A young girl with dark hair in braids, wearing a white school shirt and a blue and white striped tie, is focused on writing in a notebook. The background is blurred, showing what appears to be a classroom setting. A large teal diagonal graphic element is overlaid on the right side of the image.

Information for Schools and
Academies interested in
joining or working
with us as Associate
Academies

The logo consists of two white chevrons pointing to the right, stacked vertically.

LONDON
SOUTH EAST
ACADEMIES
TRUST

Information for Schools
and Academies interested
in joining or working
with us as Associate
Academies



Introduction

Dear Governors/Trustees

It gives us great pleasure to submit for your consideration information about our Trust. This is to support schools or academies who are considering joining us or for those who are looking to work with us in a collaborative relationship as an associate academy in the first instance.

Our Trust was established in 2014 by Bromley College of Further and Higher Education and was known at that time as Bromley Educational Trust. On 1 August 2016 Bromley College led a three-way merger with Bexley College and Greenwich Community College, and became known as London South East Colleges.

Given this change, in July 2017, our Board of Trustees resolved to change the Trust's name from Bromley Educational Trust to London South East Academies Trust to bring the naming convention in line with our sponsor, London South East Colleges.

London South East Colleges is now one of the largest education providers in the south east, with seven campuses, 1200 staff and 13,000 learners engaged in FE, HE and Apprenticeships. With such extensive education experience and reach sitting behind our Trust, we have an ideal opportunity to create exceptional opportunities for success, for the children and young people and the communities we serve, right across the region.

Our original vision was to bring together a number of specialist, vocational and inclusive mainstream schools to provide a wide range of educational pathways for children and young people and enable them to fulfil their potential. Over the last few years, we have made excellent progress towards achieving this vision.

At the time of the Trust being established, there were concerns from the Local Authority about the quality of provision, low outcomes for learners and high levels of NEETs, which resulted in some of the most vulnerable learners not achieving and progressing appropriately into education, training or employment.

As a sponsor of the Trust, London South East Colleges was seeing first-hand the impact on pupils whose educational and social needs were not being met by the local offer and who then were ill-prepared to embark on appropriate qualifications post-16. Working in partnership with the Local Authority to fully understand the issues within the borough context and seeking external expertise in SEMH and alternative provision, the Trust was formed to rapidly review, evaluate and address the key issues. To do this, the Trust became the sponsor to the then Alternative Provision (now Bromley Trust Academy) and the failing Burwood School (now Bromley Beacon Academy).

The Trust has developed an ethos of on-going review and scrutiny, supportive interventions and robust school improvement strategies to drive the two schools forward at a rapid pace. The original schools are now securely Good following inspections in September 2017 and January 2019. New Horizons Federation and Belmont Woodside Federation have subsequently joined the Trust, bringing the overall picture of Ofsted judgements to 100% Good or Outstanding schools within our organisation. All of our schools have leaders experienced in both transforming the quality of provision and maintaining standards through a relentless approach to strategic school improvement.

As result of this, our Trust is well regarded regionally as a model of good practice and is being recommended by the Regional Schools Commissioner to other schools seeking to achieve similar success. This journey of improvement has been underpinned by our belief in the benefit of collaboration and working in partnership and we therefore welcome approaches from schools with like-minded professionals. By working together, pooling our resources, expertise and assets, we are making a huge difference to the lives and the education of many children and young people living in London and the south east Region.

Although our starting point has been alternative provision and special schools, we are keen to grow by extending the types of school within the Trust to include a broad range of specialist provision – SEMH, ASD, MLD and potentially Medical Needs – as well as developing a primary group who model inclusive practices and work in collaboration with our special schools. Ultimately, it is our aim to establish an all-through MAT which includes primary schools strong commitment to inclusive practices, mainstream secondary schools, alternative provision and special schools and to promote the Trust as a model of inclusion.

In this proposal, we have laid out how we envisage working with schools joining us or entering into an associate academy relationship, and what they can expect to gain in joining the partnership. As well as strong strategic leadership, effective governance and the security of financial stability, we offer access to a range of excellent central services and economies of scale through pooled resources. Our ethos is founded on high quality teaching and learning, the development of curriculum models fitting each school and cohort and a core and bespoke school improvement strategy which focuses on our shared strength. Our Trust combines the advantages of scale represented by a large organisation providing back office support and financial stability alongside being part of a MAT which brings together smaller schools retaining their own individual flavor but sharing an ethos of best offer for all pupils, including those with additional needs or the most disadvantaged.

Finally, we do hope that you will feel as positive and excited about the potential opportunities ahead as we do. We look forward to discussing any questions you might have.

Best Wishes

Chair, Mark Burnett London South East Academies Trust

CEO, Sam Parrett OBE London South East Academies Trust

Why choose London South East Academies Trust?

We believe there are many good reasons for a school to choose to join or work with us, which include:

1. A long and successful history working in partnership with others

The establishment of a MAT was in line with the College's other partnerships and work with key stakeholders including the local authority, private sector and universities. London South East Colleges follows a number of other further education colleges that have successfully sponsored academies. It has the full backing and encouragement of the Government and Department for Education. The College, and now the Trust is at the heart of the educational community in south east London, known as a as a long standing and trusted provider. The college group represents lifelong learning with the Trust being focused specifically on inclusive primary and secondary education.

2. A wealth of experience in school improvement and educational leadership

Our Senior Leadership team has a wealth of experience in school improvement and in ensuring excellence in education provision. At Executive Headteacher level, we have a track record of, and current expertise in turning around failed provision. The Executive Head Teacher of Bromley Beacon Academy and Bromley Trust Academy has been instrumental in moving both schools to solid foundations resulting in pupils now accessing a good service and achieving outcomes which enable them to progress onto post-16 pathways positively or return to mainstream school successfully. There is a cohesive staff team and strong management across the four Bromley sites. Bromley Beacon Academy has expanded to encompass both sexes from Key Stage 2 to Key Stage 5, having previously only catered for secondary age boys up to age 16. This demonstrates the effective partnership working with the Local Authority in determining local need and working together to find a solution. The Local Authority have also invested heavily in accommodation which is further evidence of their confidence and commitment to working with the Trust in providing the best service for complex and vulnerable learners.

The Executive Head Teacher of the Bexley hub, formerly called the New Horizons Federation, is a National Leader of Education. She has proven capacity and experience in transforming special and AP schools in challenging circumstances. She has taken two of the Bexley schools from RI to Good / Outstanding within eighteen months. Previously she was given the responsibility of moving an Inadequate AP school in North West Kent from Special Measures to Outstanding through merging three separate pupil referral units into one service and achieved the Grade 1 judgement within a sixteen month period. As an NLE, she has also supported another Local Authority in raising standards in a maintained all through special school for pupils with learning and behaviour difficulties including high levels of ASD. In addition, this Executive Head teacher was approached by the RSC to provide support to a large secondary mainstream school locally, offering leadership advice and guidance in relation to the school's key areas for improvement.

Furthermore, the Trust brings the full experience, expertise and capacity of the College to the benefit of the schools in the Trust. London South East Colleges is a well-established further and higher education college in the sector and has excellent working relationships with other providers across the sub region. Furthermore, the College as the Trust sponsor has particular expertise in students with learning difficulties and disabilities, delivery of vocational programmes, working with employers and providing individual student support. It has an extensive higher education offer and can therefore offer students progression right through from school to higher education and work. The Nido Volans Centres at both Bromley and Bexley are recognised for excellence in post-16 education for pupils with EHC Plans, providing positive transition routes for those moving from special schools into the college environment.

Most recently, we have been joined by a large special school and mainstream primary in Bexley, the Belmont Woodside Federation. Belmont Academy is our first mainstream primary school and strengthens existing skills within our Trust. It also demonstrates to other local primary schools the opportunities offered through involvement with a fully inclusive Trust whose values are embedded in reflecting the breadth and diversity of the local community.

3. Tailored to your needs

Trust membership results in a relationship tailored to the needs and aspirations of individual schools and is deliberately designed to acknowledge and reflect the overall situation of each school. The intention is that core services will be commissioned centrally and school improvement will be tailored to meet individual needs. We recognise that each school joining our Trust is bringing with it different strengths and expertise and see this as part of the growth strategy in developing specialist hubs which are able to mutually share good practice.

4. Success for all schools

The advantages of joining us are different for each school depending on where the school is in relation to its journey to becoming outstanding. Where a school is experiencing difficulty, the number of services that are provided centrally can be increased accordingly. These schools will benefit from the improvement strategies and best practice and from the wider support of the MAT members. Progress will be kept under regular review and the level of support revised. Higher performing schools will have access to all the central services and will also benefit from shared best practice. All schools will be relieved of time-consuming administrative tasks, giving more time to focus on educational achievement.

Our trustees have adopted the rationale of 'earned autonomy', committed from the outset of any working relationship, whether fully integrated or working in partnership, that the starting point of any partnership is an acknowledgement of the school's strengths and acceptance that the school is a 'going concern'. From the outset this means that any reduction in autonomy is time limited and clearly tied to specific areas of weakness.

However, autonomy can always be earned back and we believe wholeheartedly in working with schools through offering support and guidance as a 'critical friend' in order to help schools help themselves. All schools have strengths and attributes and our role as a Trust is to facilitate the development of those strengths and partner schools together in order that each school can become self-sustaining through collaborative opportunities for sharing practices and joint learning.

5. Advantages for all learners

Children and young adults across the Trust have access to the full range of services available across the wider family of schools and the college. Through our learner-centered approach, we ensure that no pupil falls through the net whatever their needs. Support includes individualised and differentiated learning plans, high quality careers advice, and information, guidance and support. Our expertise in transition from primary to secondary phases and from secondary to post-16 through having schools already ranging from Key Stages 1 to 4 and beyond, is an advantage to all pupils whatever their age.

6. Advantages for all staff

Being part of a wider and growing group of schools gives exceptional opportunities for accelerated career progression and practice-based CPD. We envisage that all staff, if they wish, will have considerable opportunity to develop their skills in a range of education settings and stages. This will give staff a chance to hone and develop their skills and talent much more quickly. Being part of a larger organization also means that there are opportunities within our schools which allow us to grow our own staff, develop our leadership teams and retain good staff within our organization rather than losing them to other larger schools and MATs. Our schools are developing a robust CPD programme for teachers and support staff which is adapted from training through Olevi and has already resulted in transformed teaching and learning in some of our schools who have been developing this over the last two years. Associate membership of our Trust will open up opportunities for accessing our CPD programmes and allow members to be involved in our monitoring and assessment processes.





7. A broad range of support on offer

As a LSEAT academy, member schools benefit from access to core support functions, including HR and payroll, IT infrastructure and buildings, insurance and key financial processes such as accounting and audit.

London South East Academies Trust: part of London and South East Education Group

Our Vision for the future of the Trust

Our vision for its future has been ever evolving. The changing political landscape for schools and public services, the increasingly competitive market place in which parents demand greater choice and the impact of continued measures of austerity require us to be ever focused on ensuring we are agile and responsive.

The Trust has developed a Strategic Plan 2016-2220 to shape growth and a robust School Improvement Strategy to ensure standards of achievement and performance continue to improve. This approach will ensure that we:

- Have strong and effective leadership and governance
- Are responsive to change and financially resilient
- Deliver the best possible outcomes for the children and young people and community we serve

In time, our ambition is to create 'all through' educational hubs across London and the south east. We have been approved by the RSC to expand, not only in London, but also in surrounding counties where collaboration opportunities with like-minded professionals are needed to continue to drive improvement. Our vision within these hubs, and where local context fits, is to create vibrant networks of Primary, Secondary, Special and Alternative Provision across all phases of education, working together to develop and share good practice and improve performance overall for every child and young person we support. The current context where almost all schools are now working in MATs or other partnership arrangements results in standalone schools being isolated as LA services have shrunk or disappeared. We are seeking to expand across different cohort needs and also draw in inclusive primary partners in order to develop robust teaching and learning models and share curriculum and assessment expertise.

The LSEAT Offer

We offer the opportunity for likeminded schools to become part of or work with a growing, resilient Multi-Academy Trust (MAT). In the context of the current rationalisation of the number of MATs in the South East Region by the Regional Schools Commissioner, we offer an opportunity for schools to have greater autonomy in determining their own destiny. Aside from the political context, the growing scale of our Trust also offers diversity of choice in progression pathways for all pupils, enhanced and accelerated professional development and career progression routes for staff, as well as the security of greater financial stability delivered in a larger Trust where greater economies of scales can be achieved.

In essence, becoming a member of the London South East Academies Trust family will bring a vast range of benefits to individual schools. Alternatively, working with our Trust



as an Associate Academy also enables existing small trusts or academies to access opportunities which are harder to find when working in a stand alone context or within a very small group of schools. Whilst becoming part of the Trust allows access to all of our services, deciding to become an Associate Academy is a first step in determining the framework for a mutually beneficial relationship where School Improvement is a starting point for negotiation of access to the wider services. The comprehensive offer is outlined below which is available to schools joining our Trust and by negotiation to Associate Academies who are taking that important first step

School Improvement and Leadership Development

Central to our work is a school improvement programme which is split into a core offer and bespoke programme designed around the needs of your school. As the needs of all schools are different, we will introduce an individual improvement package based on need. If your school has been judged by Ofsted as needing improvement, we will work with you to identify what needs to be done, and in what order, and provide all necessary support. As a member of our Trust, we would expect Executive Head Teachers (EHTs) to have autonomy to lead change effectively and to innovate and to manage their schools, where schools are successful. We believe that schools will have a better chance of improving when EHTs have time to focus on the core business of teaching and learning, raising standards and achieving improved outcomes for students.

Teaching, Learning and Assessment

Excellent teaching, learning and assessment, is at the heart of our approach. This is evidenced by the improved progress and outcomes achieved by our learners. For example, both of our Alternative Provisions, Bromley Trust Academy and Horizons

Academy Bexley, are able to demonstrate that more than 80% of pupils make expected or better progress in English, with 70% at Key Stage 3 (most pupils on time limited respite placements) and 67% of pupils make expected or better progress in English at Key Stage 4 with 79% of pupils achieving the same levels of progress in Maths.

Progress at primary is outstanding with 81% making expected or better progress in Reading, 81% in Writing and 90% in Maths. In terms of end of Key Stage 4 outcomes, the data shows that our schools significantly exceed the performance of other schools in a similar context. ., 100% of pupils in the Trust's schools gain at least one GCSE or equivalent compared to 54.8% in other London PRUs and 65% of leavers achieving five or more GCSEs including English and Maths compared to 2.9% contextual data.

Our two specialist schools in Bexley cater for a significantly high proportion of ASD learners (between 50-60%) and this has been an increasing pattern over the last three years. Our primary academy, Aspire Academy, was judged outstanding in its last Ofsted inspection and pupils have maintained outstanding progress from their different starting points. Each year a number of our Year 6 pupils transition successfully to mainstream due to the quality of teaching they have experienced and the high expectations of behaviour. 80% of pupils make at least expected progress in English with almost 40% of the cohort making above expected progress, 77% make expected progress of better in Maths and 83% in Reading. Endeavour Academy Bexley has achieved some equally impressive results with 79% making expected or better progress in English, 88% in Maths and 86% in Science. GCSE or equivalent results for secondary pupils last year included 10% of pupils achieving 8 A*-C





GCSE grades including English and Maths. Several pupils have transferred at post-16 to local sixth forms with one pupil last year moving to a nearby grammar school to study for A levels with the aim of applying to university.

Our data reflects that we are able as a Trust to provide the right education to meet the different needs of learners. We also recognise that learners' needs change and we have to be responsive to those changes. This means that we assess each pupil as an individual and plan for the right pathway to enable them to fully achieve, both academically and socially. Many of our PRU pupils return to mainstream school successfully, pupils move from mainstream primaries into our special schools at different points from Year 1 through to Year 11 and equally we work hard to ensure that all of our pupils have a positive pathway post-16 as is evidenced by our very low NEET statistics which compare favourably with the national picture. Being part of a wider group which specialises in post-16 and vocational education gives us a distinct advantage in preparing pupils at the end of Year 11 for the next step but also approaching this learning journey from the outset of a child's educational experience.

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favourably with the national picture. Being part of a wider group which specialises in post-16 and vocational education gives us a distinct advantage in preparing pupils at the end of Year 11 for the next step but also approaching this learning journey from the outset of a child's educational experience.

Extensive Learning Resources

Staff and pupils can benefit from the extensive resources offered within the wider London & South East Education Group. The College's libraries house over 37,000 books, an online library of electronic resources as well as an ever-growing collection of up to date classroom resources. We believe that the expertise and services that the College's library team can bring to the provision of learning resources in your school is one of our areas of strength. It includes:

- Curriculum support
- Teaching and learning support
- Literacy strategies, including the promotion of reading
- Evaluation of available resources to align with the school's priorities
- Library and ICT advice and consultation
- Evaluation of school library facilities and advising on improvements
- Advice and involvement with the recruitment of new library staff
- Initial and ongoing support for new and existing library staff
- Open all year round including evening and weekend opening

Progression Routes, Staff Development and Student Support Services

Due to the special relationship between our Trust, London South East Colleges, and the College's connection with other FE providers in the region, we are well placed to ensure excellent progression opportunities for our learners into further and higher education, traineeships, apprenticeships and employment. These opportunities extend into our offer for staff working in our Trust schools or in any Associate Academy. We are able to offer accreditation for staff who are looking to gain qualifications in learning support or train as teachers.

Financial Services

The Financial Services team is available to provide support and guidance for financial planning, annual accounts preparation, budget management, procurement, asset management and audit services. The College has extensive experience in procuring and managing systems. Its finance, HR and payroll systems are not only market-leading packages but are also widely used in school environments. A key consideration shaping our procurement approach is the quality of local support. Working with different local authorities means that we have expertise in managing sometimes challenging conversations and helping our schools achieve effective relationships where funding is an issue.

Human Resources

The Group Human Resources team provides an approachable and responsive service across a broad range of areas covering terms and conditions of employment, employee relations, equality and diversity, staff development, health and safety and sustainability. The team will support the creation of effective policies and procedures that operate across the Trust.

Marketing and PR

Part of the success of London & South East Education Group is its passion and focus on teaching and learning, and its ability to communicate this to parents, students and members of the wider community. Our Marketing and PR team provides services such as design, prospectus production, marketing materials, PR, websites, photography, editing and proof reading, as well as the production of virtual tours. We will also provide PR and reputation support during critical incidents. We do not operate on a 'one size fits all' approach but will take time to get to know you in order that we can promote you and your unique identity.

Estate Management

The Group's in-house Estate Management team understands the requirements of effective management of educational estates and premises. We have a highly experienced and award-winning property and estates team that will provide a first-class estate management service and meets all your health and safety needs too.

We are experienced in creating and maintaining flexible, engaging spaces that encourage an effective learning and teaching environment. In partnership with architects, engineering and construction companies, we are able to address and project manage building projects.



Information Technology and Network Services

In terms of IT infrastructure, we are used to contracting, managing and running IT that encompasses corporate and student systems, hardware, networking and software. We can also advise on the application of ICT to enhance learning inside and outside of the classroom.

Maximising Your Talent

A Mutual Partnership

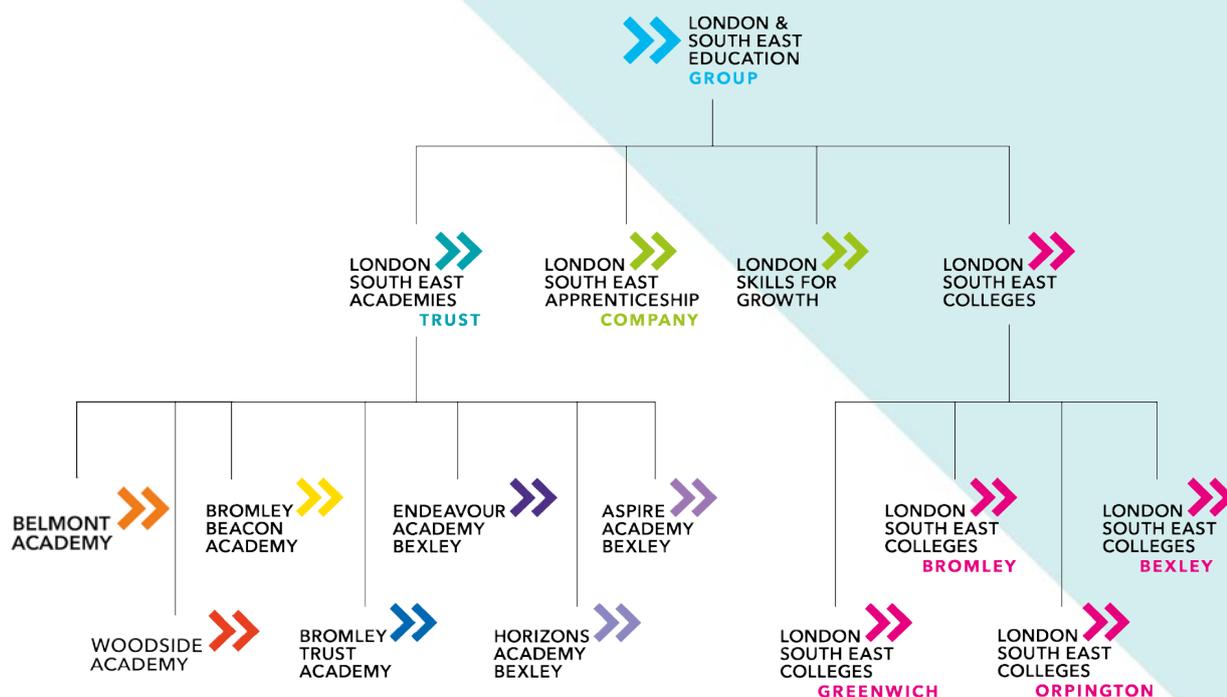
Our ultimate aim is to achieve outstanding results for all children and young adults within our network of schools.

For us, it is essential to ensure that every child in our Trust has an inspiring education, with everything in place to give them the best chance of achieving their true potential. For this to happen we need to ensure that the bedrock of excellence in teaching, learning and assessment is secure in every school, for every child and young person. We anticipate that the experience of your staff will help ensure that this happens right across our network. Together we will create new learning pathways, which meet the needs of all students, and ensure that every child is both challenged and supported to be the best that they can be.

Governance

Our Current Structure

London South East Academies Trust was incorporated on 6 May 2014 as a Multi Academy Trust. It is a company limited by guarantee; an exempt charity. Currently, the Trust is part of the wider London and South East Education Group:



There are presently seven academies sponsored by the Trust: four SEN specialist schools, two all-through alternative provision academies and a mainstream primary school. SHAW Futures Academy, a health and wellbeing sciences provision, is presently in pre-opening phase, and when open will be part of the Trust. The College is a lead partner in this school, along with employer partners Kings College Hospital, Oxleas NHS Trust, and Canterbury Christ Church University. Futures Academy, a health and wellbeing sciences provision, is presently in pre-opening phase, and when open will form part of LSEAT. The College is a lead partner in this school, along with employer partners Kings College Hospital, Oxleas NHS Trust, and Canterbury Christ Church University.

Governance Structure for Schools Joining the Trust

Where a new or existing academy joins us, we will respect and uphold its pre-transfer status, reflecting this in the individual academy's mission statement. The most significant elements of provision would continue unchanged and we would work in partnership with you to develop these further. The needs of your own pupils would remain paramount and the ethos, character and culture of your own provision would be unaffected. Partnerships with parents and local networks would remain the same.

Each school joining us retains its own local governing body with the Chair taking a place on the Trust Board to ensure that there is a tiered, robust approach to governance.

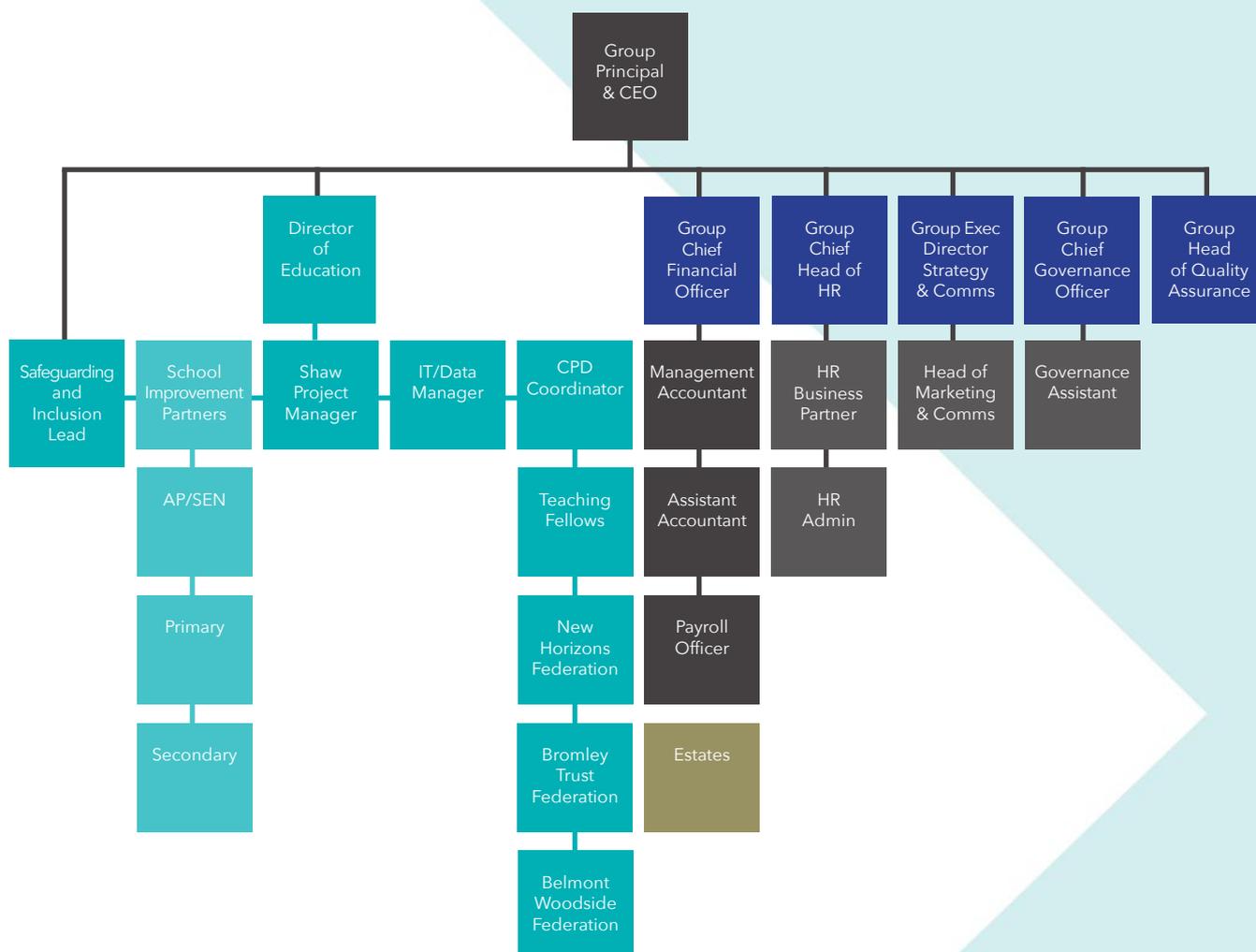
We believe that the best possible relationship with a local governing body and school leadership team recognises strengths, capacity and vision, developing responsibility and autonomy.

For Associate Academies, there would be no change to existing local arrangements but it is hoped that local school governors would be interested in joining the Trust's local governors and trustees at special events and training to ensure they feel in our family and begin to learn more about what makes our Trust unique.



Trust Staffing Structure

As our Trust has grown, we have developed a central team to provide a robust service to all of our schools, whether fully integrated through being member schools or through an Associate Academy arrangement. Within our Group Central Services there are identified key personnel who are wholly dedicated to Trust support functions and, within our School Improvement area, distinct personnel who are there to work with our schools on quality and monitoring, CPD, safeguarding and the provision of on going professional guidance and critique to our school leaders. The structure is shown below:



Fees Structure

Over time, we intend to move to a shared services model within the Group which will deliver economies of scale for all organisations in the MAT and the wider group. The cost of this will be negotiated and proportionate as required. This is based on an agreed starting point with each school or group of schools joining, us dependent on their current financial situation. For Associate Academies, the fees structure is negotiated directly with the Trust dependent on the level of engagement and support required.

Appendix

Leadership of London South East Academies Trust

Sam Parrett, OBE

Chief Executive Officer

Sam Parrett is Group Principal and Chief Executive of London & South East Education Group which incorporates London South East Colleges (formed in 2016 through the merger of the former Bromley College of Further and Higher Education with the Colleges of Orpington, Bexley and Greenwich), London Skills for Growth (an independent charitable apprenticeship training provider est. 1989) and London South East Academies Trust (formerly Bromley Education Trust est. 2013). Since her appointment in 2010, Sam has overseen a major transformation of the organisation to align its education portfolio and services to meet the needs of the local community and local economic priorities. Academic and financial performance has improved rapidly and the group has been recognised for its ability to achieve rapid and significant turnaround in both the financial and academic performance of schools and colleges within the group. Sam was awarded an OBE for services to education in 2016. She is currently a board member of AELP, two HEFCE committees, and the education lead on the Greenwich Fairness Commission.

Jo Southby

London South East Academies Trust Director of Education, Executive Headteacher Bexley Schools

Jo Southby is the Executive Head Teacher of Horizons, Endeavour and Aspire Academies in Bexley. The three schools have worked collaboratively as a hard Federation for several years prior to joining the Trust and provide a comprehensive offer to children, young people and their families of education, outreach and preventative work. Their focus is pupils with Education Health Care Plans for SEMH and other needs (ASD, ADHD, OCD, ODD) as well as working with the most complex and vulnerable pupils who are at risk of exclusion. Jo has extensive experience of mainstream, SEN, youth offending and alternative provision covering over twenty years and is a National Leader of Education. As well as leading her own schools, Jo has been involved in supporting school improvement in this role in alternative provision and special schools for the last five years and, previously, in roles within the secure estate.

Neil Miller

Executive Headteacher, Bromley Schools

Neil Miller is Executive Headteacher of the Bromley schools within London South East Academies Trust. He was a senior leader in secondary mainstream education for many years including Headship before joining the Trust and recently achieving the Ofsted rating of 'GOOD' at Bromley Trust Academy in October 2017. Neil has a real passion for working with our learners and his expectations for each and every one is extremely high. This is achieved with a quality first learning experience so the students are able to grow both academically and emotionally, becoming purposeful young adults.

Madelaine Caplin

Executive Headteacher Belmont Woodside Federation

Madelaine Caplin is Executive Headteacher of two schools, a specialist school for ASD / MLD pupils from ages 5-18, and Belmont Primary Academy which is a large primary school in Bexley which also has dedicated provision for children with physical disabilities and hearing impairment. Madelaine has substantial experience in school improvement working in other local authorities as well as proven success in turning around her own schools which have been on an exciting journey to Good over the last three years.

Carolyn Unsted

School Improvement Education Advisor

Carolyn Unsted is an Education Adviser at the Department for Education. She has over 30 years of teaching secondary age (11-19) students, leading secondary schools and local authorities, advising on and enabling school improvement and policy making experience at senior levels in and across Early Years, primary and secondary schools, in central and local government in inner and outer London and Kent. She has worked for 4 years as an Ofsted inspector and 6 years as a School Improvement Partner. Carolyn now works 2 days a week as an Education Adviser for the Department for Education. Her specialties include Education Leadership and Management, raising attainment and progress, school improvement, organisational monitoring and evaluation and student voice. Carolyn has been appointed as the Secondary School Adviser for the Trust.

Diana Robinson

AP and Special Education Advisor

Diana is currently an independent education consultant having previously led a team of school improvement advisers for special schools and Pupil Referral Units in Kent. Before this advisory work she held two primary headships and has held a number of posts in primary and secondary schools. She is also the representative for Special Educational Needs and Disabilities Advisers and Consultants on the Special Educational Needs Consortium steering group. Diana has been involved in school improvement for the Trust since 2015 and has also provided support and guidance for the New Horizons Federation and other special schools in Bexley. Diana also has expertise in advising governors on challenging school leaders and working with Governing Bodies in the performance management of Head Teachers.

Christine Whatford, CBE

Advisor to London South East Academies Trust

Christine has been working with the Trust in a number of capacities given her strong background in education having served as a Headteacher and a Director of Education. She has recent experience in consultancy work and has served on, or Chaired, a significant number of Boards and Education Committees

John Hunt

Chief Financial Officer and Company Secretary

John is the Chief Financial Officer and Company Secretary of the Trust. John is also the Deputy CEO and Chief Operating Officer of London South East Colleges and has been working at senior level in the education sector for 10 years. John is a fellow of the Association of Chartered Certified Accountants and has a track record of achieving excellent performance, leading through periods of change and implementing significant improvements. John is responsible for overseeing all of the Finance, HR, IT, Estates and related business support services that are delivered for London South East Academies Trust.

Louise Wolsey

Executive Director of Corporate and Strategic Development

Having previously worked in Secondary Education, which included a role in West Sussex Advisory and Inspection Service during which she gained a Masters degree in School Improvement, Louise went on to spend the next 12 years in the voluntary sector. She undertook a range of Business Development roles working with education providers across England, as Communications Director for the Youth Sport Trust working on the Specialist Schools strategy. She then project managed the establishment of the Dame Kelly Holmes Trust, moving into the role of Director of Fundraising and Communications before working as Director of Development in Westway Trust, Kensington and Chelsea prior to joining London South East College Senior Leadership Team in September 2015.

Information for Schools and Academies interested in joining or working with us as Associate Academies

Jo Southby

Director of Education

October 2019