



Governance Handbook

2022-2023

Academy Advisory Board

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# Welcome to Archway Learning Trust



As a Trust which is passionate about the transformational power of education to change young peoples' lives, we rely on the advice, challenge and support of those from beyond our school community to help us to improve. The roles of both Trustee and Academy Advisory Board members are critical to the effectiveness of the Trust and each Academy within it. Good governance is essential for any organisation and none more so than one which is committed to improving the life chances of young people. As the American novelist Frank Herbert wrote: 'Good governance never depends upon laws, but upon the personal qualities of those who govern.' The Trust and the schools within it are dependent on a carefully balanced group of committed people who can act as critical friends, have financial oversight and provide an objective overview when the issues of running an organisation full of young people become challenging.

We are grateful for those of you who have offered your time and talents to support us. We look forward to working with you to help make our schools and world a better place for future generations of young people. Thank you for being prepared to do good.

'Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world.' *Desmond Tutu*

*Alison Taylor, Chair of the Board of Trustees*

*Sian Hampton, Trustee and CEO*

# Our Mission, Our Vision, Our Values

Archway Learning Trust is an exempt charity set up as a company limited by guarantee. Its charitable purpose is to advance education for the public benefit by establishing, managing and developing academies which offer a broad and balanced curriculum. Some but not all of these academies are designated as Church of England schools. The Trust is a single legal entity, and is subject to charity law and company law, as well as various regulations and agreements with the Department for Education. The Trust must also conform to its own principal governance document, the Articles of Association. The requirements set out in the Articles apply equally to all academies within the Trust.

Within that legal framework, the Trust has developed its individual vision and strategy.



## The journey so far...

In 1706 St Mary's Church on High Pavement opened its doors to the poor children of Nottingham. Under the archway of the porch the 'principal design of the school was to train poor children in the knowledge of God and religion, as taught in the Church of England'. This was the start of Church of England education in Nottingham and that education has been carried on with the setting up of the Bluecoat and Emmanuel schools at secondary level, and the many primary schools within and around the City of Nottingham and Nottinghamshire.

Greycoat School, as it was initially known, and then latterly Bluecoat School, played an important civic role during its growth and development. It moved to many sites and there was even a road named after it near the Victoria Shopping Centre. During the 1970s Bluecoat School moved to its Aspley Lane site.

In 2003 Bluecoat was asked to take over the running of the school that was being closed at Wollaton Park. The Margaret Glenn Bott School shut its doors in the summer of 2003 and was re-opened in the autumn as Bluecoat Wollaton Park site. Within five years the first students at Wollaton Park had achieved record examination results and transformed the learning of young people in the area. Bluecoat Wollaton received funding through wave 5 of Building Schools for the Future and a new set of buildings cemented its place as a successful and happy school for 750 students aged 11-16.

In 2012 Bluecoat School became an Academy. In 2014 Bluecoat became a Multi Academy Trust, sponsoring a local school and helping it move from its Ofsted judgment of inadequate to good in February 2017; a transformation that took place in less than 3 years. The sponsorship of Hadden Park High School (now known as Bluecoat Beechdale Academy) has enabled staff from across the Trust to work together in order to support students at all sites. The overriding vision of the Trust is to support young people who are struggling to be successful, and to ensure they have the best possible education opportunities. The Trust is committed to 'the transformational power of education' coupled with collaborative school to school support.

In 2015 Bluecoat Academy opened its own 420 place Primary school, representing further growth for the Trust and creating a learning experience based upon Christian faith and values for children aged 4-11 in the City of Nottingham. The Primary is now well established and successful.

In 2016 Bluecoat Academy split into three, each an academy in its own right and each with its own governing board – Bluecoat Aspley Academy, Bluecoat Wollaton Academy and Bluecoat Primary Academy.

In 2017 Bluecoat Academies Trust changed its name to Archway Learning Trust to reflect the reality that the growing Trust should not be rigidly connected to one predecessor school. This took place in anticipation of the Nottingham Emmanuel School joining and this was formally completed in January 2018. In 2019 our bid to open a new free school was successful – Bluecoat Trent Academy is scheduled to open in 2021.

## What is governance?

The purpose of governance is to provide confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance. There are three core governance functions within the Trust:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
- Overseeing the financial performance of the organisation and making sure its money is well spent.

**“Delivering the best educational outcomes relies upon high standards of governance, financial control and accountability”**

*(Lord Agnew, Academies Financial Handbook, 2019)*

The governance framework must also ensure that the Trust and its academies comply with statutory and contractual requirements, and effectively undertake certain key duties such as safeguarding, inclusion, special educational needs and disability (SEND), and monitoring and oversight of the impact of pupil premium and other targeted funding.

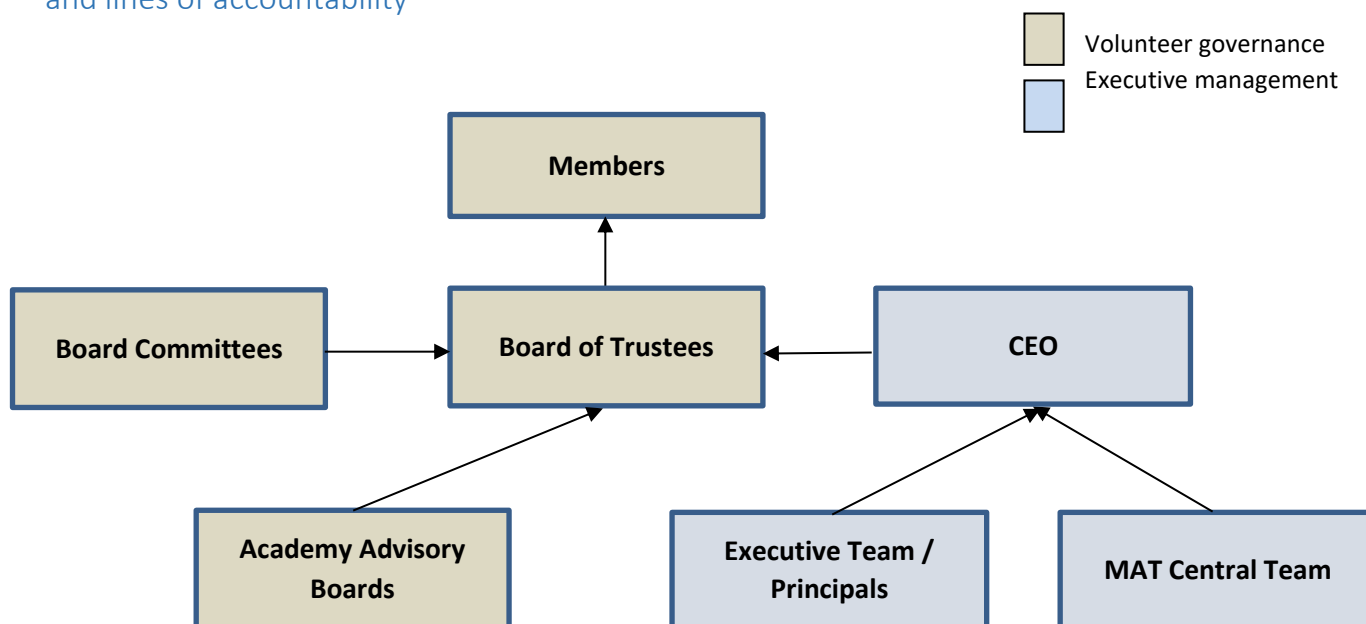
In multi academy trusts like Archway, the Board of Trustees is accountable in law for all decisions about its academies. The Board must reserve certain decisions to itself; however, many other decisions can and should be delegated to others. The Board will for example delegate the day-to-day operational/executive management of the Trust to the Chief Executive Officer (CEO), who will in turn delegate some decisions to other members of the Executive Leadership Team or academy Principals. The Board delegates some other decisions and functions to Board committees: the Audit, Risk and General Purposes Committee; the Curriculum and Standards Committee; and the Policy Committee. . Each academy has an Academy Advisory Board (AAB) which has some delegated powers as cited in the Scheme of Delegation.

It is important to note that even where a decision or function has been delegated, the Trustees remain responsible in law. All delegations must be decided by the full Board and formally recorded. No individual or committee has any power to act in the absence of this formal delegation. Trusts are required to summarise these delegation decisions in a document called the Scheme of Delegation, which must be published on the Trust’s website. This allows everyone both inside and outside the Trust to see who is making what decisions and how they are accountable.



# Governance structure

and lines of accountability



## Roles and responsibilities

### Members

Members hold the same kind of position in the charitable company as shareholders in a commercial limited company. They do not get involved in strategic planning or the operational management of the Trust; instead they act as guardians of the Trust’s constitution and charitable purpose. The first of the Trust’s Members were the signatories to the Memorandum of Association and will have agreed the first set of Articles. At Archway, only Members can appoint or remove Trustees, and they hold Trustees to account by monitoring the Trust’s performance, chiefly by receiving the Annual Report and Accounts at the Annual General Meeting. Members have certain other constitutional powers reserved to them alone, such as changing the name of the Trust or making any changes to the Articles of Association.

### Trustees

Our Trustees are also the Directors of the charitable company. They are accountable to the Secretary of State for the proper conduct of the Trust and its academies and are subject to charity and company law. At Archway, our CEO is a Trustee ex-officio, while all the other Trustees are appointed by the Members, based on the skills and experience they can bring to the Board.

The Board establishes the Trust’s values and strategy and ensures that the Trust’s culture is aligned with them. All Trustees are expected to act with integrity and lead by example. The Board is responsible for ensuring that the Trust’s policies and practices are consistent with its vision and values and support its long-term sustainable success.

The Board must ensure that the Trust uses its public funding effectively and with probity; Trustees must also ensure that there is a robust framework of controls which allows risk to be assessed and managed.

The Board will agree link trustees to each of our academies. The link trustee will be expected to attend their academy's Academy Advisory Board meetings.

The Trust Board's role is a strategic one and Trustees must avoid involvement in operational matters. Instead, the Board delegates operational functions to the CEO and holds her accountable for her executive management of the Trust, and for her successful delivery of strategic objectives. The Board also monitors the academic and financial performance of each academy within the Trust and will ensure that action is taken when necessary.

The Chair of the Trustees is responsible for ensuring the effective functioning of the Board and for setting professional standards of governance. The Chair can also exercise certain emergency powers when necessary, as set out in the Board's Terms of Reference. The Chair works closely with the CEO to progress the Trust's strategic objectives.

### Board Committees

Certain more specialised functions are best dealt with not by the full Board but by a smaller group of suitably skilled Trustees, working alongside appropriate executives. Archway currently operates these Board committees:

- **Audit & Risk**
- **Curriculum & Standards**
- **Finance & General Purpose**
- **Policy**

Each of these has its own Terms of Reference and has delegated authority to deal with certain matters to completion as set out in the Scheme of Delegation. The chairs of the committees must report any exercise of delegated powers to the next available full Board meeting.

### Chief Executive Officer

Appointed directly by the Board, and accountable to it, the CEO provides executive leadership of all Archway staff and is the senior professional within the Trust. She is responsible for all operational functions across the Trust and for putting in place the resources necessary to achieve the strategic objectives set by the Board.

As the Trust's Accounting Officer, the CEO is personally responsible to Parliament for the financial resources under the Trust's control. She will advise the Board if any action Trustees are considering would be incompatible with Articles, the Funding Agreement, or the Academies Financial Handbook, or if the Board fails to take any action that is required by those documents.

In this Trust, the CEO is ex officio a Trustee, and as such has the same powers and responsibilities as the rest of the Board. Care is taken that any potential conflict of interest is managed transparently.



## Academy Advisory Boards

The Academy Advisory Boards (AABs) support the Trustees to fulfil their responsibility for oversight of each academy within the Trust, acting as the eyes and ears of the Board at local level. Their role is much more focused than that of a traditional school governing body. As only one Trustee sits on each AAB the range of powers available at that level has to be limited. Also, AABs do not need to worry about managing local support functions – finance, HR, facilities, etc – as the Trust’s central team takes care of those. The greatest responsibility for AABs is to provide detailed scrutiny of teaching and learning, and of welfare and safeguarding issues. The AABs also provide challenge and support to the Principal and SLT, and represent the Trust to local stakeholders – parents, students, staff and the community.

Two members of each AAB are elected from among that academy’s parents, while a further member will be elected by the staff. The Principal is ex officio on the AAB. The remaining members are appointed directly by the Trustees based on skills and experience. In our Church of England academies, the Trustees will receive and consider nominations from various diocesan bodies.

## Key AAB responsibilities

- providing robust challenge and positive support to the principal and senior leadership team of the Academy;
- working alongside the Principal to determine the educational character, mission and ethos of the academy;
- monitoring progress against the academy improvement plan;
- monitoring pupils’ progress and attainment;
- monitoring the effectiveness of the academy’s SEND provision;
- monitoring the deployment and impact of Pupil Premium, Year 7 Literacy and Numeracy Catch-up Premium (secondary) and Sports Premium (primary);
- monitoring the implementation of the academy’s behaviour policy;
- ensuring the safeguarding, wellbeing and health and safety of pupils and staff;
- establishing and maintaining relationships with the local community, including parents.

# Governance Code of Conduct

Archway Learning Trust is a values-driven organisation, working to shape young lives. It is vital that everyone involved in this work observes the highest standards. Please read this Governance Code of Conduct carefully – as always, you can raise any questions or concerns with your Clerk or your Chair.

## 1. Statement of Purpose

- 1.1. The Governance Code of Conduct seeks to establish common expectations of all those involved in governance within the Trust, to preserve the high ethical standards of the Trust and to ensure effective and professional working practices.

## 2. Scope and Principles

- 2.1. This Code and its expectations apply at all levels of governance within the Trust. As the role of governance is a public service, participants are required to adhere to the Nolan Principles (see page 12).
- 2.2. This Code should be updated in accordance with the general policy review process. However, changes can be made at any time if the Board of Trustees sees fit. The review process may be delegated but any changes must be approved by the full Board.

## 3. Role & Responsibilities

- 3.1. All those involved in governance within the Trust agree and confirm that:
  - we understand the purpose of the Trustee Board and the role of the executive leaders;
  - we accept that we have no legal authority to act individually, except when the Trustee Board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so;
  - we accept collective responsibility for all decisions made by the Trustee Board or its delegated agents. This means that we will not speak against majority decisions outside the board meeting;
  - we have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer;
  - we will encourage open governance and will act appropriately;
  - we will consider carefully how our decisions may affect the community and other schools;
  - we will always be mindful of our responsibility to maintain and develop the ethos and reputation of our Trust and its academies. Our actions within the Trust/academies and the local community will reflect this;
  - in making or responding to criticism or complaints we will follow the procedures established by the governing board;
  - we will actively support and challenge the executive leaders;
  - we will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation;
  - we will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements;

- we agree to adhere to the Trust's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law;
- when formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views;
- when communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the Trust.

#### **4. Commitment**

4.1. All those involved in governance within the Trust agree and confirm that:

- we acknowledge that accepting a governance role involves the commitment of significant amounts of time and energy;
- we will each involve ourselves actively in the work of the board, and accept our fair share of responsibilities, including service on committees or working groups;
- we will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to do so;
- if unable to attend a meeting, we will make every effort to contribute by sending in written comments;
- we will get to know the school/s well and respond to opportunities to involve ourselves in school activities;
- we will visit the school/s, with all visits arranged in advance with the senior executive leader/Principal and undertaken within the framework established by the board;
- when visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a Trustee or Academy Advisory Board member;
- we accept that undertaking relevant training is a requirement;
- we will consider in a structured way our individual and collective needs for induction, training and development;
- we accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website;
- in the interests of transparency we accept that information relating to Trustees and Academy Advisory Board members will be collected and logged on the DfE's national database of governors (Get Information About Schools).

#### **5. Relationships**

5.1. All those involved in governance within the Trust agree and confirm that:

- we will strive to work as a team in which constructive working relationships are actively promoted;
- we will express views openly, courteously and respectfully in all our communications;
- we will support the chair in their role of ensuring appropriate conduct both at meetings and at all times;
- we are prepared to answer queries from other governing board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved;

- we will seek to develop effective working relationships with the executive leaders, staff and parents, the Trust and other relevant agencies and the community.

## **6. Confidentiality**

6.1. All those involved in governance within the Trust agree and confirm that:

- we will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school;
- we will exercise the greatest prudence at all times when discussions regarding academy/Trust business arise outside a governing board meeting;
- we will not reveal the details of any governing board vote;
- we will ensure all confidential papers are held and disposed of appropriately;
- we understand that the requirements relating to confidentiality will continue to apply after a Trustee or Academy Advisory Board member leaves office.

## **7. Conflicts of Interest**

7.1. All those involved in governance within the Trust agree and confirm that:

- we will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time;
- we accept that the Register of Business Interests will be published on the academy/Trust's website;
- we will also declare any conflict of interest at the start of any meeting should the situation arise;
- we will act in the best interests of the school and Trust as a whole and not as a representative of any group, even if elected to the governing board.

## **8. Breach of this code**

8.1. Breach of this code is likely to constitute misconduct.

8.2. Allegations of misconduct against anyone involved in governance within the Trust will be dealt with according to the Terms of Reference appropriate for the level of governance involved.

# The Nolan Principles

The Seven Principles of Public Life, known as the Nolan Principles, were defined by the Committee for Standards in Public Life. They are as follows:

## **Selflessness**

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

## **Integrity**

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

## **Objectivity**

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

## **Accountability**

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

## **Openness**

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

## **Honesty**

Holders of public office should be truthful.

## **Leadership**

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

# Ethical Leadership in Education

Archway upholds the National Governance Association's Framework for Ethical Leadership in Education, which starts with and builds on the Nolan Principles.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

**Trust** | *leaders are trustworthy and reliable*

We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

**Wisdom** | *leaders use experience, knowledge and insight*

We use experience, knowledge, insight, understanding and good sense to make sound judgements. We demonstrate restraint and self-awareness, act calmly and rationally, exercise moderation and propriety as we serve our schools and colleges wisely.

**Kindness** | *leaders demonstrate respect, generosity of spirit, understanding and good temper*

We give difficult messages humanely where conflict is unavoidable.

**Justice** | *leaders are fair and work for the good of all children*

We work fairly for the good of children from all backgrounds. We seek to enable all young people to lead useful, happy and fulfilling lives.

**Service** | *leaders are conscientious and dutiful*

We demonstrate humility and self-control, supporting the structures and rules which safeguard quality. Our actions protect high-quality education.

**Courage** | *leaders work courageously in the best interests of children and young people*

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

**Optimism** | *leaders are positive and encouraging*

Despite difficulties and pressures, we are developing excellent education to change the world for the better.

# Safeguarding

At Archway Learning Trust, Trustees, AAB members and staff fully recognise the contribution the academies within the Trust make to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting pupils from harm. We believe that each academy within the Trust should provide a caring, positive, safe and stimulating environment, which promotes all pupils' social, physical, emotional and moral development.

As part of your induction, you will have been given a copy of the Trust-wide Safeguarding Policy, and a copy of Keeping Children Safe in Education, 2019, Part 1. It is essential that you have read these and are familiar with them when you start your governance work.

Each AAB has a safeguarding lead, with whom you can raise any concerns you may have:

Archway Learning Trust	<b>Dick Vasey</b>
Alvaston Moor Academy	<b>Caroline Wallis</b>
Bluecoat Aspley Academy	<b>Richard Atkinson</b>
Bluecoat Beechdale Academy	<b>Ian Davidson</b>
Bluecoat Primary Academy	<b>Sally MacDonald</b>
Bluecoat Trent Academy	<b>Sarah Fox</b>
Bluecoat Wollaton Academy	<b>Jonny Cook</b>
Lees Brook Academy	<b>Kate Broomfield</b>
The Nottingham Emmanuel School	<b>Kathryn Cole</b>
The Long Eaton School	<b>Melanie Ennis</b>

Also, the Trust has appointed a member of staff of the academies leadership team on each campus and academy to the role of designated safeguarding lead. These individuals are as follows:

Alvaston Moor Academy	Jayne Schofield	01332 576777	<a href="mailto:jschofield@alvastonmoor.co.uk">jschofield@alvastonmoor.co.uk</a>
Bluecoat Aspley Academy	Moshin Khan	0115 929 7445	<a href="mailto:mkhan@bluecoat.uk.com">mkhan@bluecoat.uk.com</a>
Bluecoat Beechdale Academy	Clare Grange	0115 913 5211	<a href="mailto:cgrange@bluecoatbeechdale.uk.com">cgrange@bluecoatbeechdale.uk.com</a>



Bluecoat Primary Academy	Sue Ellen Shaw	0115 900 7200	<a href="mailto:sshaw@bluecoat.uk.com">sshaw@bluecoat.uk.com</a>
Bluecoat Trent Academy	Claire McManus	0115 900 7245	<a href="mailto:cmcmanus@archwaytrust.co.uk">cmcmanus@archwaytrust.co.uk</a>
Bluecoat Wollaton Academy	Charlotte Lewis-Gordon	0115 900 7210	<a href="mailto:lewisgordon@bluecoat.uk.com">lewisgordon@bluecoat.uk.com</a>
Lees Brook Academy	Catherine Heffern	01332 671723	<a href="mailto:cheffern@leesbrook.co.uk">cheffern@leesbrook.co.uk</a>
The Nottingham Emmanuel School	Robert Tapp	0115 977 5380	<a href="mailto:rtapp@emmanuel.nottingham.sch.uk">rtapp@emmanuel.nottingham.sch.uk</a>
The Long Eaton School	Peter Ephgrave	0115 923 2438	<a href="mailto:pephgrave@longeaton.derbyshire.sch.uk">pephgrave@longeaton.derbyshire.sch.uk</a>

# AAB member visits to schools

Going into your school is a vital part of knowing how it functions. You will be expected to carry out visits, usually to explore a specific aspect of the school's work in discussion with an appropriate member of staff, but also sometimes to be a visible governance presence to students, staff and other stakeholders – by attending a parents' evening, for example. All that said, a school is a professional workplace, so it is important that governance visits are pre-arranged and for an agreed purpose – you should never just 'drop in'. Please read the following guidance to help you and your school get the most out of your visits.

## Why visit?

The purpose of AAB members visiting schools is to enable them to:

- see the school at work and observe the range of attitudes, behaviour and achievements;
- get to know the staff and demonstrate governance commitment to the school;
- give active support to the staff and the activities of the school;
- evaluate resources and discuss with staff further requirements;
- gain first-hand information to share with governance colleagues to inform policy-making and decision-taking; and
- work in partnership with the staff.

## School Visits in Practice

AAB members must remember that they have no automatic right to visit the school and should arrange visits at least seven days in advance with the Principal/Head. Please be particularly cautious about scheduling visits during the busiest times of the school year and respect the advice and decisions of the Principal/Head.

There should always be a record of a governance visit. For some more routine visits, signing-in using the governance attendance book will be sufficient. For monitoring visits, however, it will usually be appropriate to complete a Visit Report. This will be shared with the Principal/Head who can add their comments before the report goes to the full governing board so that colleagues can share what you learned on your visit. The Executive Assistant: Corporate Affairs will collate the visit reports to form a permanent record to evidence governance activity to stakeholders, inspectors etc.

## Before your visit

- Please ensure that the date, time and expectations for the visit are agreed with the Principal/Head and if appropriate the member of SLT you will meet. You should have a plan and a schedule;
- review the school improvement plan and focus on how the purpose of the visit relates to it;
- liaise with the Principal/Head or member of SLT to ensure that all concerned are aware of the visit.

## On the day

- arrive on time and sign in at reception;

- act as an observer and only participate in class at the invitation of the teacher;
- respect the professionalism of the teacher, supporting but not interfering;
- remain mindful of the Governance Code of Conduct and of safeguarding guidance;
- remember that at all times you represent the full governing board.

### **After the visit**

- thank the staff and students you met;
- discuss the visit with the Principal/Head of School/member of SLT as appropriate, and raise any issues that emerged;
- remember the need to keep confidential what has been seen and heard;
- complete the Visit Report form within five working days and send to the Clerk along with a copy to the Principal/Head; and
- report without giving judgemental opinions and wherever possible not identifying individual students or staff.

### **Key points to remember**

A governance visit is not about:

- inspection;
- making judgements about the professional expertise of the teacher;
- checking on your own children; or
- pursuing a personal agenda.

## The Scheme of Delegation

The following pages set out Archway's Scheme of Delegation. This shows which decisions are made at which level of governance, and who will be consulted and provide input as part of the decision-making process. It reflects the roles and responsibilities discussed earlier.

The Board of Trustees must review this document every academic year, and must publish it on the Trust and academy websites.

Area of work	Decision	Members	Trust Board	A&R / F&GP	C&S	Policy	CEO	AAB	Academy Principal
People & structures	Appoint or remove Members	✓							
	Appoint or remove Trustees	✓							
	Approve role/Terms of Reference and job descriptions for Trustees, committee chairs and all Trust structures		✓						
	Appoint & remove AAB members		✓				<A	<A	<A
	Appoint & remove AAB chairs & vice chairs		✓				<A	<A	<A
	Appoint & remove Clerk to Trust Board		✓				<A		
	Appoint & remove Clerks to AABs						✓	<A	
	Review and approve Articles of Association	✓	<A						
	Agree and review terms of reference for Board committees including AABs		✓				<A		
	Annually agree and review Schemes of Delegation for AABs		✓				<A		

Area of work	Decision	Members	Trust Board	A&R / F&GP	C&S	Policy	CEO	AAB	Academy Principal
	Carry out skills audit and tailor recruitment of Trustees & AAB members		✓					✓	
	Annual self-review of Trust Board and committees		✓				<A		
People & structures	Review and agree Trust organisational structures		✓				<A		
	Annual self-review of AABs		A>					✓	<A
	Annual performance review of Trust Board chair and AAB chairs		✓					✓	
	Annual review of Trustee or AAB member contributions		✓					✓	
	Succession planning for Trust Board & AABs		✓				<A>	✓	
	Agree annual schedule of Trust Board work		✓				<A		
	Agree annual schedule of AAB work		✓				<A>	<A	<A
Reporting	Ensure Trust & academy websites are compliant re governance information		✓				<A	✓	<A

Area of work	Decision	Members	Trust Board	A&R / F&GP	C&S	Policy	CEO	AAB	Academy Principal	
Strategy	Approve and publish Annual Report and Accounts		✓	<A			<A			
	Establish, maintain & publish Register of Interests		✓	<A						
	Provide annual report of Trust performance to Members & publish		✓	<A			<A			
	Provide annual report of AAB work to Trust Board				<A			✓	<A	
	Approve Trust-wide policies		✓			<A	<A			
	Review and approve Vision & Ethos statement of Trust		✓		<A		<A			
	Review Trust Strategic Plan & agree key priorities and KPIs		✓		<A		<A			
	Plan budget for Trust key priorities		✓	<A			<A			
	Approve academy-level procedures						A>	A>	✓	<A
	Determine annually central spend/top slice/ services provided		✓	<A				<A		
Review risk register				✓			<A>			



Area of work	Decision	Members	Trust Board	A&R / F&GP	C&S	Policy	CEO	AAB	Academy Principal
Strategy	Engagement with stakeholders	✓	✓				✓	✓	✓
	Review academy-level strategy, key priorities and KPIs				A>		A>	✓	<A
	Plan academy budget for key priorities		✓	<A			<A		✓
	Appoint & dismiss CEO / EPs		✓						
	Appoint & dismiss academy Principals		✓				<A		
	Agree Trust staffing structure		✓				<A		
	Agree academy staffing structure		✓				A>		✓
	Agree Trust-wide HR policies, staff terms & conditions and pay policy		✓				<A	<A	
	Managing all HR functions including staff claims & disputes and disciplinary processes				A>			✓	<A
<b>Holding to account</b>	Agree auditing & reporting for matters of compliance (e.g. safeguarding, H&S etc)		✓	<A			<A		

Area of work	Decision	Members	Trust Board	A&R / F&GP	C&S	Policy	CEO	AAB	Academy Principal
	Agree reporting arrangements for progress on Trust key priorities		✓				<A		
	Undertake performance management of CEO / EPs		✓						
	Undertake performance management of Principals						✓	<A	
	Agree arrangements for Trustee & AAB member monitoring		✓				<A>	✓	<A
Holding to account	Review Principal's exclusion decisions in accordance with statutory requirements				A>			✓	
	Review annually the need to appoint external advisor to Trust Board		✓				<A		
Financial oversight	Appoint CFO and/or COO		✓				<A		
	Establish & review Trust & academy schemes of financial delegation		✓	<A			<A		
	Receive external auditor's report		✓	<A			<A		
	Agree CEO / EP pay		✓	<A					

Area of work	Decision	Members	Trust Board	A&R / F&GP	C&S	Policy	CEO	AAB	Academy Principal
	Agree Principal / SLT pay		A>	A>			✓		
	Monitor Trust expenditure against budget		✓	<A			<A		
	Monitor academy expenditure against budget			✓			<A>		<A
	Monitor and agree staff appraisals and pay progression		✓				<A		
	Review Trust-wide value for money benchmarking			✓			<A		
	Review academy value for money benchmarking				✓				<A
Financial oversight	Develop Trust-wide procurement strategies and efficiency savings programme			A>			✓		
	Obtain and review all types of insurance across the Trust			A>			✓		

# Governor Hub

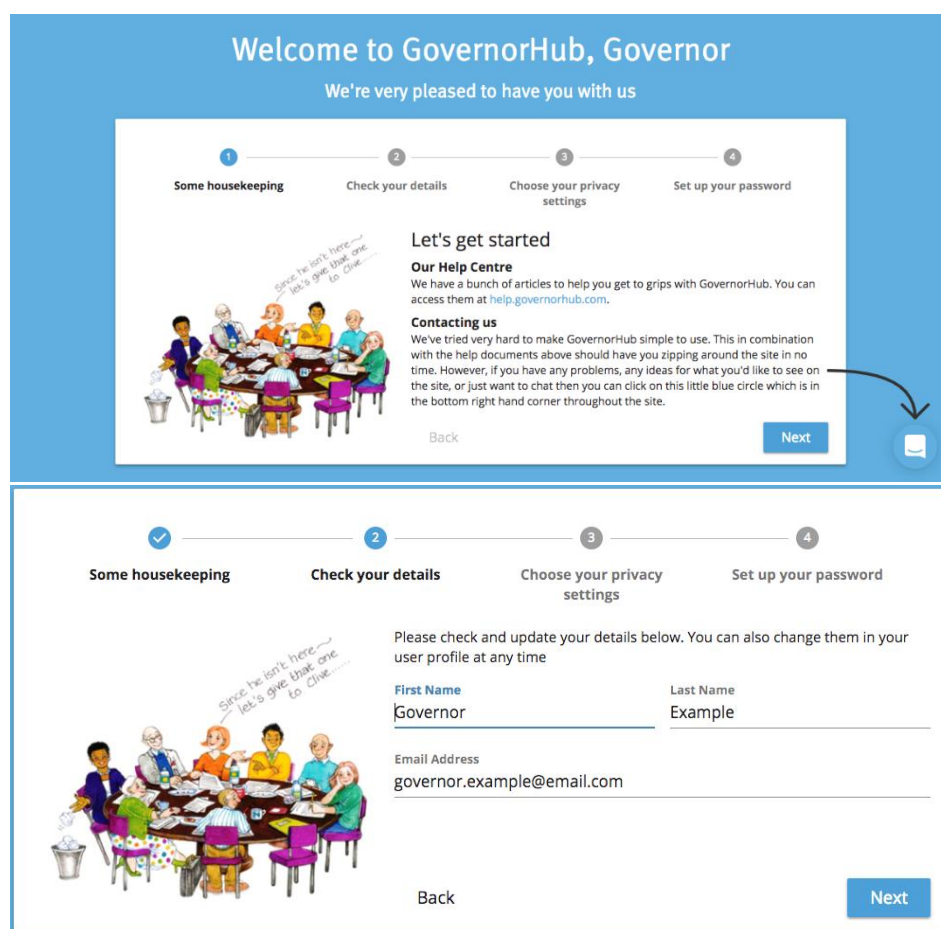
Governor Hub is the system we use to share information across the Trustees and Academy Advisory Boards within the Trust. This will be where you will find all agendas, minutes, guidance and reference material. You will be provided with your login details as part of your induction.

Please find below guidance on how to access Governor Hub.

## Getting Started

### Welcome Email

When you receive the email, click on the **set up my password** link  and follow the steps to **set up your account**.




**Welcome to GovernorHub, Governor**  
We're very pleased to have you with us

1 Some housekeeping | 2 Check your details | 3 Choose your privacy settings | 4 Set up your password

**Let's get started**  
**Our Help Centre**  
We have a bunch of articles to help you get to grips with GovernorHub. You can access them at [help.governorhub.com](http://help.governorhub.com).

**Contacting us**  
We've tried very hard to make GovernorHub simple to use. This in combination with the help documents above should have you zipping around the site in no time. However, if you have any problems, any ideas for what you'd like to see on the site, or just want to chat then you can click on this little blue circle which is in the bottom right hand corner throughout the site.

Back Next 

---

1  Some housekeeping | 2 Check your details | 3 Choose your privacy settings | 4 Set up your password

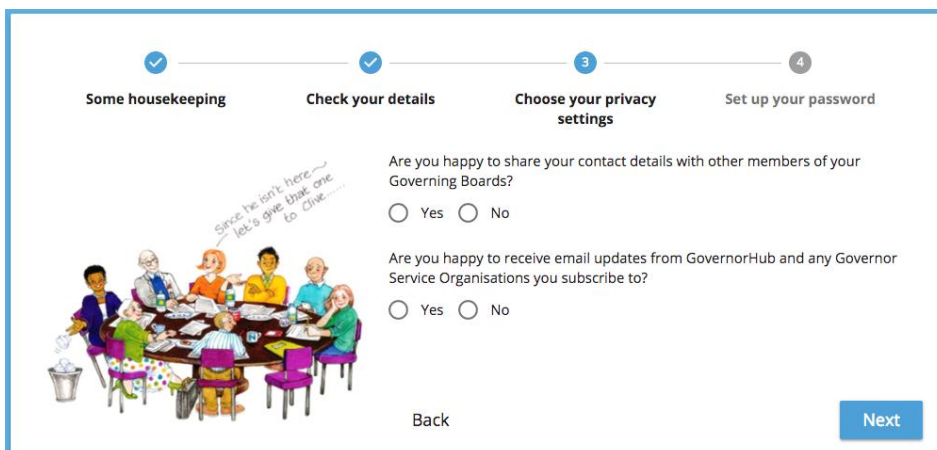
Please check and update your details below. You can also change them in your user profile at any time

First Name: Governor | Last Name: Example

Email Address: governor.example@email.com

Back Next

In **step 2**, you can choose whether to **share your contact info** with your board, and decide whether to **receive email updates** from GovernorHub or any Governor Services organisations your board subscribes to.



Some housekeeping    Check your details    **Choose your privacy settings**    Set up your password

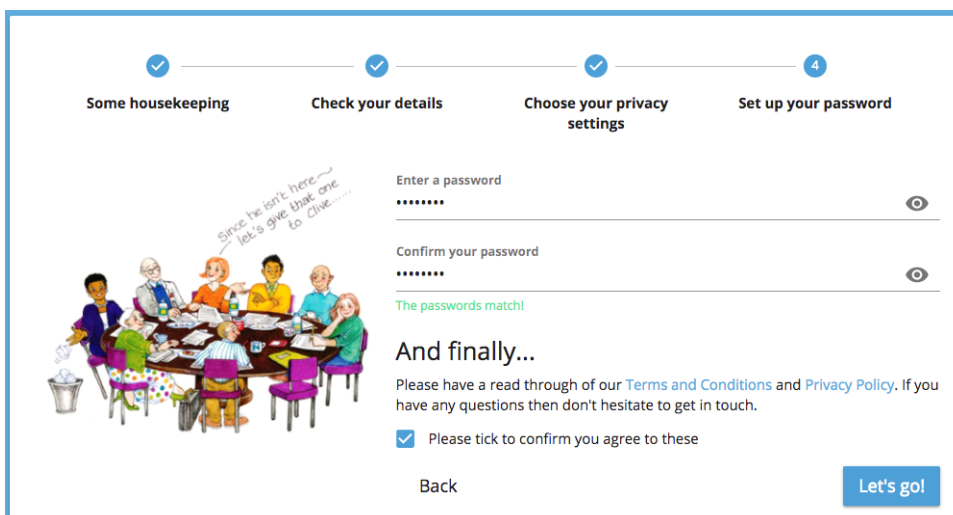
Are you happy to share your contact details with other members of your Governing Boards?  
 Yes    No

Are you happy to receive email updates from GovernorHub and any Governor Service Organisations you subscribe to?  
 Yes    No


Back    Next


Finally, in **step 3**, choose a password. You will also need to read our Terms and Conditions and, if you're happy with them, tick the box to say you agree.

When you're ready, hit the **Let's go!** button to confirm your registration.



Some housekeeping    Check your details    Choose your privacy settings    **Set up your password**

Enter a password  
 .....    

Confirm your password  
 .....    

The passwords match!

**And finally...**

Please have a read through of our [Terms and Conditions](#) and [Privacy Policy](#). If you have any questions then don't hesitate to get in touch.

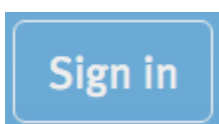
Please tick to confirm you agree to these

Back    Let's go!

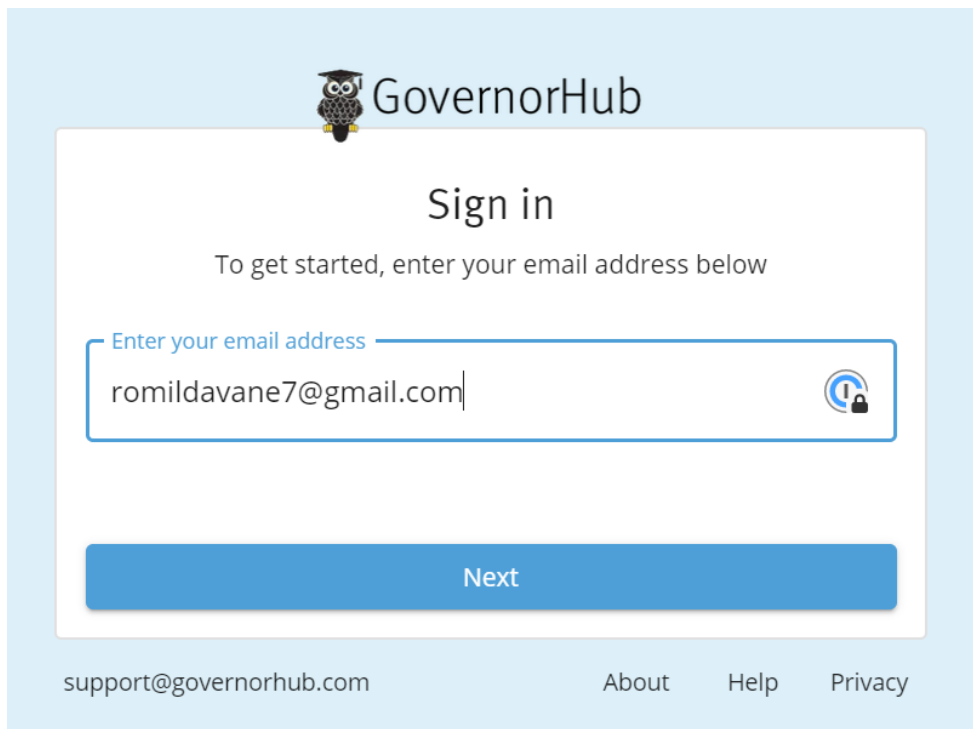
You'll be taken to your **personal profile page** to fill out some details about yourself. *Note: some of these may have already been filled in if you were invited to join GovernorHub by a board admin.*

*When you next Sign In*

Use your Internet browser to go to <https://governorhub.com> and click on the blue **Sign In** button (see below)

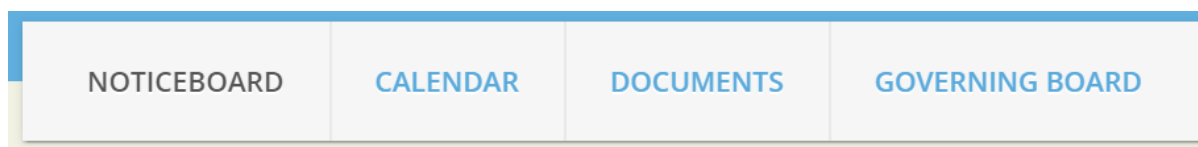


Enter the e-mail address you used to register and your password then select the blue **Sign In** button. If you click **Keep me signed in**, you won't need to enter these details the next time you log in.



The screenshot shows the GovernorHub sign-in interface. At the top left is the GovernorHub logo featuring an owl. The main heading is "Sign in" with the instruction "To get started, enter your email address below". Below this is a text input field with the placeholder "Enter your email address" and the text "romildavane7@gmail.com". To the right of the input field is a lock icon. Below the input field is a blue button labeled "Next". At the bottom of the page, there is a footer with the email "support@governorhub.com" and links for "About", "Help", and "Privacy".

Once you have made your Governor Hub account you will have access to the following information-



### **Noticeboard**

This is used to send messages to other members. You may use this to send your apologies to a meeting or the Clerk may add a message to the noticeboard to make you aware the papers have been made available for an upcoming meeting.

### **Calendar**

All meetings will be added to the Governor Hub calendar.

### **Documents**

This is where you will find all agendas, minutes, guidance and reference material.

### **Governing Board**

This is where you will find the details of the other members.

## Useful links

### **Archway**

You are encouraged to visit the website of the Academy to which you are linked on a regular basis to pick up news and events. You should also drop in on the Archway site:

[www.archwaytrust.co.uk](http://www.archwaytrust.co.uk) Twitter: @ArchwayBlog

### **Department for Education**

<https://www.gov.uk/government/organisations/department-for-education>

### **Governing Matters blog**

<https://governingmatters.wordpress.com/>

### **House of Commons Education Select Committee**

<https://www.parliament.uk/education-committee>

### **Ofsted**

<https://www.gov.uk/government/organisations/ofsted>

### **School performance tables**

<https://www.gov.uk/school-performance-tables>

### **Statutory safeguarding advice**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>