are responsible citizens who actively contribute to society.**
- **All our academies are continually improving the quality of our provision.**

The Standards Committee of the Trust Board oversees progress made within our CSI Framework, alongside the scrutiny and challenge provided by individual academy Local Governing Bodies or Academy Councils.

Trust Leadership

The Trust has a Board of Directors and each academy has its own local governance board, either a local governing body or an academy council.

The Trust Board has overall responsibility for the Trust and its constituent academies. However, some of these responsibilities are delegated to local governors, as per the Nexus Scheme of Delegation.

The Trust employs a central team, which is responsible for supporting the Chief Executive Officer in ensuring the MAT fulfils all of its legal and moral obligations .

Each academy employs a Headteacher who is line managed by the Trust Executive.

Each academy has its own “Senior Leadership Team” which includes Headteachers, Deputy Heads and Assistant Heads.



MAT Governance

Schools which convert to Academies under the Academies Act are run by companies limited by guarantee called 'Academy Trusts'. Where more than one school is part of an Academy chain, this is termed a "Multi Academy Trust" or MAT for short. Like any other company, a MAT is registered with Companies House. The MAT is also an exempt charity, which means that it is not registered with the Charity Commission but must abide by charitable law.

When a school joins a MAT all employees transfer over to the employment of the Trust (not the individual school), with every constituent school in a Trust being its own legal "department". In the same way that local authorities have responsibility for state schools the MAT is the "parent" employer for all employees in any academies which are part of a MAT and is ultimately accountable for the performance of each school.

Like all companies, the MAT has 'Articles of Association' ('Articles') which are the rules that govern the running of the company. The Articles set out the Objects (or purpose) of the company. All MATs have at least one Object, which is:

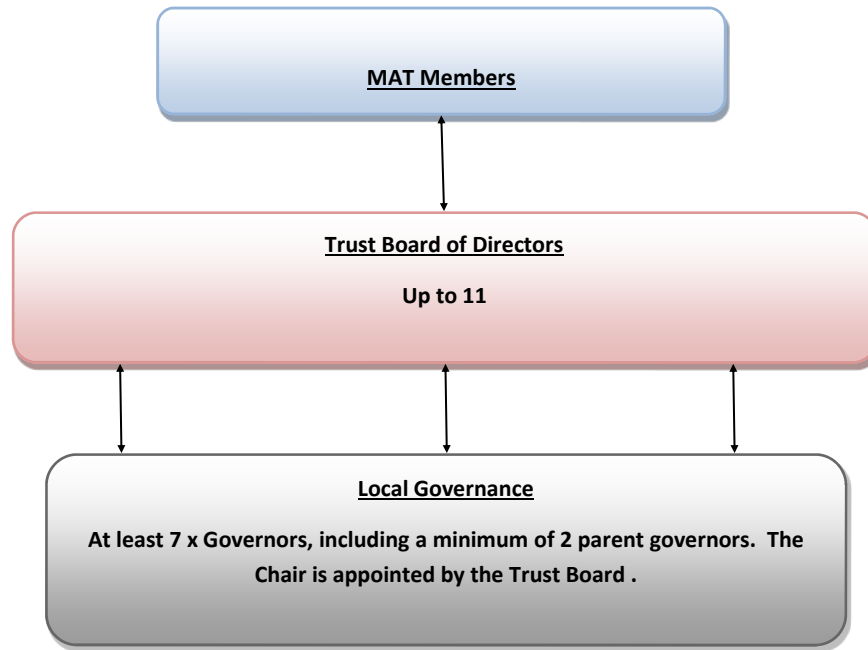
To advance for the public benefit education in the United Kingdom by establishing, maintaining, carrying on, managing and developing a school(s) which shall offer a broad and balanced curriculum.

Members are the equivalent of shareholders in a company limited by shares. They are the 'guarantors' of the company and promise to pay £10 towards the debts of the company in the event that the MAT is wound up.

The members of the MAT have a different status from the directors. The members are the subscribers to the trust's memorandum of association, as are any other individuals permitted to become members under its Articles of Association. Members have an overview of the governance arrangements of the Trust and have the power to appoint directors (who are also trustees) and remove them.

Members should not interfere with the day to day operation of the Trust or approach Directors or the Headteacher, on an individual basis, in their role as a Member outside of formal meeting settings. The Chair of the Trust Board of Directors must also be a Member.

Nexus MAT Governance Structure



Trust Board of Directors (TBoD): In all Academy Trusts, the individuals appointed to challenge and scrutinise the strategic direction and day to day running of the company by the Chief Executive Officer, have three functions:

- They are Directors - because the MAT is a company, and;
- They are Trustees - because the MAT is a charity, and;
- They are Governors - because the MAT is responsible for running the schools

This can be very confusing as the documentation used to set up the Academy Trust and the Department for Education guidance for Academies uses these three titles interchangeably, depending on the context. In Nexus, this role is simply called '**Director**'. Directors are made up of a diverse range of individuals. The Members will always appoint Directors.

Declaration of Interests

All governors (and staff) should promptly declare any business interest and these declarations should be included in the Register of Business and Pecuniary Interests.

This register should be referred to prior to the commencement of contracting procedures for all contracts and/or tenders. All potential conflicts of interests should be identified and any governor or employee with any potential conflict should distance themselves from any decisions.

The award of any contract that may benefit staff, governors, or their immediate family should be formally minuted by governors to ensure transparency.

All Members, Directors and senior leaders must also declare any close family connections with senior employees in other organisations e.g. if their spouse is a Director of a building company.

Nexus MAT Board of Directors



Andrew Child MBE is a **Member & Director** of Nexus MAT and **Chair of the Board**. Andy has a broad career spanning 40 years up to March 2014 working for a variety of UK government agencies and departments. As a National Leader of Governance, Andy has worked for a number of years with schools and Local Authorities to support other Chairs and Governing Boards in South Yorkshire on a range of initiatives.



Rachel Potts is a **Director** of Nexus MAT and **Vice Chair of the Board**. Rachel had a 36-year career in the NHS, working in both operational management and senior leadership roles. Rachel was Chief Operating Officer and more recently Executive Director of Planning & Governance at York CCG and has a wealth of relevant experience in all aspects of strategic planning, performance delivery, governance and leadership. Rachel has a Master's Degree in Health & Social Care and many of her successes in the NHS have involved taking a collaborative approach to working in a multi-agency way to deliver service improvements.



Gillian Askew is a **Director** of Nexus MAT. She is also a long standing volunteer for Inspiring the Future, regularly attending employability events in both primary and secondary schools in our region. Gillian has worked within the public sector, with close links to Education, since 2013 and has worked closely with Educational bodies in recent years such as DfE and The National Governance Association. Gillian is delighted to be able to support Nexus through her role as Director.



Steve Booth is a **Director** of Nexus MAT and Chair of the Free School Project Board. Steve worked for 33 years in banking - including 10 years in senior management - prior to early retirement. From 2001 to 2008 he worked for the education charity Young Enterprise spending his final 3 years there as Chief Executive Officer prior to final retirement. Steve is also an experienced chair, having successfully led two local governing bodies.



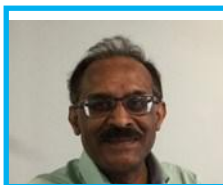
Peter Castleton is a **Director** of Nexus MAT and is the **named Director for Safeguarding**. Peter is a former Director of Social Work Studies at the University of Sheffield and has extensive experience of children's social work leadership and management. Peter published papers and has undertaken research in a wide range of social work related areas and has advised local and national government on strategy.



Safeguarding



Mark Greenwood is a **Director** of Nexus MAT. Mark is a Procurement professional, and is a highly driven strategic thinker who excels at transformation and change management. Mark particularly enjoys developing staff through training, mentoring and coaching and supporting the adaptability of teams through a constantly changing business landscape. Mark has worked across the public, third and private sectors.



Naveen Judah is a **Director** of Nexus MAT. Naveen has worked extensively in the private, public and voluntary sectors. He started his working life with a firm of Chartered accountants in London where he worked as Senior Auditor before moving into the commercial sector. In the commercial sector he held roles as Finance Director and turnaround agent for small and medium enterprises. He also spent some time as a Principal of Further Education College.



Ray Palmer is a **Director** of Nexus MAT. Ray is a health and safety consultant with a wide range of experience gained whilst working in a variety of work environments. When appointed as a Magistrate in March 1998, Ray was the youngest Justice of the Peace in the Sheffield area. Ray has extensive experience of working in the public and the private sector and is a Registered Chartered Safety and Health Practitioner with Institute of Occupational Health (IOSH).



Sue Shelley is a **Director** of Nexus MAT and Chair of the Audit & Risk Committee. Sue has extensive experience of school governance in primary, special and secondary schools. Sue has regularly been involved in Headteacher recruitment, finance, staff disciplinary, Headteacher appraisal, curriculum, teaching and learning and capital projects. Sue has taught in secondary schools, 6th form and the prison service as well as leading Extended Services and Adult and Family Learning or Community Learning.

Nexus Multi Academy Trust and all our schools are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

When we recruit staff and volunteers we follow safer recruitment processes.

Our safeguarding procedures and practice mean that we can provide a safe place for children and young people to engage with us. We want the public to have confidence in the work we do for the most vulnerable children and young people in our society. Ensuring safeguarding runs as a golden thread through all that we do is part of building that confidence with the public.



7 Principles of Public Life

The 7 principles of public life apply to anyone who holds public office. This includes people who are elected or appointed to public office, nationally and locally, including anyone involved in a school or MAT governance role: Members, Directors and Governors. They were first set out by Lord Nolan in 1995 and are sometimes referred to as the "Nolan Principles". They are as follows:

Selflessness

Holders of public office should act solely in terms of the public interest.

Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try, inappropriately, to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

Holders of public office should be truthful.

Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Governor Competencies

The Government published a Governance Competency Framework in January 2017, which outlines the expectations for anyone in an education governance position as well as the additional duties of a Chair. All Nexus MAT governors must meet these standards.

The Governance competency framework includes the "7 Cs", which detail that individual governors should be:

Committed: Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for young people. Prepared to give time, skills and knowledge to developing themselves, and others, in order to create highly effective governance.

Confident: Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the board.

Curious: Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning.

Challenging: Providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement.

Collaborative: Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, pupils/students, the local community and employers.

Critical: Understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursuing learning and development opportunities to improve their own and whole board effectiveness.

Creative: Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success.

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