



Department
for Education

Implementing school system reform in 2022/23

**Next steps following the Schools White
Paper**

May 2022

Contents

Introduction	3
Who is this implementation framework for?	4
Our priorities	5
EIAs	5
Schools in EIAs consistently rated as less than Good	5
An area based approach to commissioning trusts	6
New LA-established MATs	7
Converting remaining schools and moving to a fully trust led system in a local area	8
How we will support the delivery of our priorities	9
Trust Capacity Fund: Investing in strong sustainable leadership where it is most needed	9
Further support for schools and trusts	9
Our new ways of working	10
What does this mean for my organisation?	11
Leaders and governors or trustees of maintained schools and SATs	11
Leaders and trustees of MATs	12
LAs	13
Dioceses and other religious authorities	14
Further information	15
Questions for LAs and dioceses or other faith bodies to consider	15
If your school is interested in converting to an academy and joining a MAT	16
If you are a MAT which would like to grow	17
If you are a MAT or a SAT, or group of SATs, that want to merge	18
If your school is interested in converting to an academy and forming a MAT	19
Guidance	20
Contacts	22

Introduction

The Schools White Paper – [Opportunity for all: Strong schools with great teachers for your child](#) – sets out our long term vision for a school system that helps every child to fulfil their potential, founded on achieving world class literacy and numeracy. Our targets are that, by 2030, 90% of primary school children are meeting the expected standard in reading, writing and maths; and that the average GCSE grades in both English language and maths are raised to 5. We will achieve these ambitions by ensuring an excellent teacher for every child; high standards of curriculum, attendance and behaviour; targeted support for every child who needs it; and **a stronger and fairer school system that works for every child.**

While delivering all of these ambitions will be critical, this document focuses specifically on our plans to reform the school system. The White Paper outlines how a strong school system will be delivered by schools, trusts, local authorities (LAs), faith bodies and the Department for Education (the Department) working together – setting an ambition for all schools to be in a strong multi-academy trust (MAT), or with plans to join or form one, by 2030.

This implementation framework outlines immediate next steps towards this ambition. It focuses primarily on academic year 2022/23 and is designed to help schools, trusts, LAs and faith bodies, mainly dioceses, think about what they should do next. It contains guidance and information to help planning for the short term and signposts further work the Department will be taking as we move towards our 2030 ambition.

In this first phase, our priorities are:

- [Education Investment Areas](#) (EIAs), including [Priority EIAs](#), where we will introduce an area based approach to commissioning trusts. These are also the areas where we will focus new powers of statutory intervention in underperforming schools, subject to the outcome of [consultation](#) and parliamentary approval. Area based commissioning will see us working closely with local partners to establish a coherent local organisation of schools based on strong trusts, per our guidance on [building strong academy trusts](#), and addressing problems of sustained underperformance.
- Test and learn projects – a small number of projects to set up new [LA-established MATs](#) where they are needed; or to respond to local demand to complete the journey to a fully trust led system; or progress at scale, for example in areas where there are large numbers of rural primary schools.

We are keen to review and refine our approach to school system reform in EIAs and through our test and learn projects throughout academic year 2022/23, in discussion with those who work with us on this.

In particular, we will want to learn as we develop our approach to area based commissioning for rollout nationwide. This will include establishing clear principles across three critical areas for MATs:

- i. Further developing the outcomes we want trusts to achieve, building on the strong trust principles set out within the White Paper.
- ii. Ensuring our approach to area based commissioning and to regulation creates the right incentives for continuous improvement and clearly articulates the mandate trusts have to execute well, both where trusts are already performing well and where they are falling short. This approach will be developed further through the review announced in the White Paper.
- iii. Ensuring that trusts and schools have what they need to improve and to build further capacity within the system.

Academic year 2022/23 represents an enormous opportunity for everyone in the school system – parents, schools, trusts, dioceses, LAs and their representative organisations – to work together to shape the answers to these questions.

While we will focus on these priorities, we will also continue to welcome proposals in all parts of the country to convert schools to academy status, alongside proposals for merging trusts.

Who is this implementation framework for?

This framework is aimed at supporting:

- MATs considering their role and future in a stronger, more collaborative school system, including how they work with partners and how they grow to sufficient size and capacity to lead rapid and sustainable improvement;
- Maintained schools and single academy trusts (SATs) looking to find further information about joining or establishing a MAT;
- LAs keen to work with us to further develop a coherent, high performing local school system; and
- Dioceses exploring their approach to supporting the development of enough strong diocesan and mixed article MATs.

Our priorities

EIAs

[Levelling up the United Kingdom](#) announced [55 EIAs](#) – LAs with the lowest rates of combined KS2 and KS4 attainment, existing Opportunity Areas, or areas identified for additional school improvement support.

We will focus our early attention and financial support on EIAs. We will agree an area wide set of priorities developed with partners locally, including school and trust leaders, LAs and faith bodies, mainly dioceses. EIAs will also benefit from other support, including the Levelling Up Premium for eligible teachers in priority subjects.

The Schools White Paper sets out that, within the 55 EIAs, a subset of [24 areas will become Priority EIAs](#) where we build on this support by offering additional benefits, such as a local needs funding pot of around £40m, a MAT Leadership development programme for aspiring trust leaders and an extension of our Connect the Classroom offer to all schools.

Schools in EIAs consistently rated as less than Good

Schools that are judged inadequate, be they maintained or academies, are already eligible for intervention. Subject to consultation and parliamentary approval for the necessary regulations, from September 2022 maintained schools and academies that are currently judged as Requires Improvement (RI) by Ofsted, and were also judged below Good in their previous full inspection, may also be in scope. The Secretary of State would have the power to intervene rather than a duty. This means we would consider each case on its merits within a consistent decision making framework, taking into account the school's overall inspection history. Where we intervene, we would issue an Academy Order to eligible maintained schools, or a Termination Warning Notice to a SAT, so that they could join a strong trust that can help them to improve. Where an eligible academy is already in a MAT and they have received consecutive judgments below Good, we would assess whether the current trust is able to deliver the necessary improvements and, if not, we would look to arrange a transfer to a stronger trust.

While this measure would apply to schools and academies anywhere in the country where there are multiple successive below Good judgements, we are proposing to focus the use of this measure initially in schools and academies located in EIAs, as well as those schools and academies outside EIAs with the most consecutive below Good judgements. We ask that schools in EIAs that are in scope of this measure and are not already in MATs engage early with regional teams in the Department to discuss which trusts would be best to support the school, understanding that the Regional Director

would make the final decision. We will notify a school that is eligible for intervention under this new power and expect the LA, diocese, relevant religious authority or faith body and trust to work alongside us to identify a solution that can support rapid improvement. In EIAs, we will do that within a framework of local area plans, as discussed further below.

An area based approach to commissioning trusts

Building a strong trust system which includes all schools means that we must work in a joined up way with local partners, starting in those areas most in need. It means working together to consider the needs of an area, and designing and shaping trust formations and the pattern of provision, so that schools in trusts work together well and are linked into communities.

To achieve this, we will adopt an area based approach to commissioning in EIAs. This will focus on quality first, identifying those which are best placed to take on underperforming schools in these areas.

As we start to develop our approach to area based commissioning over the coming year, we will:

- Focus on strategic, not incremental, growth of strong trusts – meaning that we will oversee the movement of schools into strong trusts in a way that is well planned and communicated, delivering high standards and sustainable school improvement across an area;
- Identify trusts which can grow to support vulnerable schools beyond their own area and support them to grow at scale, bringing capacity and strength where it is most needed;
- Be clear where new trusts are needed and where there are sufficient strong trusts locally, taking pragmatic decisions as far as possible about phase coherence, so that schools that share sites or are very close are working together;
- Be clear where trusts do not have the capacity or space for further growth and should be encouraged to focus on existing practice or join another trust;
- Recognise there are challenges in many areas - especially with small, rural schools;
- Continue to place the principles of fairness and inclusion at the heart of our system design, making sure inclusive schools are the norm and quality and specialist provision is available to those who need it; and
- Build vibrant communities of trusts serving local communities and avoid local monopolies which are not in the interest of parents, including by supporting sufficient trusts with diocesan articles and specialist expertise.

We will work openly with partners to build joint ownership of shared priorities for each area which are founded on an ambition for the highest standards. We will prioritise this in academic year 2022/23 in EIAs, with initial regional planning conversations taking place

in the summer term 2022. Following this period of local engagement, we will publish a prospectus covering each EIA in early autumn 2022. This will set out the key educational priorities for MAT development in each area – for example, whether there is space for a trust to grow into the area and detailing the phase of schools which might join it. Existing trusts, faith bodies, mainly dioceses, and groups of schools will then be invited to submit proposals that respond to these priorities, enabling underperforming schools to improve.

In summary, combining area based commissioning, based on local engagement with partners, and deployment of the proposed new powers of intervention, we will learn lessons about local capacity, strategic planning and working at pace which can then be applied across the country from academic year 2023/24.

New LA-established MATs

We will work with a small number of LAs to establish MATs in a test and learn approach, to make sure that we understand how best to build on existing federations and strong LA maintained schools for the benefit of pupils and staff. These LAs, not limited to EIAs, will be able to establish new MATs where too few strong trusts exist, enabling schools with a track record of local partnerships to formalise their relationships and add expertise and capacity to the trust system.

LA-established MATs may include schools with a religious character where there is the express consent of the trustees of the school and the relevant religious authority – although we expect that the large majority of schools with a religious character will continue to join academy trusts which are led by their diocese or relevant religious authority.

LA-established MATs will differ from existing trusts because there will be no restriction on the number of LA associated persons (LAAPs¹), elected members or employees of an LA, who can serve as members of the trust. The Department's strong preference is for an academy trust to have at least five members, and we will require at least one member to be independent of any association with the LA. The MATs will be subject to the same regulatory arrangements and quality standards, including in their approval and operation, as all other trusts.

The current restriction on LAAPs on the trust board (capped at 19.9%) will, however, remain in place, in order to reduce the risk of conflicts of interest arising. Trustees have responsibility for the strategic management and decisions of the trust and, once appointed, are obliged by charity law to run the trust solely in the best interests of its

¹ For definition, see [Local Government and Housing Act 1989](#)

charitable purpose. The Department and the relevant LAs will need to ensure that safeguards are in place to manage any potential for conflicts of interest, both for the trust and the LA.

As with other trusts, in thinking about the appropriate rate of growth, trustees should consider our guidance on [building strong academy trusts](#). In particular, we will carefully manage the size of new trusts to ensure they are strong before considering growth.

Please contact your regional team for further information and details about LA-established MATs or to [register interest](#) in establishing one. For the test and learn projects, we will be looking for a range of contexts, including rural areas where small primary schools could benefit from coming together under a trust. Relevant schools would need to be consulted by their LA as to whether, in principle, they would want to join the trust, without prejudice to the processes later required for conversion.

Converting remaining schools and moving to a fully trust led system in a local area

The pattern of school structure and organisation across the country is mixed. In some areas, the great majority of schools are now academies. The White Paper announced that, subject to parliamentary approval, we will introduce new powers enabling the Secretary of State to bring an LA's maintained schools into the academy system where requested by an LA. In these areas, there is an opportunity to move more quickly to a fully trust led system.

As these communities adopt a fully trust led local system, they will start to benefit from the clear roles and responsibilities for each actor that we outlined in the White Paper.

In 2022/23, we will invite expressions of interest from LAs and dioceses who wish to work with us to move at scale to a fully trust led system and who have secured the in-principle agreement of schools. It will be possible for LAs to include proposals for LA-established trusts in area based plans where there is insufficient capacity of established strong trusts.

In addition to the sources of support outlined below, we will operate a new, discretionary fund to support LAs in meeting the costs associated with the conversion of maintained schools where the scale of that activity is exceptional.

How we will support the delivery of our priorities

Trust Capacity Fund: Investing in strong sustainable leadership where it is most needed

The Trust Capacity Fund (TCaF), a competitive grant available to help trusts develop their capacity to grow, will continue and be expanded. The White Paper announced an increase in funding, committing up to £86m in TCaF over the next three years. The [first window](#) of TCaF opened on 1 April and closes on 30 June 2022. Details for allocating the remainder through a new fund will be announced in the summer 2022 and will provide focused support in line with the priorities set out above. This will include the option, for the first time, to receive more than a single year grant in recognition of the planning timeframe for larger projects.

Further support for schools and trusts

We will continue to support underperforming schools and trusts through the [trust and school improvement offer](#). Eligible schools and trusts can receive funded support from a strong MAT or a National Leader of Education. Where possible, we will match schools not already in a strong family of schools with a strong MAT that they may join over time. In addition, we will be introducing two new projects. Firstly, to ensure there are consistent development activities for MATs, we will work with external providers to deliver events, learning sets, peer review, knowledge sharing, trust-to-trust support and challenge. We are also working up a MAT leadership development programme which will be available from academic year 2023/24, initially in Priority EIAs. Details will be announced in due course.

Our new ways of working

A new Regions Group in the Department will be established by September 2022. This will be led by nine Regional Directors (RDs) aligning with the nine regions used across the rest of Government. (The current structure of eight Regional Schools Commissioner led teams will remain in place until then.)

Each RD will be supported by an Advisory Board (AB), consisting of up to eight members (four who are elected by academies in their region, two appointed by the RD and two co-opted with agreement of the Minister to fill any gaps in skills or expertise). ABs will provide advice and challenge to RDs on the decisions they take. Newly constituted ABs for the nine regions will start in September and will support regional teams as they work to implement these reforms.

The Regions Group will hold the single interface for both the Department's regulatory role (including intervening to address failure in schools, academies and children's social care) and for delivery of our Schools White Paper ambitions on school system reform and the move towards a fully trust led system by 2030.

The new regional teams will continue to work with the sector to build trust strength and capacity. The forthcoming review of how trusts are regulated, as proposed in the Schools White Paper, will consider how we can ensure our approach to risk based regulation and area based commissioning are consistent, complementary and mutually reinforcing.

Over time, we will ask for further input on building a fully trust led system and determine what additional support is needed to support trust development and school improvement. In the meantime, we will continue to work to the published [regulatory framework](#) of decision making, through a single interface, with the new Regions Group working closely with the Education & Skills Funding Agency. In addition, through the Schools Bill, we are seeking stronger and more consistent powers to intervene in trusts where they do not meet the required standards.

Delivering these reforms efficiently means maximising the resources available to us to drive transformation. We will continue to improve digital solutions and processes to make the conversion process simpler, centralising our resources so that we are able to support a more rapid and strategic approach to conversions. We will also work with partners to make the conversion and area based commissioning process more straightforward and more efficient for partners, legal representatives and trusts, including looking at how we can support neighbouring LAs to share resources to facilitate conversions. We will support LAs and dioceses to minimise the costs of preparing groups of schools for conversion and some LAs may be able to apply for resources to support conversions at scale to transform standards, including in EIAs.

What does this mean for my organisation?

We are asking trusts, schools, LAs and faith bodies, mainly dioceses, to consider how they will work to deliver a fully trust led system by 2030. Some activity will initially focus on EIAs, but we want all partners to consider their long term future, regardless of where they are based.

Leaders and governors or trustees of maintained schools and SATs

If you are a leader, or governor or trustee, of a maintained school or a SAT, we would like you to think about how you can both add value to schools in your area and continue to improve your own school, by joining an existing trust, expanding your trust or establishing a new one, if needed in your area.

The School White Paper sets out, for the first time, the principles of strong trusts:

- high quality and inclusive education;
- transformative school improvement to quickly improve standards;
- effective and robust strategic governance;
- strong financial management; and
- trains, recruits, develops and deploys their workforce effectively.

The Schools White Paper also sets a broad expectation of trusts being on a trajectory towards serving at least 10 schools or 7,500 pupils – although RDs will carefully manage the size of new trusts and take the local context into account.

You should consider which of the trusts already operating in your area may be a suitable match. Alternatively, if you think there is a need for a new trust in your area, involving your school and others, you should engage with your regional office in the Department to discuss this.

For school leaders and governors or trustees in EIAs, this will be through engaging in our new approach to area based commissioning. For most school leaders and governors outside EIAs, this will mean preparing for area based commissioning being developed in your area – although the proposed new powers of intervention set out above, subject to the outcome of consultation and parliamentary approval, will apply nationally in academic year 2022/23, we will first be focusing on EIAs.

When looking at joining a trust, school leaders and governors or trustees should consider the impact of the trust on school improvement – for instance on standards, academic results and inspection outcomes. Equally, you should consider the trust's impact on inclusion as well as on how the trust works with its local community. School leaders and

governors or trustees should engage with other schools locally as well as other schools within trusts they are interested in. If you are a diocesan or faith school, it will also be necessary for you to talk to your diocese or faith body about the trusts which you can consider joining.

Special schools and alternative providers can join or establish specialist or mainstream trusts. You will want to review the options available to you locally and talk with your regional team about further plans to develop specialist provision in the area, including the development of new trusts.

For detailed information on joining or establishing a trust, please refer to the Department's ['Building stronger academy trusts: guidance for academy trusts and prospective converters.'](#)

Leaders and trustees of MATs

We want to continue to support strong trusts to grow and all trusts to develop and improve.

If you are a leader or trustee of a strong trust, we would like you to consider where you could grow your trust – either locally or beyond. You should do so, first in consultation with your regional team, and then in discussion with the relevant LA about the possibility of welcoming LA maintained schools into your trust. Your trust growth strategy might include consideration of the following questions:

- How could you scale your model of school improvement consistently and at a high quality to welcome another group of schools?
- How can you continue to develop leadership capacity across the trust necessary to support well planned growth and, if so, over what period of time and at what scale?
- Can you support a group of schools beyond the area which you currently serve?
- Can your existing schools support, as well as benefit from, other local schools joining the trust in the same phase or another phase?
- Can you articulate why schools in the area should join your trust?
- Can you articulate how you plan to respond to parents' expectations that their child's school should 'feel local'?

In academic year 2022/23, funding for growth opportunities will focus on EIAs as we develop our approach to area based commissioning. We are still keen to discuss growth opportunities with trusts outside these areas – although these may not be taken forward until future years.

If you lead a strong trust, have consistent evidence of improvement and there is space for growth locally, it may be appropriate to develop a growth strategy as above.

Alternatively, you may wish to consider merging with other trusts so that your schools can benefit from greater economies of scale, improved sharing of resources, wider communities of practice and more centralised educational functions.

If your trust is not yet able to evidence consistent and sustained school improvement, it might be more appropriate to have a period of consolidation and focus on current practice, improving the schools currently in the trust rather than looking to expand.

If you are a leader or trustee of a trust which would welcome information about merging with another trust or accessing support please review the [‘Building stronger academy trusts’](#) guidance or get in touch with your regional team.

There are a number of national trusts as well as trusts which work across more than one region. We will work with these trusts to continue developing strong localised hubs or clusters of schools. Regional teams will also work to identify trusts which have the potential to grow beyond their region and to establish hubs in new regions.

LAAs

The Schools White Paper sets out a strengthened role for LAAs, championing the best interests of children in their area. This can be delivered only through a collaborative system in which schools, trusts, LAAs and faith bodies, mainly dioceses, work together to build strong and inclusive families of schools in every region. LAAs’ role as the focal point for place based planning and activity will be critical in this. We will work closely with all partners to co-create a plan for how all schools will benefit from being part of a strong trust.

As set out above, we want to work first with the EIAs, as well as other areas which are keen to demonstrate whole scale transformation of standards in their area.

Over time we will work with all areas to develop a strong trust led system in which every school plays its part. We want to work with you to capitalise on the opportunity to grow existing strong trusts in your area and identify maintained schools which are interested in bringing their capacity and leadership to them, alongside identifying the most appropriate trusts for your maintained schools to join.

We want to work together constructively to ensure there are high quality school places available for every child, both now and in the future, identifying early where an existing trust or school needs to expand, or a new trust needs to be created. We will also seek proposals for new mainstream or special free schools in areas where there is a clear demographic need for additional places, prioritising proposals located in EIAs.

Where there is a need for more strong trust capacity in your area, we want to work with you to address this. This could include supporting existing trusts from other areas to

expand into your communities. Alternatively, it could include exploring options for creating new strong trusts to provide the necessary capacity, including opportunities for new LA-established MATs.

If you are interested in working with us to progress at scale towards all maintained schools in your area joining trusts within an agreed timeframe or are keen to develop plans for an LA-established MAT, please contact your regional team for further information and details about LA-established trusts or to [register interest](#) in establishing a MAT.

Dioceses and other religious authorities

As a diocese or religious authority, you are invited to work closely with us to co-create a plan for how all Church and faith schools can become part of a strong trust.

As with LAs, we want to work first with those of you operating in EIAs, as well as with areas which are keen to demonstrate whole scale transformation of standards in your area.

Over time we will also want to work together to explore what need there is in each area for diocesan trusts or more trusts with mixed articles – and, where appropriate, other faith trusts – to grow their capacity or create new trusts that can diversify choice for local Church and other faith schools.

Further information

Questions for LAs and dioceses or other faith bodies to consider

As outlined above, we will be looking to work closely with partners to establish fit for purpose regional plans. We expect the LA to play an active role in forming local plans, feeding in their knowledge and history of the area to create a future of strong families of schools.

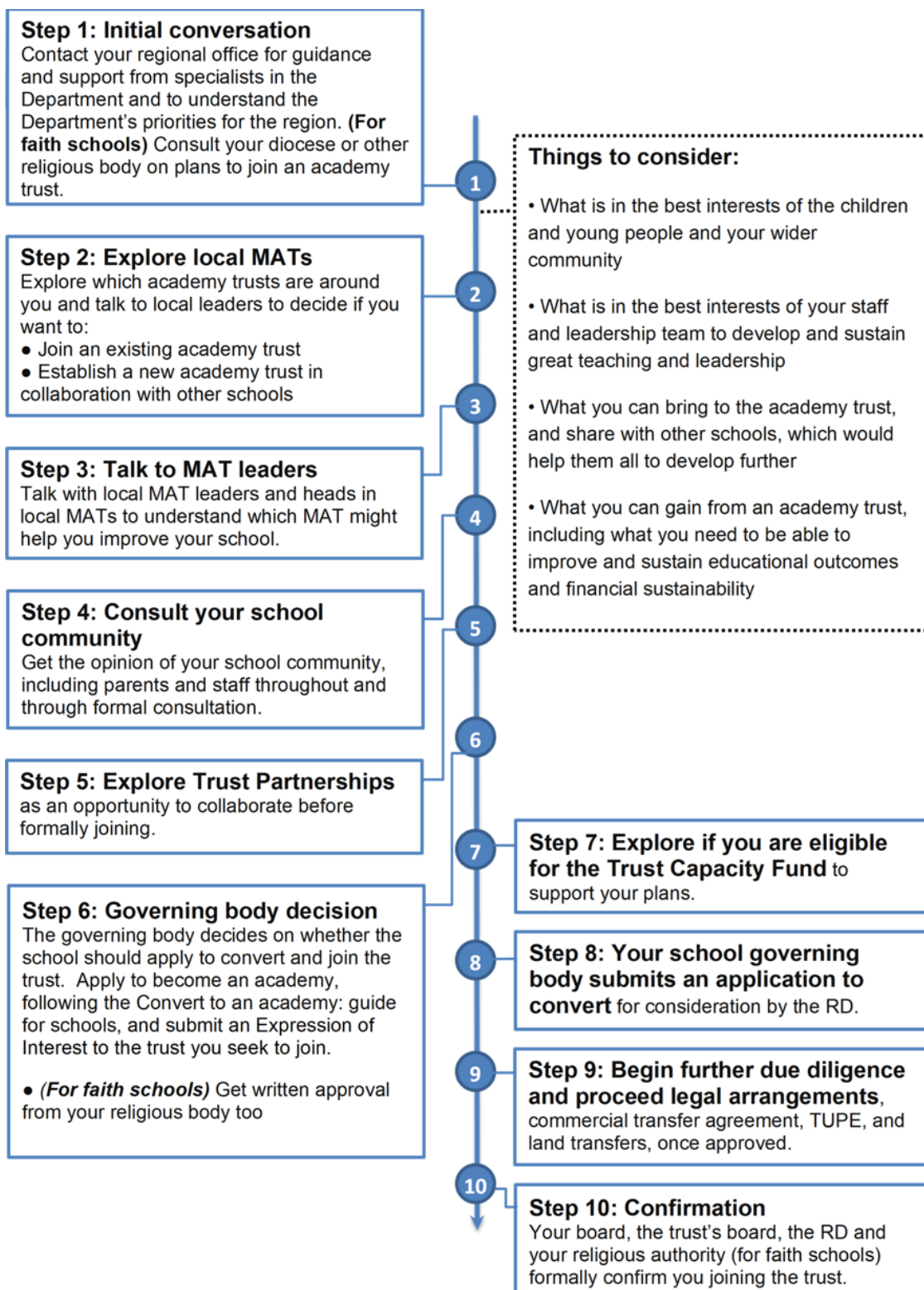
As we look at how to move the White Paper forward in an LA, we will be asking local leaders to engage with us in considering:

- What is the context in your area? Are there particular barriers or historical issues that should be considered in developing a plan, e.g., local SEND provision?
- Where is the trust strength in your LA, and which trusts are you interested in growing or using to support other schools?
- Are there trusts operating in your area that you have concerns about?
- Which schools in your LA would benefit from further support, and which trusts could they join to improve?
- What is the best plan for SATs in the area? Are there strong SATs that could consider merging and supporting other schools in the area? Or are there strong trusts that could take on any weaker SATs?

Additional questions for dioceses to consider:

- What is your strategy for enabling all faith schools to be supported in strong trusts across your diocese? Which are the trusts you would like to support to grow, and which are you concerned about? How are you engaging with both the LA and trusts to share your planning?
- What is the appropriate rate of growth for your diocesan trust to be confident that it will deliver an excellent standard of education across the diocese?
- Alongside this, how many mixed MAT trusts may be needed and where might the diocese agree that trusts might be able to take on mixed MAT articles?

If your school is interested in converting to an academy and joining a MAT



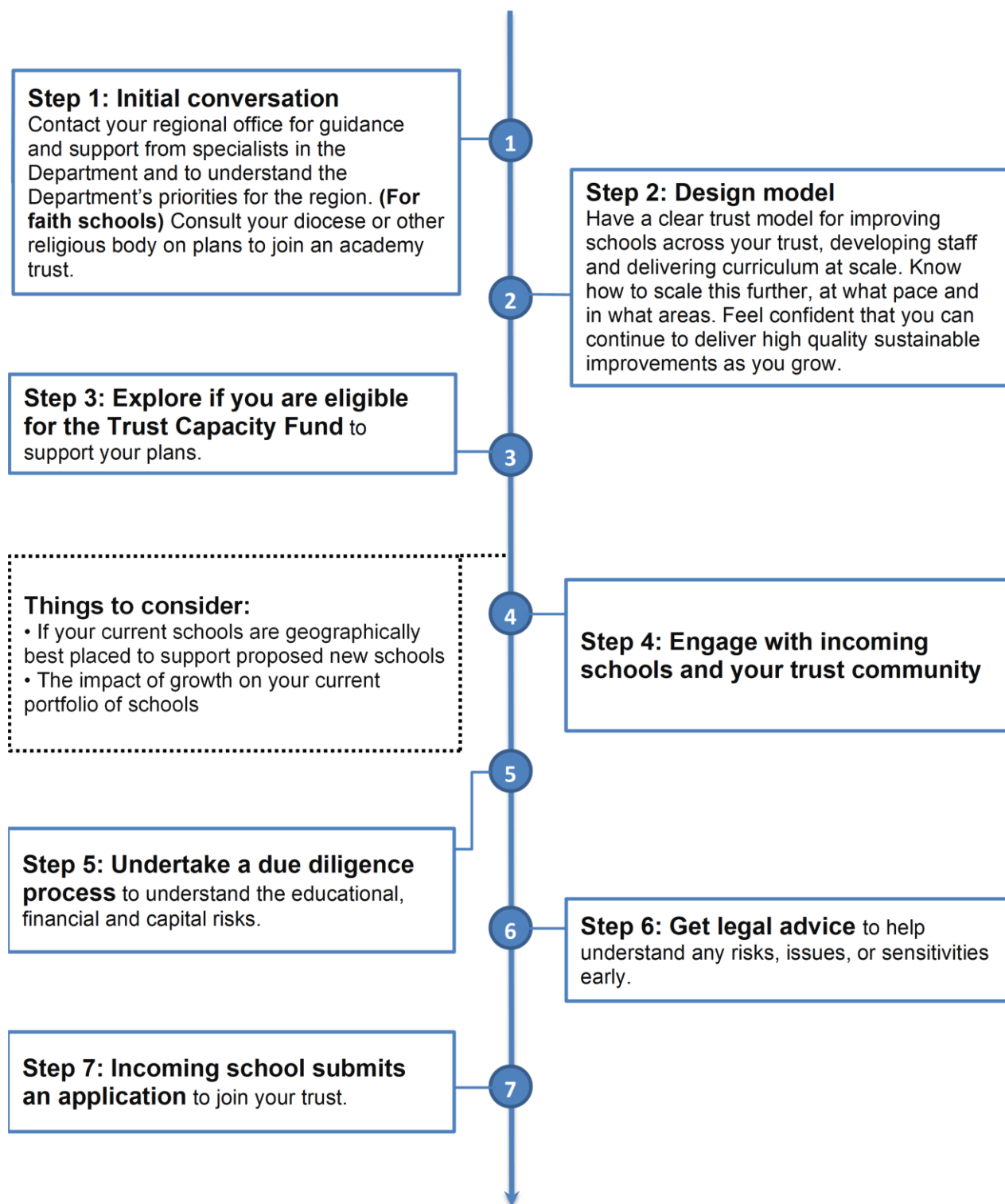
For step 5: [Multi-academy trusts: establishing and developing your trust - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

For step 6: [Convert to an academy: guide for schools - Guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

For step 7: [Trust Capacity Fund \(TCaF\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

For step 9: [Due diligence in academies and maintained schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

If you are a MAT which would like to grow

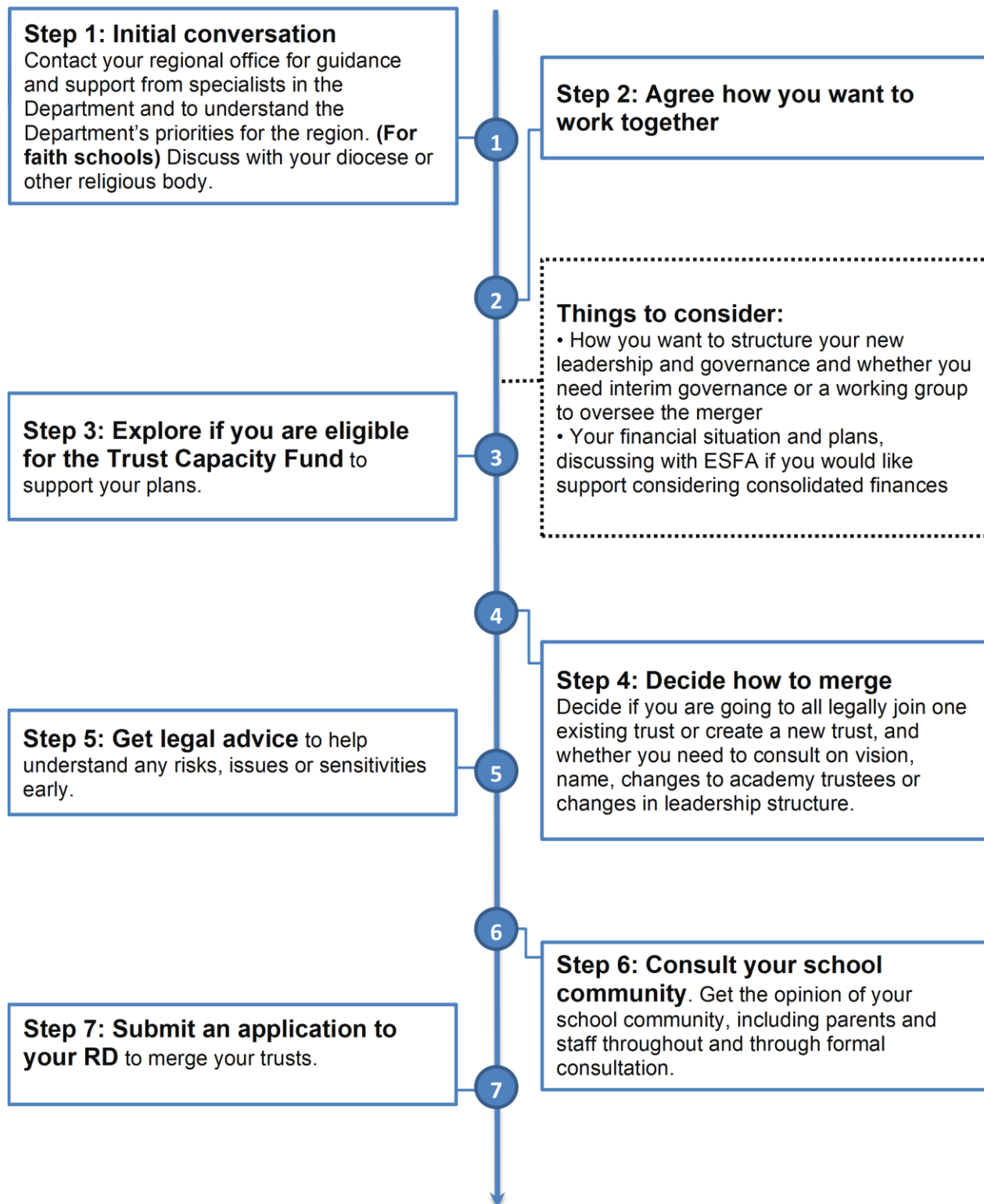


For step 3: [Trust Capacity Fund \(TCaF\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/trust-capacity-fund)

For step 5: [Due diligence in academies and maintained schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/due-diligence-in-academies-and-maintained-schools)

For step 7: [Convert to an academy: guide for schools - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/convert-to-an-academy-guide-for-schools)

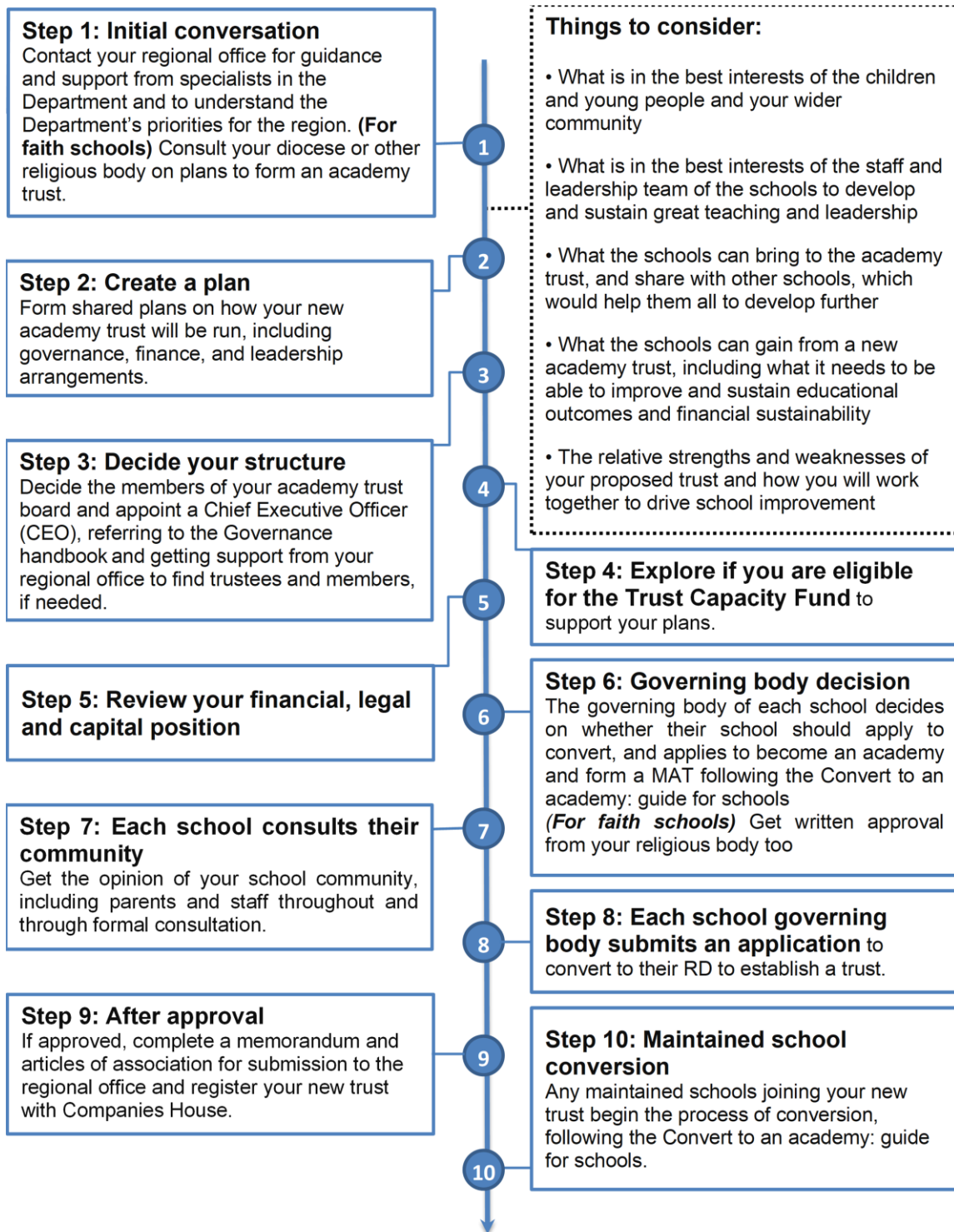
If you are a MAT or a SAT, or group of SATs, that want to merge



For step 3: [Trust Capacity Fund \(TCaF\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/trust-capacity-fund)

For things to consider: [ESFA enquiry form](#)

If your school is interested in converting to an academy and forming a MAT



For step 3: [Governance Handbook 2019 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414222/governance-handbook-2019.pdf)

For step 4: [Trust Capacity Fund \(TCaF\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/trust-capacity-fund)

For step 6 and step 10: [Convert to an academy: guide for schools - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/convert-to-an-academy-guide-for-schools)

Guidance

For academy trusts:

Academies: making significant changes or closure by agreement	Guidance for academy trusts planning to make organisational changes or close an academy by mutual agreement with the Secretary of State.
Academy Trust Handbook	An overarching framework for implementation of effective financial management and other controls, consistent with your obligations as publicly funded bodies.
Multi-academy trust (MAT): resources	A range of resources on establishing and developing your trust, covering trust development, people and leadership, school improvement, governance, growth and development and finance.
Multi-academy trusts: good practice guidance and expectations for growth	Sets out more details on what RSCs (RDs from September 2022) will look for when approving new academy trusts and the growth of existing trusts.
Sponsor an academy guidance	Guidance on how to apply to become a sponsor.

For schools:

Guidance on running a school or college	A comprehensive set of guidance on running a school or college.
Opening a free school or maths school	Documents for groups interested in opening a free school or maths school.

On Regional Schools Commissioners and intervention:

Regional Schools Commissioners (RSCs) decision making 2021	A document setting out how RSCs (or RDs from September 2022) will make decisions in the absence of any data from 2020 tests, assessments and exams.
Regional Schools Commissioners' decision making framework	This document describes the framework of RSC / RD duties and limits of power; its content has been determined by ministers.
Schools Causing Concern guidance	RSC / RD responsibilities and powers for addressing underperformance in maintained schools and academies.

On governance:

Academy trusts: governance	A collection of guidance and resources for academy trust governors.
Advisory Boards	Terms of reference, meeting schedules, agenda, minutes and Advisory Board meeting templates.

<u>National Leaders of Governance</u>	Get support from a National Leader of Governance.
<u>Governance handbook and competency framework</u>	Guidance on the roles and duties of governing boards, and advice on the skills, knowledge and behaviours they need to be effective.

Contacts

We encourage schools, trusts, LAs and dioceses to continue to work with regional teams to understand their options and priorities in the area. To contact your regional office in the Department and arrange a time to discuss any of the above, please email:

East of England and North East London:

rsc.eastnelondon@education.gov.uk

East Midlands and Humber:

emh.rsc@education.gov.uk

Lancashire and West Yorkshire:

lwy.rsc@education.gov.uk

North of England:

rsc.north@education.gov.uk

North West London and South Central England:

rsc.scnwlon@education.gov.uk

South East England and South London:

rsc.sesl@education.gov.uk

South West England:

rsc.sw@education.gov.uk

West Midlands:

rsc.wm@education.gov.uk



Department
for Education

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