



Consultation report July 2022

Significant change proposal - The forming of a Multi Academy Trust between the Holmes Chapel Comprehensive School and Sixth Form Academy Trust and the Shavington Academy.

Following the consultation the Project Board are now asked to consider the feedback from consultees and:

- 1. Accept the consultation report and agree the responses to points raised**
- 2. Consider the main issues raised when completing the application for significant change as the project develops**
- 3. Publish this consultation report by making it available via the school websites**

Consultation report July 2022

Section 1 - Consultation overview

Significant change proposal - The forming of a Multi Academy Trust between the Holmes Chapel Comprehensive School and Sixth Form Academy Trust and the Shavington Academy.

The two academies of the involved in the project are single schools but they have been 'constituted' differently. Holmes Chapel Comprehensive School & Sixth Form is designated as a single academy trust. Shavington Academy is effectively an 'empty' MAT. In other words, the company was established with the intention of other schools being brought into the structure at a later date. The proposal being consulted on is for the new MAT to be formed using the company shell of the Shavington MAT which will be reformed and renamed. The current Holmes Chapel Academy company will then be closed down. The working name for the new MAT is The Nexus Learning Trust but this will be determined by the Project Board at a later date. We believe that a merger of Shavington Academy MAT and Holmes Chapel Comprehensive School SAT to form a new MAT would be effective as it would:

- raise standards across both schools by investing time and resources in both pupils and staff
- improve the educational experiences and outcomes for our pupils through collaboration
- make more effective use of staff development and sharing good practice
- enable financial efficiency to occur at an even greater level
- ensure the identity of each school and its local community is maintained

The consultation process ran for four full weeks during the summer term between 3pm Friday 17th June 2022 and 3pm 15th July 2022. The consultation was undertaken following the guidance 'Making significant changes to an open academy' which can be accessed [here](#). Consultations involving significant change should also consider the 'Consultation Principles 2018' published by the Cabinet Office which can be found [here](#).

Date	Consultation Overview - Actions				
	Project Board	Trustees/Governors	Staff	Parents, carers, trade unions community stakeholders*	LA/Cheshire Schools
7 th June			Pre-consultation presentation – feedback via email/meeting		
16 th June	Approves consultation process 17 th June – 15 th July 2022				
17 th June		Notified of Project Board decision			
20 th June		Consultation letter/FAQs shared – feedback via link	Staff consultation letter/FAQs shared – feedback via link	Consultation letter/FAQs shared – feedback via link	Consultation letter/FAQs shared – feedback via link
27 th June					
5 th July		Community consultation/Q&A SA 5 – 6pm		Community consultation/Q&A SA 5 – 6pm	Community consultation/Q&A SA 5 – 6pm
7 th July		Community consultation/Q&A HCCS 5 – 6pm		Community consultation/Q&A HCCS 5 – 6pm	Community consultation/Q&A HCCS 5 – 6pm
11 th July				Trade Union Consultation HCCS 4.00 – 5.30pm	
12 th July			Staff consultation/Q&A SA 3.30 – 4.30pm		
13 th July			Staff consultation/Q&A HCCS 3.30 – 4.30pm		

18 th July		Consultation ends	Consultation ends	Consultation ends	Consultation ends
19 th July	Consultation feedback meeting – approve of application process				

Stakeholders

Stakeholders consulted included:

- families at both academies
- Members of the local communities
- all other secondary schools in Cheshire East
- all primary schools in Cheshire East
- Cheshire East LA
- Parish Councils
- Trade unions

Engagement

Over the four week period, meetings were held with staff, trade unions and the general public. Around 180 staff attended the consultation and pre-consultation meetings. The meeting with the trade unions was attended by three regional representatives covering teaching and non teaching staff and the public meetings were attended by five members of the public/families. Staff and their representatives asked a range of questions verbally and by email. The wider school communities raised comments verbally and in writing via the online feedback form (10 feedback forms).

Post Consultation Report

Section 2 - Consultation principles checklist

Principal	Description	Comments - Consultation	RAG
A. Consultations should be clear and concise	Use plain English and avoid acronyms. Be clear what questions you are asking and limit the number of questions to those that are necessary. Make them easy to understand and easy to answer. Avoid lengthy documents when possible and consider merging those on related topics.	The documents sent out to stakeholders were concise and set out the reasons for the consultation. Opportunities for face to face meeting with stakeholders were offered at both school sites. Presentations were used to simplify and summarise key points	GREEN
<i>B. Consultations should have a purpose</i>	Do not consult for the sake of it. Ask departmental lawyers whether you have a legal duty to consult. Take consultation responses into account when taking policy forward. Consult about policies or implementation plans when the development of the policies or plans is at a formative stage. Do not ask questions about issues on which you already have a final view	The consultation was necessary and the intention to consult was discussed with the RSC representative. The consultation was completed early in the change process to ensure a meaningful outcome that could be considered when taking the final decisions.	GREEN
C. Consultations should be informative	Give enough information to ensure that those consulted understand the issues and can give informed responses.	The information provided and discussions at stakeholder events were helpful in ensuring that the proposals were	GREEN

	<p>Include validated impact assessments of the costs and benefits of the options being considered when possible; this might be required where proposals have an impact on business or the voluntary sector.</p>	<p>understood. Having done the early stage due diligence work it was also possible to outline the size and impact of the proposed change.</p>	
<p>D. Consultations are only part of a process of engagement</p>	<p>Consider whether informal iterative consultation is appropriate, using new digital tools and open, collaborative approaches. Consultation is not just about formal documents and responses. It is an on-going process.</p>	<p>The formal consultation process took place early in the project and was preceded by a period of staff pre consultation events. As the project develops and the application for change submitted, there will be an ongoing communication process for internal and external stakeholders. Further consultation for staff will be included in the TUPE process in conjunction with trade union colleagues.</p>	<p>GREEN</p>
<p>E. Consultations should last for a proportionate amount of time</p>	<p>Judge the length of the consultation on the basis of legal advice and taking into account the nature and impact of the proposal. Consulting for too long will unnecessarily delay policy development. Consulting too quickly will not give enough time for consideration and will reduce the quality of responses.</p>	<p>The formal consultation process ran from 3pm on Friday 17th June to 3pm Friday 15th July 2022. During this period there were no school holidays. A timetable of consultation events was published as part of the process. For staff, a pre consultation period ran for 10 days prior to the formal process. This proposal does not change the admissions arrangements for either of the academies involved.</p>	<p>GREEN</p>
<p>F. Consultations should be targeted</p>	<p>Consider the full range of people, business and voluntary bodies affected</p>	<p>The consultation process invited a list of stakeholders to participate in writing, online</p>	<p>GREEN</p>

	<p>by the policy, and whether representative groups exist. Consider targeting specific groups if appropriate. Ensure they are aware of the consultation and can access it. Consider how to tailor consultation to the needs and preferences of particular groups, such as older people, younger people or people with disabilities that may not respond to traditional consultation methods.</p>	<p>and in face to face settings. Access to the consultation was available via both school websites. Open consultation events were held for staff and other stakeholders on both school sites and at various times. Trade Union representatives were invited to a separate meeting and the questions with the project group's answers were distributed ahead of the meeting.</p>	
<p>G. Consultations should take account of the groups being consulted</p>	<p>Consult stakeholders in a way that suits them. Charities may need more time to respond than businesses, for example. When the consultation spans all or part of a holiday period, consider how this may affect consultation and take appropriate mitigating action, such as prior discussion with key interested parties or extension of the consultation deadline beyond the holiday period.</p>	<p>The consultation period did not cover a period of school holiday and was completed before the end of the summer term. Open meetings for staff and external stakeholders were held in both schools. An online form was provided for stakeholders to make comments.</p>	<p>GREEN</p>
<p>H. Consultations should be agreed before publication</p>	<p>Seek collective agreement before publishing a written consultation, particularly when consulting on new policy proposals. Consultations should be published on gov.uk.</p>	<p>Before launching the consultation process, the Project Board agreed to the consultation process. Pre consultation included staff briefings and briefings for all levels of governance within both academies. The consultation process and timeframe were discussed with the</p>	<p>GREEN</p>

		representative of the RSC.	
I. Consultation should facilitate scrutiny	Publish any response on the same page on gov.uk as the original consultation, and ensure it is clear when the government has responded to the consultation. Explain the responses that have been received from consultees and how these have informed the policy. State how many responses have been received.	A report summarising the consultation process, issues raised and the responses will be published once accepted by the Project Board. This will be available via the school websites. Staff side questions and answers have been shared with staff side representatives.	GREEN
J. Government responses to consultations should be published in a timely fashion	Publish responses within 12 weeks of the consultation or provide an explanation why this is not possible. Where consultation concerns a statutory instrument, publish responses before or at the same time as the instrument is laid, except in very exceptional circumstances (and even then publish responses as soon as possible). Allow appropriate time between closing the consultation and implementing policy or legislation.	Obviously this isn't a government consultation but the intention is for the Project Board to consider the outcome of the consultation prior to the start of the summer recess one week after the consultation ends. The outcome report will be available on the school websites within 4 weeks	GREEN
K. Consultation exercises should not generally be launched during local or national election periods.	If exceptional circumstances make a consultation absolutely essential (for example, for safeguarding public health), departments should seek advice from the Propriety and Ethics	There were no local or national elections during the period of consultation that would impact on the process.	GREEN

	team in the Cabinet Office. This document does not have legal force and is subject to statutory and other legal requirements.		
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Section 3 - Questions from staff and trade union representatives with responses

	Question/Issue	Comment
1.	Which schools are affected by the development of the new MAT?	The new MAT will effectively be a merger between the two secondary school academies in Holmes Chapel and Shavington.
2.	What will the new MAT be called?	The Project Board has agreed that the working name for the new MAT is the Nexus Learning Trust. It is too early in the process to confirm this as a final name but it is the working assumption.
3.	When will the new MAT come into operation?	The final details of the date that the new MAT will be formed is yet to be confirmed but we expect it to be within the next school year 2022/23. The consultation period has been designed to take place early in the merger project in order to take full account of the views of staff, parents and partner organisations. A final application is expected to be made to the Regional Schools Commissioner late in 2022.
4.	How will the new MAT be formed?	Both of the academies involved in the project are single schools but they have been 'constituted' differently. Holmes Chapel Comprehensive School & Sixth Form is designated as a single academy trust. Shavington Academy is effectively an 'empty'

		MAT. In other words, the company was established with the intention of other schools being brought into the structure at a later date. So the plan is for the Nexus Learning Trust to be formed using the company shell of the current Shavington SMAT. This means that the SMAT will be reformed and renamed but the Holmes Chapel Academy Trust will cease.
5.	What will the schools be called?	The names of the two schools will not change; they will continue to be Holmes Chapel Comprehensive School & Sixth Form College; Shavington Academy. They will both be part of the new Nexus Learning Trust
6.	How will this affect staff?	All staff will be employed by the new Nexus Learning Trust. For staff transferring into the new MAT, those staff currently employed in our schools, TUPE will apply. TUPE stands for Transfer of Undertakings (Protection of Employment). A 'TUPE transfer' happens when: an organisation, or part of it, is transferred from one employer to another. In other words, the pay and conditions of service of all staff transferring to the new MAT will be protected. The terms and conditions of staff will not be affected by the transfer to a new employer.
7.	Who will be the employer?	If the project goes ahead then the new employer will be The Nexus Learning Trust (name to be confirmed). Current employees will continue with their current contracts of employment but from the start up date, all new employees or current employees who apply to change their contracts will be employed by the new MAT.
8.	Have staff been consulted about this change?	Yes, staff have been consulted about the proposals. The schools ran a pre-consultation process for staff prior to launching the formal consultation process. The plan to develop the new MAT is subject to a four week consultation period which runs from 3pm 17th June to 3pm 15th July 2022. Included in this period of consultation is also a meeting for staff in each school and a meeting where trade union representatives have been invited to meet with senior leaders to discuss the proposals.
9.	Have discussions been held with trade	Trade union representatives have been invited to discuss the proposals as part of

	unions about the legal process including TUPE?	the full consultation process which has been undertaken early in the merger project. We would expect following this consultation to open up the formal discussions about the TUPE process and expectations.
10.	Will this change affect the pensions for staff?	No, this will not affect the pension rights for staff at either school. Staff from both schools access either the National Teachers Pension Scheme or the Cheshire Local Government Pension Scheme. The new organisation will continue to work with these two schemes in the future. The pension and Continuous Service rights of all staff will be protected as part of the transfer.
11.	How will this change affect staff who may be away from the workplace, say on maternity leave or during a period of illness?	This change will not affect the rights and terms of conditions of service for any current employee. As part of the TUPE process and in conjunction with staff side representatives, we will agree to communicate with all employees of both schools including those who may currently be away from the workplace for whatever reason.
12.	Do parents of students know about the changes?	Yes, parents have been consulted about the proposed changes. As part of the formal consultation process. A communication has been sent by email to all parents and included in school newsletters. Access to the consultation proposal is prominent on each school website and meetings for parents and stakeholders have been arranged on each school site.
13.	Will anyone be made redundant as part of this merger process?	No, there are no plans to make any staff redundant as part of the proposal to form a new MAT.
14.	Will staff be forced to work between schools?	No, staff will not be forced to work between schools if it isn't in their current contract when the new MAT is formed. Obviously, if in the future jobs are advertised and recruited to that include an element of cross school working this is different. Likewise, if opportunities become available for some staff to share experience across schools, they may have the opportunity to consider this but they will not be forced to.
15.	Where are the school's getting up to	Both schools currently buy in HR consultancy services from the Cheshire East LA

	date HR support to help them to work through the employment issues?	team. Therefore, with a single named contact we can ensure that the advice and support is consistent.
16.	Will this affect the way staff are paid?	Currently both schools use the Cheshire Payroll system so there are no plans to change how staff are paid in the short term. Given the difficulties experienced by the current payroll service following the implementation of their new system, it is likely that the new trust will want to consider better options going forward. This would be carried out independent of the merger project.
17.	How many staff will the new MAT have when it is created?	The exact number of staff employed won't be known until we have made the application and set a start date for the new MAT. However, there are currently circa 270 staff employed in the two schools combined. There are no reductions in jobs planned as part of this merger project.
18.	What opportunities will there be for staff to take part in joint CPD activity?	One of the key benefits to staff will be the MAT's opportunities to see closer working between the two schools not just in dedicated CPD activity, but also providing targeted support and sharing of expertise and best practice. This could be in areas of teaching and non teaching areas.
19.	Will the MAT increase student numbers in the Sixth Form and help with improving the offer in subjects with small numbers.	It is too early to say if working together will draw additional students to the sixth form college on the Holmes Chapel site although both schools have accepted plans, independent of the MAT proposal, to provide an additional 150 places in each school.
20.	Will we have a board of directors and maintain our LGBs?	The new MAT will have three levels of governance and include a single Board of Trustees with Local Governing Bodies (LGB) for each academy. The schools have been keen to ensure that the scheme of delegation being designed will give the LGBs a significant level of autonomy.
21.	Would we look to line up areas such as pay and progression (if they aren't aligned at present)- so that PM becomes uniform in the MAT?	The main consideration at this point is the need to undertake a full TUPE transfer process that protects the current terms and conditions of service for all staff. There are no plans at this point to explore the need to harmonise conditions of service or to

		conduct a review of the staffing structures of both schools as part of this project.
22.	Would schools retain autonomy over teaching and learning or would we adopt the same approach?	Over time we would expect there to be a cross MAT approach to the setting of the curriculum and for targeted approaches to raising attainment across faculties. The MAT approach will be developed with input from staff on both sites. Headteachers will continue to be responsible for the management of their school.
23	Is there a copy of the staffing structure at HCCS and Shavington?	Staffing structures do exist on both sites but there isn't a single diagrammatic representation available at this time. Likewise, it is too early to be able to comment about the way some roles work when comparing the two structures.
24.	I would be interested to learn more about the cover provision at Shavington and whether there would be an opportunity for Inspire Learning Partners to provide cover there too.	Cover arrangements are managed differently in both schools. It is outside of the scope of this consultation to comment on potential commercial changes.
25.	Which previous conversations have taken place with other schools or MATs?	Both academies have explored potential alliances with other schools. Most recently, HCCS was part of a group of four secondary schools working towards joining the Alsager MAT. The Board took a decision not to continue with that project but to explore further options.
26.	Is there potential for the local authority, under the new White Paper, to explore creating a MAT of their own. Has this been considered?	There is the potential for the Local Authority to bring forward a proposal to form a new MAT bringing together the schools that they currently directly manage. The two schools involved are both academy trusts and as such have a greater range of options to directly managed schools.
27.	Who will be the executive head of the new MAT?	The process and timeframe for appointing the CEO of the new MAT has not been decided at this point.
28.	Who would be the lead school, and what would this mean for both the lead school and the other school?	The new MAT will not be a takeover of one school by another one so there isn't a 'lead' school. Both schools will continue to have a Local Governing Body and a Headteacher.

Section 4 - Summary of responses received via the consultation comment form - anonymous

No	Comment	Response	Stakeholder
1.	I had and still have children at the primary school when it merged as part of a MAT. From what I have seen there it doesn't change too much as a parent and has had lots of benefits such as the sharing of good practice, training and staffing opportunities.	The proposed MAT will bring together two 'good' schools and provide a range of opportunities for staff development and the sharing of best practice. The proposed model is predicated on having very active Local Governing Bodies in each school and maintaining a strong sense of local ownership and identity.	Parent/ carer
2.	I notice the link to the consultation form was well hidden in the letter - like you don't want responses.	The link to the consultation response was clearly visible at the end of the letter. It is also available on both school websites and was included in the school newsletters. Opportunities to contribute included face to face meetings in both schools as well as by email or consultation forms.	Parent/ carer
3.	How will this change improve the education of the children ? Why the drive to a MAT when governmental pressure for MATs has gone away ? Assuming you think that most schools will form or join MATs leaving a rump with the LA - what is your evidence for this ? Is the financial case based upon changes in pension charges ? If so, how come every school thinks it will save money - someone must be wrong. As ever, schools can only sensibly project one, perhaps two years in	In 2021 the Secretary of State for Education set out the government's vision for all individual schools and academies to become part of a family of schools within the structure of a Multi Academy Trust (MAT). The academisation of the education sector has been underway for more than a decade but the move towards larger, multi school organisations has gathered pace over the past few years. It has been reinvigorated by emerging research that strongly suggests that the	Parent/ carer

	<p>advance, because year 3 always shows a huge loss and has done for the last 20 years. How confident are you with your projections - how can you be confident when it has been impossible to be confident beyond year 2 in the past ??</p>	<p>best educational outcomes for children come from groups of schools working together. These groups of schools or MATs have been increasingly successful in raising standards across all of their schools by investing time and resources in both students and staff.</p> <p>The formation of this MAT has been proposed in the first instance by the two head teachers who recognise the changing organisational landscape in Cheshire East as schools are forming new partnerships. The move towards forming the new MAT is not predicated on financial savings, The pension comment is erroneous. The formation of a MAT will not change the pensions for staff or their employer.</p> <p>As part of the application process, the Project Board will undertake a full two stage due diligence process that identifies and explores the key risks which includes the issues of long term financial stability. Both schools have strong track records of good financial management and performance. Key to stability for the schools individually or combined will rely on the quality of information and mitigation strategies against the key risks identified through the due diligence process.</p>	
4.	<p>I am struggling to see the value or justification for this change.</p>	<p>The development of this partnership is based on the starting point of two schools with a similar set of values.</p>	<p>Parent/ carer</p>

	<p>I do not suppose or agree with it. You will lose identity and larger decision making powers. This will stifle your ability to improve.</p>	<p>Both schools are keen to develop a new organisation where there is maximum delegation down to the Local Governing Bodies so that the important decisions are taken at a local level. We recognise the need to maintain the strong local identity and reputation within the respective local communities. This development will create an environment that will support school to school improvement, staff training, development and retention of experienced teachers.</p>	
5.	<p>Shavington Primary school is in a multi trust academy and the resources are not split fairly, Shavington Primary School is consistently under resourced while Wheelock Primary school receives additional resources. The multi trust academy has been a disaster for the Shavington Primary School, it would be a shame to see the same happen to the High School.</p>	<p>We are unable to comment on the performance of another MAT or on any issues that the primary school is currently facing. This MAT is being developed around two very successful and stable schools who share a very similar development agenda over the next five years. Both schools are developing specialist resource provisions for children with social, emotional and mental health needs and collectively they will create an additional 300 basic need school places. The extra investment going into both schools in the next five years is significant.</p>	Parent/ carer
6.	<p>I can't see the point if each school is keeping their own identity, uniform, etc. The extra cost and work involved in setting up the MAT is going to be more detrimental than the proposed economies of scale and joint training days.</p>	<p>Both schools have a strong identity within their local communities which is felt to be important to keep hold of. Opportunities to work together include a shared curriculum, opportunities to pool resources and employ subject specialists in areas of challenge and getting better value for money from key contracts. Both head teachers are in support of developing the key principles behind the proposals.</p>	Parent/ carer
7.	<p>I am supportive of the move to a MAT and have</p>	<p>The proposal to develop the new MAT in partnership</p>	Parent/ carer

<p>seen the benefit it brings to my other children's school first hand as Governor, where the collective benefits from wider collaboration and resources can be attained.</p> <p>However I am concerned that creating a new MAT will have a significant burden on time from the SLT and other leaders from around the school to set up and run. Where will the resource pooling and collaborative benefits come in the short to medium term? How much time will be spent in creating your own MAT? how will you know if you are successfully adding to the school's development or being dragged down by this process?</p> <p>This strategic development could have a huge impact on the day to day running of the school during implementation and embedding. I would also be concerned around a talent drain from the as talent are moved in 'trust focussed roles' not day to day HCCS teaching. Then there is the ongoing resource impact by courting and selling the MAT then to other schools.</p> <p>I think the resource implication needs to be considered in the context of any school pride or personal promotion envisaged of creating a new MAT and see what collaboration is available elsewhere to start with, there is no mention of what assessment as to this route has taken place</p>	<p>between the two schools is classed as a significant change and as such, requires the academies to make an application to the Regional Schools Commissioner. The application process is the same regardless which schools are involved in the collaboration. So, if either school decided to join a different MAT than the one proposed, we would still need to complete a significant change application.</p> <p>The Project team has been very clear that in order to deliver the movement towards a MAT the project needs to be resourced appropriately. Specialist advice in terms of governance, legal responsibilities and finance for example are needed in the short term. We need to ensure that the schools involved can continue to function well and are convinced that the way the MAT is being constructed will support this. There is a determination to ensure maximum delegation to the Local Governing Bodies and Headteachers and in keeping overhead costs to a minimum.</p> <p>Both schools have previously considered other options in terms of joining MATs or indeed forming them with other schools. This proposal is felt by both headteachers to be the strongest fit. The second stage of the due diligence process is now underway and will further explore the key risks identified in stage 1.</p>	
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	that I can see as to what MATs out there might fit the school today ?		
8.	Hi. I'm not convinced MATs offer value for money for taxpayers, that they have effective governance in place for parents, or that they offer an improved model over LEAs. We've had the experience of the Learning for Life Academy MAT in Shavington, taking over Shavington Primary School and four others. None of those schools has seen any improvement in performance, yet they now have business managers, directors, and a chief executive setting their own pay rates with seemingly little accountability. It appears to operate as a form of quango. I accept that schools must continuously improve and spend money wisely, and the sharing of best practice is one method of achieving this; I'm not convinced MATs are the way to go (but grudgingly accept that the school (Shavington) may have no choice).	The development of MATs forms an important part of the direction of travel set out in the latest white paper as the government seeks to promote groups or families of schools. Research published recently suggests that greatest improvements in educational outcomes are being achieved by well governed MATs. It isn't possible for the project team to comment on the experience of other MATs. There is a determination in forming this new MAT to keep overhead costs to a minimum and to pool resources for best value rather than to create additional overheads. It is important to point out that both schools have entered this proposal by choice. There seems little doubt that the move towards MATs is accelerating and therefore, well performing schools will want to seek alliances with other such schools.	Parent/ carer
9.	I don't believe this would work.	The Project Board who are overseeing the development of the project will undertake a two stage due diligence process aimed at identifying the key risks and mitigation strategies before a formal application for change is submitted.	Trade Union
10.	I agree in principle that being part of this MAT may raise standards etc in the long term. However, I am concerned what impact this will have on my children's education in the short term. As HCCS is already a training school, I feel sometimes this	Currently, HCCS hosts the initial teacher training school for Cheshire East. This is the base for the non-classroom based training. However, it needs to be kept in mind that the trainee teachers are all allocated to secondary schools throughout the local authority. The	Parent/ carer

	<p>has a negative impact on my children's learning with changes of learning styles and less experienced teachers. I have a child about to enter their GCSE years and I am concerned that these changes will have a negative impact on them, especially since the last few years of teaching have been sporadic. My younger child may benefit more from the MAT in the long term.</p>	<p>number of trainee teachers in classrooms at HCCS is proportional to the number in other schools involved. All trainee teachers are allocated a trained mentor at the school where they are allocated who monitor the performance of the trainee. Trainees do not replace classroom teachers they are supervised by the teacher responsible for the class. In 2022, the Cheshire East School Centred Initial Teacher Training Centre delivered 31 newly qualified teachers all of whom had secured teaching jobs in the area.</p>	