



Consilium  
Academies  
*Enriching Lives, Inspiring Ambitions*



# Our Consilium Approach





Consilium  
Academies

## WELCOME FROM THE CEO

Welcome to Consilium Academies, a Trust that believes in the unique value of each individual.

At Consilium, our core priority is to enrich the lives of our all our students and colleagues by providing an ambitious, student-centred approach to education.

We're determined to offer exceptional opportunities to all based on equity and need. There is no one-size-fits-all approach at Consilium, instead we consider each individual's aspirations, needs, and abilities, in order to create a path to success – both in and out of the classroom – which truly works for them.

We adopt the same approach for the schools within Consilium. While our schools benefit immensely from the opportunity to collaborate with others and by sharing best practice, we recognise that each of our schools and their communities are unique. As a result, our approach is tailored to meet the needs of each school, member of staff, and student.

Schools within our Trust are provided with a wealth of support from our central team, comprising of experts in their own individual fields, including: Finance, HR, Data, Marketing, School Improvement, Estates, IT, Safeguarding, and many more. Our approach to these services means we take away the day-to-day heavy lifting and administration that comes alongside school leadership, leaving school leaders to focus on providing the very best educational experience for students.

But, it's not just about ticking boxes and meeting objectives - we love what we do. We're genuinely people-centred and want everyone in our Trust, both teaching and support staff, to have access to exceptional professional development and achieve their full potential. That's why we created our Centre for Professional Learning which is available for every colleague across our Trust. Here, colleagues have access to bespoke training opportunities and resources tailored for their needs.

Whether it's school improvement, career development, infrastructure support, or day-to-day maintenance, schools that partner with Consilium Academies are well supported to meet their ambitions, and serve their communities, while maintaining their individuality.

I hope this prospectus provides you with a useful overview of our work. However, if there is anything else you would like to know, please contact us at [contact@consilium-at.com](mailto:contact@consilium-at.com).

David Clayton, Chief Executive at Consilium Academies



***"Our values are not what makes Consilium unique.  
What makes Consilium unique is the way we translate  
those values into our actions every day."***



## OUR CHARTER

### The Consilium Mission

*"Enriching Lives, Inspiring Ambitions"*

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Our charter is built upon the foundations of Consilium Academies' mission and values. The purpose of the charter is to ensure our mission and values translate into practice within our Academies, meaning every student benefits from our distinctively inclusive ethos.

#### At Consilium, we believe in:

**Partnerships** – Collaboration is the key to success. We work together to deliver on the promise set out in our mission statement.

**Opportunity** – Our aim of "Enriching Lives, Inspiring Ambitions" applies to all members of our Trust community, with our inclusive approach delivering a breadth of opportunities to give each individual the chance to fulfil their potential and prosper.

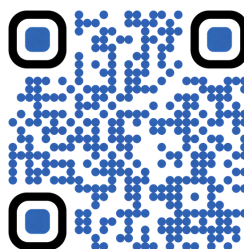
**Integrity** – Through our student-centred approach, advantage and ability are never seen as a ticket to involvement. We believe in every child's right to high-quality education and access to amazing opportunities – irrespective of their individual circumstances. Integrity at Consilium means always putting students at the heart of everything we do.

**Equity** – We are truly inclusive, believing passionately that every student should be given the skills and support needed for them to meet their full potential. We are aspirational for all of our students, and we will ensure every student has the opportunities they need to achieve the highest of ambitions.

**Excellence** – We don't settle for second-best, our standards are always high and we support everyone across the Trust to achieve them.

**People-Centred** – We genuinely want the best for each member of Consilium, that's why everyone is treated with the highest level of respect. Our inclusive culture inspires us to be bold and engenders trust. It brings us together in ways that help us make a difference.

Read the full Charter by  
scanning our QR code





## VISION

At Consilium, we are rightly proud of our inclusive, people-centred approach to our work. We know that we are having a direct impact on the life chances of pupils, and we believe more children should benefit from our vision for a broad education delivering an equity of opportunity, regardless of background.

We do not set any targets on growth because we believe the development of the Trust should be driven by what is in the best interests of our young people, rather than working towards an arbitrary objective. We are clear that we will never pursue growth where it will be detrimental to our existing children, or where we do not genuinely believe that it is in the best interests of the prospective school.

The Trust is sincere in its focus on offering a truly inclusive offer to our students. The development of Consilium Evolve is fundamental in achieving true inclusivity. Evolve is our hub for the development of alternative provisions. Its objective is to ensure that students who are finding it difficult to access mainstream provision within their school have the opportunity to benefit from a learning experience that is bespoke to their needs, supporting them to remain part of the Consilium family.

Our vision, ultimately, is to develop a network of school clusters that incorporates secondary, primary, and alternative provision. We believe this model will allow us to fulfil our mission of genuinely making a real difference to the communities we are privileged to serve.



*"We care deeply about the communities and people we serve within Consilium. We want every individual who has contact with us to not only have a good experience but thrive after it as well."*



*“All members of the Trust feel respected and valued for their unique contribution to our community.”*

*“The equity pledge means we will be proactive in developing our approach to promoting equality, diversity and inclusion across the Trust. All members of our community will feel confident in expressing themselves in the knowledge that they will be nurtured and valued.”*

# WHY SCHOOLS LOVE PARTNERING WITH CONSILIUM

- Our values are sincere, and they drive everything we do. At Consilium, we share a collective responsibility for the experience of every young person. This means we collaborate and work together to support every school to be the best it can possibly be.
- Our principle of collective responsibility also means that every professional within the Trust has the opportunity to positively impact on the life chances of every student on a wider scale. Our colleagues at all levels have the opportunity to share ideas through a comprehensive set of networks and to tackle challenges collaboratively.
- Schools within Consilium have the support of an exceptional Central Team that ensures every student, regardless of background or the context of their school, has an equality of opportunity.
- The School Improvement Team at Consilium works in partnership with our schools, working alongside leaders to provide the necessary support to address the individual priorities of each school.
- Every school within Consilium is recognised as serving a unique context, and our approach is therefore tailored based on need. We do not have a one-size-fits-all approach, believing that our people should be empowered to innovate. Each school retains its own unique identity and builds its own curriculum fit for its unique students.
- Because we don't have a lead school, Schools and Leaders within Consilium all have an equal voice when considering future developments across the Trust.
- We invest in our communities, working closely with our local authority partners to ensure our students and their families receive the support they need to remove any barriers to participation.
- Every colleague in Consilium, regardless of their role or career stage, has access to the high-quality professional development they need to achieve their own aspirations for their careers. As a result, we receive a significant number of applications for advertised roles.
- While recognising the fundamental importance of ensuring students achieve the best possible set of qualifications, we passionately believe education is about more than this. We focus on ensuring the experience of our young people is enriched by a broad range of opportunities, and we work closely with our schools to deliver this through an investment in the arts, a focus on innovative personal development, and supporting schools to deliver a curriculum which provides students with real-life experiences.
- Our commitment to professional development means that we are able to provide exceptional career development opportunities within the Trust, supporting us to recruit and retain talented colleagues.
- Working in partnership as part of Consilium allows schools to benefit from economies of scale. Our focus is on ensuring that these savings are directed back to our students, supporting them to have access to the highest quality resources and learning environments.







*“The way we work in partnership is what makes this Trust distinctive. The Consilium community is committed to working in partnership with each other and external organisations to develop relationships that will enhance the educational experiences of our students.”*

*“It is our firm belief that only through a truly collaborative partnership can we fully achieve our ambitious goals and ensure everything we do has a focus on helping children and young people succeed academically, socially, and emotionally.”*

*“Our academies offer a beyond the classroom route to success to encourage students to take part in a range of activities within their local community and beyond. Students’ social, emotional, and educational knowledge is further developed through experiences which students have beyond their day-to-day school lives. These experiences can include being part of a sports team, visiting museums and concerts, and supporting the elderly or a local business. The purpose of these activities are to enrich the lives of students and give them an understanding of the world around them.”*

*“At Consilium Academies, we are proud of the unique gifts, talents, and qualities that flourish within our communities. Alongside our pursuit of academic excellence, all our Academies maintain a strong commitment to art, design, performance, and sports-based subjects, ensuring all of our students have access to the best curricular and extra-curricular experiences.”*

*“At Consilium Academies, our mission and values are more than words on paper. They are reflected in our actions, and we always ensure they drive every aspect of our work.”*

*“Integrity means always putting our students at the heart of everything we do. We consistently work with honesty and transparency, holding ourselves to account for the way in which we serve our communities.”*



# SCHOOL IMPROVEMENT AT CONSILIUM

At the heart of our approach to school improvement is our ethos of collective responsibility, a key pillar of the Trust's strategic plan. Every member of the Consilium Team has a shared commitment to our mission, which is central to our decision-making. School leaders and Local Academy Board members recognise that the Trust is truly invested in its communities and, as a result, leaders across the organisation work collectively in the best interests of its students.

## School Improvement Team

The Trust employs a dedicated school improvement team, which is led by the Deputy Chief Executive and supported by two Directors of Education. Each Director of Education is an experienced Headteacher with a strong track record of school improvement in challenging contexts. The School Improvement Team includes colleagues working as practicing Ofsted Inspectors and experienced Specialist/Local Leaders of Education, who utilise the breadth of their experience to provide expert, high-quality support to schools within the Trust. Our non-prescriptive model means we utilise the skills and knowledge of our team to implement strategies that work for that individual school and are based on its identified needs and requirements.

Schools within the Trust also access support from:

Four Education Advisers – experienced school leaders with a clear focus on developing and improving the quality of education within schools. Each Education Adviser is responsible for two schools, providing the capacity for intensive work to be completed rapidly.

Head of Professional Development – leading the Consilium Centre for Professional Learning, and supporting school leaders to ensure every colleague receives high-quality and targeted professional development necessary to address each schools' identified priorities.

Head of Safeguarding – ensuring robust systems and procedures for safeguarding and ensuring safeguarding is always effective and reflective of best practice.

Trust Data Team – ensuring school leaders have access to outstanding, timely, and accurate data through our Trust dashboard, covering all key performance indicators and groups.

## Independent School Improvement Partner (SIP)

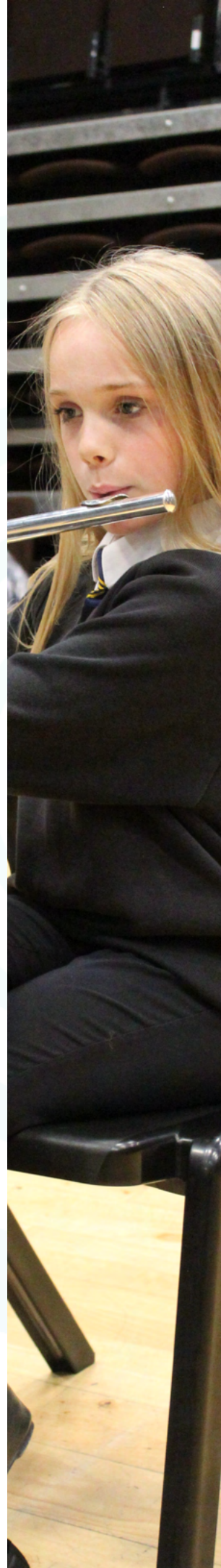
In addition to the central School Improvement Team, the Trust provides additional capacity by commissioning an external school improvement consultant. The SIP is an experienced successful secondary Headteacher and is a practicing Lead Inspector for Ofsted. The SIP makes at least one visit per term to each school, focussing on a Trust priority for each visit. The purpose of these visits is to provide objective assurance to Leaders and Trustees of the improvement journey of each school, while providing focussed improvement support to school leaders.

## School-to-School Support

Embracing our collaborative ethos, the Trust provides opportunities to leaders and practitioners across the organisation to share best practice and support the school improvement objectives of each of our schools.

As part of our focus on school-to-school support, the Trust designates a team of middle leaders as Consilium Leaders of Education (CLEs). CLEs work across the Trust for one day each week, providing expert advice and support within their area of expertise.

CLEs may be focussing on supporting particular teachers with pedagogy and subject knowledge development, or heads of department and other teachers with curriculum design or development. They also lead their cross-trust subject network, and work closely with Education Advisers and the Head of Professional Development to deliver training in school.





*"The Trust provided the expertise to tackle one of the school's more significant barriers in providing pupils the best education. As a result of the Trust's bespoke work on attendance, the schools' capacity, systems, relationships and communication with pupils and parents have been addressed and upgraded." - External School Improvement Partner, June 2021*



*"Subject leaders are very positive about the Trust's Development and Review system because it provides a structure from which they can consistently check quality and manage improvement. They recognise and praise the direct support which they have received from Trust leaders of education, and contacts established with other subject leaders across the Trust." - External School Improvement Partner, July 2021*





Consilium  
Academies

# SCHOOL IMPROVEMENT AT CONSILIUM

*“Teachers really value the opportunities which leaders provide to work together in departments and with other schools in the trust. This is having an impact for pupils.” – Ofsted June 2021*

## Subject and Specialism Networks

The Trust runs a number of networks for colleagues to come together from across the Trust. These networks facilitate the sharing of best practice, with all coordinators benefitting from the best the Trust has to offer. They provide a forum for high-quality professional discussion, as well as opportunities for colleagues to learn from each other and develop professionally.

Examples of these networks are:

- Subject networks: Our subject coordinators are part of Trust-wide subject networks, to share excellent practice between departments. These general subject-based discussions highlight how teachers can bring their curriculum to life.
- Non-subject networks: for instance, the teacher development network for teacher educators, and the curriculum development network, along with coverage of other key areas including safeguarding, attendance, careers, personal development, and SEND, are accessible to all subject coordinators.
- Aspiring To networks: colleagues who aspire to middle or senior leader positions in the future can join cross-trust networks, where they meet with colleagues already in these roles, to discuss what career development may be helpful to them in achieving their aspirations. These networks can also arrange job-shadowing or secondment opportunities.
- Project-based networks: when we want to trial projects across a number of departments, colleagues will often work across the Trust, facilitated by the Centre For Professional Learning or an education adviser. In the 2020-21 academic year we initiated cross-school networks to work on comparative judgement assessment in English, phonics and reading development, physics subject knowledge development for non-physics specialists in science, and others.
- Our Headteachers are also given opportunities to come together to share ideas and shape the development of the Trust through our Headteachers Forums. Similarly, the Chairs of our Local Academy Boards are also invited to participate in Chairs Forums in order to provide feedback and share best practice.

## Safeguarding

The safety and security of all our students will always be a key focus for our Trust. Therefore, our Head of Safeguarding is responsible for ensuring all students across the Trust are protected by the highest-levels of safeguarding, as well as making sure all members of staff across the Trust are regularly kept up to date with the latest safeguarding requirements and procedures.

We work in tandem with the Designated Safeguarding Lead at each of our schools to ensure every student is receiving the protection and support needed and any potential issues are flagged to the appropriate local authorities.





*"At Consilium Academies we are an inclusive and diverse Trust that promotes a caring and nurturing environment where all members of the community feel supported, inspired, and empowered".*

*"We want our staff and students to be proud to be part of our Trust, that's why we treat every individual with the respect and courtesy they deserve while giving them the opportunities to be the best they can be."*



# SCHOOL IMPROVEMENT AT CONSILIUM

## Data and Assessment

Ensuring schools have access to high-quality, accurate data is vital to the successful provision of education. It is through the tracking of attainment, attendance, exclusion, and contextual data for pupil progress, that we are able to build a framework for school improvement and fulfil our mission, giving our pupils access to excellent education and improving their life chances.

Our data team leads in the design and setup of data systems to capture data at both school and Trust-level. We provide project management support in the implementation of data management systems and processes relating to educational achievement while providing training and guidance to staff in the effective and accurate use of these systems.

We work with school senior leaders and school-based data teams to strategically lead the management of data across the Trust. The Trust's Data Manager further supports and guides data users and produces reports to inform the decision-making process for our schools and its students. This means decisions are based on the most accurate and up-to-date data and helps relieve the burden on school leaders and data teams.

*“The work, influence, and impact of the ‘new’ Trust leadership group (including the CEO, Deputy CEO, and regional leaders) and the senior leadership team in school (especially the new headteacher who was appointed in June 2020) has made this school unrecognisable from that which I first visited.” – External School Improvement Partner, June 2021*





**Consilium**  
Centre for Professional Learning  
*Enriching Lives, Inspiring Ambitions*

# CENTRE FOR PROFESSIONAL LEARNING

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with, and supports, in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching. As a result, supporting fewer, more in-depth, whole-school messages.

*"Our innovative PDR process replaces bureaucratic performance management processes, ensuring that we understand the aspirations of our people and work deliberately to support colleagues in achieving them."*







**Consilium**  
Centre for Professional Learning  
*Enriching Lives, Inspiring Ambitions*

# CENTRE FOR PROFESSIONAL LEARNING

All teaching staff will receive the following ‘universal’ offer from their school:

- Regular whole-school training, driven by the school’s priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers.
- Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.
- Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.
- Access to the relevant subject and other networks across the Trust, according to their role within school.

In addition to this ‘universal’ offer, all colleagues across the Trust have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff, and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All our Early Career Teachers (those in their Newly Qualified or Recently Qualified years) receive regular support from a mentor, instructional coaching, and training alongside their NQT or RQT cohort both within their school and across the Trust. They also have the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.

*“We want to instill a passion for life-long learning and continued improvement, so our academies, staff, and students exceed their aspirations.”*





## CENTRAL SERVICES SUPPORT

Every aspect of our work at Consilium Academies is driven by our mission to improve the life chances of our students and offer a rich and fulfilling experience for our colleagues. We have developed a central services offer that is designed to provide schools with specialist leadership for each core function, allowing school leaders to maintain an absolute focus on providing their young people with the very best education.

### Finance

Effective financial management is critical in ensuring schools have access to the resources they need in order to achieve their objectives and ensure every young person has access to the quality of education they deserve.

Consilium's approach to financial management ensures school leaders remain empowered to prioritise their resources where they're needed the most, without them having to take responsibility for the management of the budget or production of monitoring reports. School leaders are free from bureaucratic tasks, while retaining the flexibility and individuality they need.

Our finance team recognises their core function is to support school improvement through the effective deployment of resources. As a result, they work in a positive and solution-focussed way. The significant efficiencies gained through our purchasing arrangements provides value for money to schools and ensures that additional resources can be allocated for the benefit of our young people.

*"We believe that education is much broader than just outcomes. That's why we provide schools with the resources necessary to ensure every child has an equity of opportunity to participate in a broad range of experiences."*







## CENTRAL SERVICES SUPPORT

### HR

Our people are central to the delivery of our mission. At Consilium, we have prioritised a high-quality, proactive, and responsible in-house HR service to support our ambition to become an employer of choice – a Trust that people want to join and want to develop within. We have a sincere focus on the wellbeing of our colleagues, and we work proactively to listen to them and act on their feedback.

The high-quality support provided to schools ensures any employee relations issues are handled sensitively but efficiently, achieving the best outcome for every stakeholder. The management of HR can be one of the most challenging aspects of school leadership, but our approach significantly reduces the burden on school leaders. Our approach to HR goes beyond simply giving advice and guidance. We have an extensive team who enjoy being “hands-on”, taking the lead on the management of employee relations and casework where this is useful.

The Trust maintains strong relationships with trade union colleagues, and the Central Team meets regularly with trade union representatives to proactively address any concerns and consult on the development of policies.

Our HR team also covers payroll, providing a comprehensive service to schools minimising the administrative burden of this important function including all processing, payment, reporting, and returns. Full recruitment support is also delivered as part of our central services including, the development of job descriptions and person specifications, managing the process of advertising for posts, co-ordinating interview arrangements, completing pre-employment checks, and managing contracts.

*"Our approach to recruitment and the growing interest in our Centre for Professional Learning means that the number of applications we receive for each post has broadly doubled since 2019. As a result, the vast majority of our posts are covered first time."*



# CENTRAL SERVICES SUPPORT

## Estates

The Trust has developed a clear vision for the management of our estate, built around our ambition that the estate should be a positive contributor to the quality of education received by our students, and must never be a barrier. Consilium's expert leadership in this area means our schools are safe, open and effective, and clear plans are developed to support all schools in achieving this mission.

We work closely with the school's site, operations and business teams, providing expert training, guidance, and assurance to these teams. This ensures they are skilled to deliver the highest-quality service to their schools, giving leaders assurance that the estate is legally compliant and that maintenance is being undertaken effectively. The Estates team provides full contract management support, including PFI arrangements.

Schools within Consilium have access to our School Condition Allocation, broadly equivalent to in excess of £150 per pupil to deliver capital improvements to school facilities. The Trust provides high-quality project management for all improvement projects, guaranteeing they are delivered on time and on budget, while not serving as a distraction from the core business of the school.

Through our specialist leadership of health and safety, school leaders can be assured their schools will not only be compliant with all relevant regulations, but will be sector leaders in providing a safe and supportive environment for students, staff, and the wider school community.

## ICT

We are determined to ensure that all our schools have access to the latest technologies to make teaching and learning as easy and accessible as possible. Consilium has invested in high-quality leadership and a broad range of expertise to ensure our schools always have access to the best advice and guidance on the development of this critical aspect of our infrastructure.

We are able to utilise our resources flexibly and efficiently through the central management of key contracts, ensuring more of our budget is allocated to improving the resources that students have access to. Our team of specialists are able to proactively monitor the effectiveness, stability, and security of ICT systems across the Trust and take proactive steps to ensure reliability.







## CENTRAL SERVICES SUPPORT

### Marketing and Communications

Effective marketing and communication management is critical to protecting the brand and reputation of our Trust and its schools. Not only is marketing and communications integral to forging relationships outside of our Trust, it is also essential for communicating aims, objectives, and values to staff within our Trust too – no matter where they are based.

Through the work of the Marketing and Communications Team, schools are supported to engage innovatively and effectively with parents. Additionally, by ensuring each member of our organisation is successfully communicated with, it means we are collective in our vision and can work towards the same goals to improve the life chances of all our students and give them access to the quality of education they deserve. Whether it's communicating the latest employee offer, a positive news story from one of our schools, building relationships and trust within our communities, or working with transition leaders to support primary liaisons, our Marketing and Communications Team takes responsibility to ensure our branding and messaging always aligns.

By removing this element of day-to-day communication, marketing, and branding from school leaders, it means they can focus on the core objective of providing a first-class educational experience, while still receiving expert and individual communicative support and promotion they deserve.



*“Overwhelmingly, staff spoke positively about the communication from the Trust during the pandemic which they found to be informative and reassuring.” – Staff Voice, January 2021*



# CENTRAL SERVICES SUPPORT

## Legal Services

In a changing educational landscape, it is more important than ever that schools have access to high-quality and reliable legal advice, provided by specialists who understand the challenging and complex sector we are operating within.

Consilium Academies has a comprehensive service level agreement with Browne Jacobson, a leading provider of legal services to the education sector, which gives all our schools access to legal support free of charge.

Our central services team also provide full support with regards to GDPR compliance, including the provision of all relevant policies and notices, training, systems implementation, and the management of data breaches.

## Professional Development

By providing all staff with access to high-quality professional development, we are better able to fulfil our ambition and desire to give all our students the best education possible.

Our Centre for Professional Learning is for all our staff, at any level, and in any role. When it comes to delivering ambitious, high-quality education, our teaching staff are crucial. However, 40 per cent of our colleagues are support staff, in supporting roles. These colleagues are just as vital in ensuring we deliver the best education possible for our students.

It is the purpose of the Centre for Professional Learning to give staff the professional development opportunities they need to be the best they can be. By offering our staff a bespoke professional development service, tailored for their individual needs, it allows them to reach their own personal aspirations, as well as having a significant impact on the education of the 6,000 young people in their care.





## GOVERNANCE

Governing Bodies of schools within Consilium are referred to as Local Academy Boards (LABs). The role of the LAB is of huge importance to the success of each school and the Trust as a whole. The LAB is the key link between the Trust and its communities, and therefore plays a significant role in ensuring that the voices of all stakeholders are heard, and that their views help to shape strategy.

Local Academy Boards are very important in supporting our school leaders and students, and contributing to our commitment to progress and improvement for all our young people. We support our LABs through the expert guidance of our Governance Manager, who supports LAB members to fulfil their responsibilities and maximise their impact on the lift of their schools.

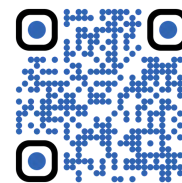
Ultimately, our Local Academy Boards are accountable to the Trust Board who hold strategic responsibility for the performance of the Trust and the delivery of its objectives. The work of our Trustees is driven by our mission and values, and their priority is always on ensuring that the work we do is positively impacting on the life chances of our students and their wider communities.

As a Trust, we respect the individual context and identity of each of our schools, meaning we never impose a whole-Trust curriculum model, uniform, or identity. Instead, our model is bespoke and we never believe in a “one size fits all” approach to supporting our schools. Therefore, the role of the LAB is critical in supporting us to adapt our strategy to meet the needs of our individual settings.

Consilium’s Centre for Professional Learning is also focussed on developing our LAB Members and Trustees, supporting them to remain up to date with the latest developments relevant to their role. All Local Academy Board members also have access to additional training and support through the National Governance Association.







Hear from our  
Executive Team  
on the Consilium  
Values

## OUR EXECUTIVE TEAM

### David Clayton – Chief Executive

David has been the Chief Executive of Consilium Academies since 2019. David started his career in finance as a qualified Chartered Accountant, supporting educational, not-for-profit, and commercial organisations. He later joined an Academy Trust in Liverpool as Director of Finance and Resources in 2014, becoming its CEO in 2018.

David is also a Trustee of Leading Learners, a multi-academy trust supporting primary schools across the North of England.

David is both impassioned and inspired by the constant opportunity to improve the lives and prospects of our students and staff. Everything he does is driven by this ethos and he is the embodiment of Consilium Academies' values and mission. David will not stop striving to ensure every student and colleague has an equality of opportunity to achieve their full aspirations.



### Tracey Greenough – Deputy Chief Executive

Tracey joined Consilium Academies in 2019 as one of our Directors of Education, before taking on the role of Deputy Chief Executive in 2020. Tracey has spent twenty-five years working in education, starting her career as a science teacher. Since then she has been employed in a plethora of roles, from Advanced Skills Teacher and Head of Year, to Assistant Headteacher and Headteacher. She is also a qualified and practicing Ofsted inspector and a Local Leader of Education (LLE).

Tracey's vast experience in the education sector is a huge benefit to Consilium Academies. It allows her to successfully and effectively lead the school improvement team, planning and implementing school improvement strategies across the Trust. Tracey's dedication and experience are the driving force in Consilium's mission and endeavour for excellence.



### Marc Doyle – Director of Education

Marc has been with Consilium Academies since 2019. He has a wealth of experience in school leadership, having held leadership roles in six schools since 2004. Marc has been the Headteacher in three schools and is a trustee at Reach2, the UK's largest primary-only trust. Prior to joining Consilium, he was most recently Principal of the Engineering UTC Northern Lincolnshire.

Marc looks after and works closely with four of the Trust's schools, leading on the improvement activity across these schools. He is also responsible for the Trust-wide assessment and SEND provision. Marc is entirely devoted to the Consilium mission and is proud to be part of a team that is making significant progress in changing the world for over 6,000 children and their families.



## OUR EXECUTIVE TEAM

### James Inman – Director of Education

James joined Consilium in August 2016, when Buile Hill Academy joined the Trust.

Starting his career as a French teacher at Wellington School, he was quickly promoted to KS4 Coordinator. James later became the Gifted and Talented Coordinator at Stamford High School, where he joined the SLT and was responsible for Teaching and Learning.

Over his career, he has been a Headteacher at Buile Hill Academy and an Executive Head at Washington Academy, where he has worked to secure sustainable and rapid improvement. Alongside this, James is a Trustee at Epworth Education Trust - a dedicated Primary serving Trust.



### Neelam Yousaf – Director of Human Resources and Corporate Services



Neelam became part of Consilium Academies in 2019. She has over fifteen years' of experience working in human resources, with ten of those years being dedicated to schools and education. She has worked in both the private and public sector to gain a holistic understanding of the needs of a Multi-Academy Trust.

Neelam has a broad set of duties, but her main responsibility is for the strategic implementation of the human resources agenda for the Trust, as well as managing the wider human resources team. She is really proud of helping to develop a Central Team who all embody the values of Consilium Academies.

### John Halstead – Director of Finance and Operations

John joined Consilium Academies in 2020. Prior to his time working for Consilium, John worked at a large accountancy firm providing advisory services to a mixed portfolio of clients including multi-academy trusts, FE colleges, and commercial clients. Upon leaving he has spent the rest of his professional career leading on finance and operations exclusively for the education sector, specifically in Multi-Academy Trusts.

John ensures each of our schools is operating as efficiently and effectively as possible, allowing teaching and support staff to support our students in the best environment and with the best resources possible. His daily role consists of the line management of function heads, and strategic development of the Trust's vision for our support services. Outside of Consilium, John is a trustee for Hallam Schools Partnership Academy Trust.





*“We work together as one.  
Our approach is always  
collaborative and  
supportive, never  
competitive or threatening.”*







Proud to be part of  
**Consilium**  
Academies



**Armthorpe  
Academy**  
*Enriching Lives, Inspiring Ambitions*



**Consilium  
Evolve**  
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**Buile Hill  
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# Consilium

## Academies

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