

ALET

Governance Handbook



Transforming lives through learning

EMPOWERMENT

ENTERPRISE

CONNECTEDNESS

TRANSFORMATION

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Activate Learning Education Trust (ALET) Governance Plan 2019 - 20

Introduction

This document along with the related appendices forms the Governance plan for Activate Learning Education Trust which outlines the Trust's vision, mission, legal obligations, roles and responsibilities and a framework for decision making within the Activate Learning Education Trust (ALET) and its associated sub-committees and local governing committees (LGCs). This plan applies to all Members, Trustees, LGC members, sub-contracted parties and any staff employed by the Trust.

At time of publishing, the ALET multi-academy trust has 7 schools comprising;

- The Bicester School
- Theale Green School
- Bicester Technology Studio
- UTC Reading
- UTC Oxfordshire
- UTC Swindon
- UTC Heathrow.

This governance plan also includes a scheme of delegation.

Vision

Transforming lives through learning.

Mission

To 'transform lives through learning' by igniting confidence, expanding opportunities, energising the community and generating prosperity. Through our Learning Philosophy and core values of empowerment, enterprise, connectedness and transformation, we will provide our students and staff with a safe and supportive environment in which to thrive.

Values

Empowerment, enterprise, connectedness and transformation.

www.alet.org.uk

2021 Strategic Aim: Activate Learning Education Trust

To build larger critical mass in our schools' trust and extend reach and impact of the Learning Philosophy.

To establish two high performing school hubs

- A traditional academic hub
- A nationally recognised academic technical hub characterised by a curriculum co-created with business that builds a talent pipeline for future careers.

Creating benefit to learners

- Future focused secondary education that guarantees progression to employment, apprenticeships or higher study, provided through either an academic or technical route.
- Uncompromisingly high standards achieved through our Learning Philosophy.
- Person-centered learning that develops the ambitions and attributes for successful future careers.

Creating benefit to employers

- Opportunity to influence the skills, knowledge and attributes of the next generation of employees, meeting talent needs of the future.

Creating benefit to new school members

- Influence and strength as part of a large, successful well-connected trust.
- Membership of a support network which develops and shares expertise in learning and leadership.
- Share of a comprehensive set of professional services that guide on compliance, achieve efficiencies, allowing leaders to focus on teaching and learning.

To deliver against this vision, ALET will:

- Support the delivery of excellent teaching, learning and assessment and a quality learner experience, underpinned by high expectations and high aspirations;
- Support student progress, attainment AND preparation for progression to work/Apprenticeship/further/higher study. Our connectedness with employers and universities is very important in the delivery of this core purpose;
- Stay focused on secondary education, with a specific specialisation in 14+ technical education aligned to the needs of business and economic sectors important in its regions;
- Be regional, not national. However, its region may be wider for those schools that are specialist, such as UTCs;
- Recognise between 8-12 schools is needed to allow it to generate the cost efficiencies, school to school support mechanisms and service standards it aspires to;
- Share a mission to “transform lives through learning”; core values of empowerment, enterprise, connectedness and transformation; and a central “learning philosophy” with its Sponsor organisation, Activate Learning;
- Operate a delegated model of governance and leadership and locate the balance that needs to be struck between standardisation, alignment and autonomy. A risk-based approach to delegation may mean delegations are restricted if a school is not performing well or has specific needs;
- Recognise that all schools in the MAT, whatever their context, have something to GIVE and RECEIVE in the pursuit of improvement, but that some will be net givers and some net receivers.

2. Structure of Activate Learning Education Trust

The key ‘moving parts’ of the Trust are the Sponsor, the Trust board and its trustees and local governing committees of individual schools.

Sponsor: The trust sponsor, who will appoint the Members and the trust chair, is Activate Learning, a further education body active in secondary, further and higher education.

Members of the Trust: The Trust will have a minimum of 3 and up to 4 appointed members and the Chair of the Trust will be an ex-officio member, giving 3-5 members in total.

Trustees: There will be 10 Trustees. The Trustees may comprise up to 2 Members plus the chair (ex officio member) and the individual nominated or appointed, or individuals delegated to take on the responsibilities of the ALET Executive function.

The work of the CEO function will be supported by the ALET leadership group, comprising Executive Principal(s), Head Teachers and Principals of the schools. This group will meet at least once per half term and shall determine collectively the operational practices for schools and contribute to the development strategy for the Trust.

At least one up to a maximum of 2 will be appointed from the chairs of local governing committees, each with a term of office of three years. The remainder will be independent and appointed by the Members. The process by which chairs are nominated will be by the peer group.

More than half of the Trustees will be independent, and to be quorate, each meeting must have a minimum of three trustees, or where greater, any one third (rounded up to a whole number) of the total number of trustees holding office at the date of the meeting. (Independent Trustees should be in the majority).

The number of Trustees proposed ensures a depth of experience in Education, Education law, Finance, Business, HR, growing organisations and governance in a range of sectors.

The Activate Learning Education Trust (ALET) Board will meet 4 times a year and will have the option of holding an additional strategy or workshop (or away day) session each year. It will have the following sub-committees:

- **A Local Governing Committee (LGC)** for each school with a maximum of 12 governors each, including staff (1) and parent (2) representatives and (up to 2) sponsor governors. The LGC will meet at least 4 times per year. The LGC will appoint a Link Governor aligned to the main Ofsted areas to scrutinise performance more effectively, or an employer linked body. Standard terms of reference and reporting templates shall be used consistently.

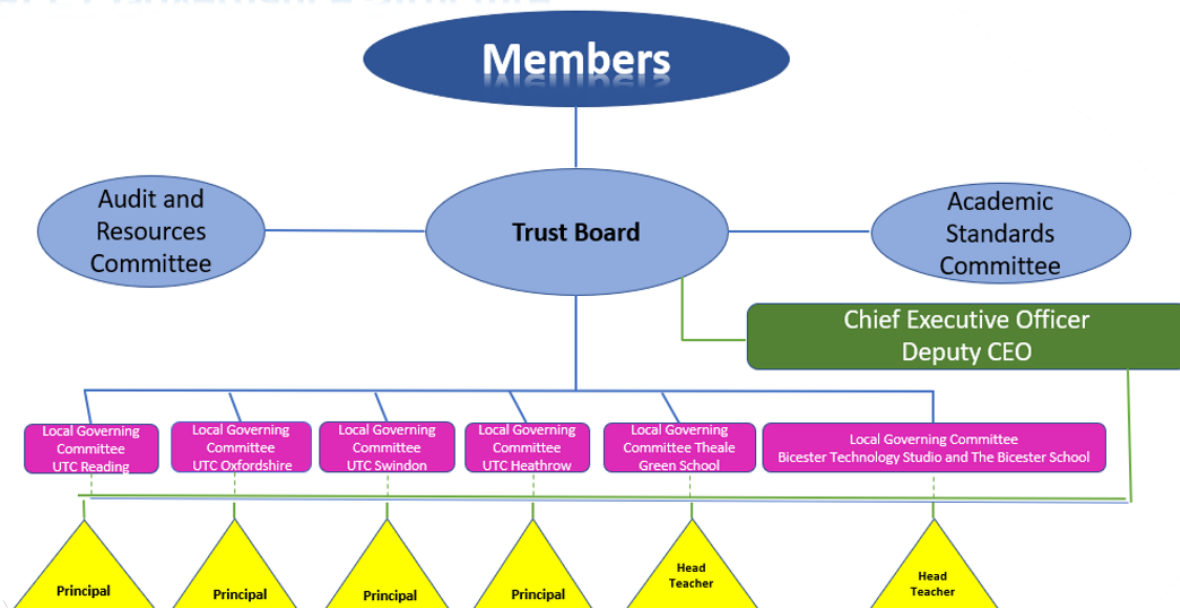
LGCs for certain types of school may have specific designations. For example, UTCs will have a specific requirement for most governors to be drawn from employers and university representatives.

Schemes of delegation will operate between the Trust and individual schools. These might be different to reflect the:

- nature of the school (UTC, studio school or secondary school);
 - relative performance of the school. For example, a scheme of delegation will take the performance of the school into account. A good or outstanding school will have delegated authority to operate the LGC with a fuller scheme of delegation, whereby with swift intervention from the board of Trustees a school with academic or financial performance issues may only operate with a **local management committee** led by the CEO's office, as opposed to a Local Governing Committee.
- Other strategic MAT sub-committees may be introduced as required including:
 - **Education Standards Committee**, supported by external specialists to scrutinise schools' educational performance data (meets once per year)
 - **Resource & Audit Committee** to review accounts and receive the report from the auditor (meets once per year)
 - **Appointments and Remuneration Committee**. The Committee will meet as appropriate to appoint the CEO and other senior post holders within the Trust.
 - **Working groups or Task and Finish groups**, established by need, and at any time to review specific aspects of the Trust's work.
 - **Finance Committee**, this will meet prior to the ALET board meeting to review the management accounts, end of year forecast and risk register.

ALET structure

• ALET Governance Structure



Key roles and responsibilities

Understanding and communicating the roles and responsibilities of key stakeholders within the ALET structure is paramount to success. Getting this right avoids duplication of effort and aids effective decision making, leading to better student experiences and outcomes.

The table below outlines the key roles and responsibilities of the ALET Board, the individual nominated or appointed, or individuals delegated to take on the responsibilities of the ALET CEO, the LGC (and its Chair) and the School Principal or Head Teacher.

Key Roles and Responsibilities

Roles	Outline of roles and responsibility
Members	<p>Activate Learning Education Trust is an exempt Charity limited by guarantee, (the "Trust"). The Trust has both Members and Trustees. The Members of the Trust have ultimate control and over the Trust, holding the Trustees to account in pursuing and fulfilling the aims and Objects of the Trust.</p> <p>The Members hold specific powers, in accordance with the Articles of Association for the Trust, to appoint and remove Trustees, and to appoint additional Members.</p>

ALET Board	<p>The operation of the Trust is governed by the Board of Trustees (the “Trustees”) who are responsible for and oversee the management and administration of the Trust and the schools within the Trust. The board of trustees is the accountable body for the performance of all the schools within the Trust and as such must:</p> <ol style="list-style-type: none"> 1. Ensure clarity of vision, ethos and the strategic direction of the Trust. 2. Hold the executive leaders to account to account for the educational performance of the schools and their pupils and the performance management of the staff. 3. Oversee the financial performance of the Trust and ensure its money is well spent. <p>The Trust board is permitted to exercise all the powers of the academy trust. The Trust board will delegate to the CEO responsibility for the day to day operation of the trust. The trustees can determine whether to delegate any governance functions.</p> <p>The trust has the right to review and adapt its governance structure at any time.</p>
ALET CEO	<p>The CEO is the individual nominated or appointed or individuals delegated to take on responsibilities of the executive function of the ALET board. The CEO function has the delegated responsibility for the operation of the trust including the performance of the trust’s schools.</p> <p>The CEO function is the accounting officer so has overall responsibility for the operation of the academy trust’s financial responsibilities and must ensure that the organization is run with the financial effectiveness and stability, avoiding waste and securing value for money.</p> <p>The CEO function can delegate executive management functions to others and is accountable to the trust board for the performance of leaders in the Trust to which executive functions are delegated.</p> <p>The ALET board through the executive leadership of the ALET CEO function, will fulfil these responsibilities by:</p> <ul style="list-style-type: none"> • Defining the Trust’s vision, values and core learning philosophy and strategic ambitions over a 7 to 10-year period. • Appointing Principals/Head Teachers and fulfilling their roles in succession planning. • Maintaining high standards of teaching, learning and assessment and educational outcomes in the Trust’s schools. • Creating and operating a Trust model of providing business support, ensuring this is at cost and provide best in class service. • Annual performance reviews of principals/head teachers and other senior appointments made by the Trust. • Reviewing annual budgeting and medium- and long-term financial planning and making strategic responses that allow the trust to operate sustainably, and efficiently and plan for longer term investment in facilities to support teaching, learning and assessment. • Approving the annual Trusts budget and individual schools’ budget for the LGC’s to monitor locally. • Defining Trust policies and how LGC’s Implement these or set local procedures to operate policies and/or report on them. • Maintaining the risk register for the Trust, incorporating the key individual school risks. • Defining a standardised reporting structure for KPI’s (the Data Dashboard) that is used for reporting on each school’s performance to the Trust board and thereby holding each school to account.
Local	The Trust board will establish local governing committees and approve

<p>Governing Committee LGC</p>	<p>recommendations for chairs, ensure two parents, one staff member and up to two sponsor governors are elected and will determine what is delegated.</p> <p>The Local Governing Committee shall work closely with and shall promptly implement any advice or recommendations made by the Trustees in the event that intervention is either formally threatened or is carried out by the Secretary of State and the Trustees expressly reserve the right to review or remove any power or responsibility conferred on the Local Governing Committee under the Trust’s policies or Scheme of Delegation in such circumstances.</p> <p>Typical responsibilities of the Local Governing Committee may include:</p> <ul style="list-style-type: none"> • Building and understanding of how the school is led and managed. • Monitoring whether the school is; <ul style="list-style-type: none"> - Working with agreed policies and the principles set out in the governance plan. - Meeting the agreed targets for progress and attainment of pupils. - Managing its annual budget effectively - Engaging with stakeholders - Reporting to the Trust board within defined templates <p>As a committee of the board, delegation can be removed at any time, such as when the risk register identifies a significant and systematic performance issues at the school – in which case the Trust board can set up an Interim Executive Committee in place of the Local Governing Committee with executive responsibilities.</p>
<p>Chair of the LGC</p>	<p>The LGC through the Chair of the LGC will fulfill its responsibilities by:</p> <ul style="list-style-type: none"> • Managing its agendas and cycle of business, with the support of the Clerk, to ensure that the Trust’s cycle of business and appropriate reporting to Trustees can take place using defined reporting templates and frameworks. • Ensure compliance and statutory responsibilities delegated to the LGC are met. • Provide local support and challenge to the Principal/Head Teacher and Senior team. • The creation of strategic goals for a three-year period consistent with the Trust’s vision, values and strategic ambitions. (Developed by the Trust’s CEO function and ratified by the Trust). • Supporting the Principal/Head Teacher and the SLT in the development of a three-year high-level School Development Plan with an annual detailed School Improvement action Plan. (Considering the schools’ strategic goals and the context of the Trust’s vision values and strategic ambitions. • The SDP should include targets that are then reported against in the Principal/Head Teachers report • The LGC’s led by the local Chair are specifically required to scrutinise performance (through appropriate support and challenge of the Principal/Head Teacher) against the three-year SDP and the individual targets on an annual basis. • The Chair shall adopt the embedding of sections of the development plan through link governors working with the link SLT members. • The Annual budget and any associated investment/recovery plans will be ratified by the Trust board. • Maximise the benefits of working alongside other chairs/schools in the Trust and in the value extracted through group core service functions and school to school improvement through both “giving” and “receiving”. • Ensuring the LGC operates within the policies of the Trust. • The LGC must ensure there is value for money and scrutinise grants received for Pupil Premium, SEND and Year 7 catch up.
<p>Principal/Head Teacher</p>	<p>The School Principal is responsible for the leadership and management of the school and is line managed by the CEO function but reports to the LGC on matters which have been delegated to the LGC.</p>

The Principal/Head Teacher will fulfill these responsibilities by:

- Providing leadership for the school in delivering the strategic vision.
- Delivery of high-quality teaching, learning and assessment.
- Development and delivery of a curriculum that meets the strategic vision of the school and the requirements of the pupils.
- Creating an environment that supports good attitude to learning and minimises poor pupil behaviour.
- Developing effective relationships with stakeholders including parents, employers and the community.
- Developing extracurricular activities that enrich the school experience.
- Work with the CEO function and the LGC and report to the Trust board as required.
- Ensuring that academic and financial targets are met.
- Lead and manage effectively and efficiently all financial resources allocated to the school and maintain robust performance.
- Lead and manage the development of the estate and other resources.
- Lead, manage and develop all staffing resources.
- Manage risk effectively.
- Promote and ensure sustainability and value for money.
- Maximise the value to be gained from operating within a family of schools drawing effectively on group core services and school to school improvement.

Chair of Local Governing Committee and CEO function working together.

The Principal/Head Teacher is accountable to the CEO (or others with delegated executive functions). Therefore, line management meetings will take place on a weekly/bi-weekly basis, dependent upon the experience of the Principal/Head Teacher and the support required.

The Principal will report to the LGC on matters delegated to the LGC by the ALET board. These meetings should focus on the responsibilities of the LGC as detailed above and should take place once per half term, arranged to coincide with the meeting schedule to ensure agendas and papers reach the Clerk in good time for circulation to the LGC meeting. (Please refer to the Governance structure diagram which shows lines of accountability).

Operating the Trust: building capacity and expertise

The Trust's cultural approach to operating a multi academy trust is to ensure that leadership and capacity is built from within.

To this end, the Trust will encourage its leaders in schools to work across schools and engender a culture of mutual support and development.

Principals/Head Teachers may therefore take a cross-Trust responsibility as well as their individual school responsibility as a way of developing this approach and validating practice across several schools.

School to school support.

This refers to the wider deployment of expertise and sharing of best practice across the schools – fundamental to growth and development.

The Trust will actively seek to develop middle-leaders as means of building capacity and validating practice in and across the schools.

The support includes Teaching, Learning and Assessment support, PiXL membership, a common data dashboard using the Management Information Systems and internal Ofsted visits across the schools, as Challenge partners, currently funded by DfE Sponsor Capacity Fund and school's development fund.

External Education Professional(s):

Education Professional(s) will be responsible to the CEO function and/or Chair of the Trust and will have a key role in supporting the Education Standards Committee in annually scrutinising performance data, providing in-depth independent insight into each school's educational performance.

Senior leadership/educational professionals can be drawn externally from the education sector or may be positions granted by the Trust to senior leaders in the Trust who have expertise or credibility (such as a National Leader in Education).

Our business model: Providing business support.

The Trust's model is based on school leaders being able to focus on the educational provision and the learner experience. To support this focus, back office services will be drawn from an experienced team. Activate Learning Education Trust will tender for and contract some of these services and will benchmark them to ensure they are provided at cost and value for money. The cost for providing these services will be covered from an element of the 'core' GAG retained by the Trust for this purpose.

Mechanisms will exist to demonstrate that services are provided at cost and remain competitive. Leaders across the Trust and the providers of these services will work together to improve the cost effectiveness. The Trust will also seek to sell these services to third party schools to help improve the cost effectiveness, range and depth of these services.

The ALET board may seek to look for other ways it can build economies of scale as pressure on school funding increases by sharing posts or building strategies for sustainability.

Periodic review of governance arrangements:

The Trust board will look at the extent to which the local governing committees:

- Align with the vision and values of the Trust.
- Contribute to the schools' self-evaluation and an understanding of its strengths and weaknesses, including the impact of their own work.
- Support and strengthen the school leadership, including by developing their own skills.
- Provide challenge and hold the head teacher/principal to account for improving the quality of teaching, students' achievements and behaviour and safety, including by using the data dashboard to review progress data, examination and assessment outcomes.
- Engage with Stakeholders
- Use the Pupil premium grant and other resources to overcome barriers to learning, including reading, writing, math's and English.

Periodic review of governances and service provision arrangements:

An effective board will provide good governance and leadership by:

- Executing the core functions of the board's role; Strategic leadership and accountability.
- Having people with the right skills, experience, qualities and capacity.
- Ensuring structures are in place that reinforce clearly defined roles and responsibilities.
- Ensuring compliance with statutory and contractual requirements.
- Evaluation to monitor and improve the quality and impact of governance.

Performance appraisal for Trustees will be assessed through quantitative and qualitative measures:

- Quantitative: history of attendance at Board meetings and sub-committee meetings (where appropriate)
- Qualitative: assessed by means of 360-degree review by colleagues and with reference to the Code of Conduct.

Frequency of meetings:

- The Trustees shall hold at least three full board meetings in every school year.
- The Trust board will hold a full strategy event at least once per year.
- The Finance Committee shall meet at least 4 times per year, with management

accounts made available to the Trustees on a monthly basis.

- The Audit and Resource Committee will meet once per year.
- The Education Standards Committee will meet at least once per year and more frequently if required.
- The Local Governing Committees will meet four times per year.
- The Link Governor and Link SLT visits for each link governor area will take place 4 times per year.

Organisation and Clerking.

The Trust board will appoint a Professional Clerk to provide the clerking service for the Trust board; sub-committees, including the Local Governing Committees.

Calendar of Meetings and Schedule of Business

The Trust board with the support of the Clerking service will ensure a schedule of business is followed to ensuring regulatory and compliance reporting completed using agreed templates within expected timeframes.

Skills Audit

An annual audit of skills will take place supported by the clerking service.

Recruitment

Trustee and governor's recruitment will be undertaken in line with the skills, experience and requirements of the board/committee. Potential applicants will be interviewed and appointed by the Chair/CEO function and nominated to the Members of the Trust/Trustees as appropriate. Recruitment will be based on the requirements of the Articles of Association.

Induction/Training

All new Trustees/local governors will take part in a clear induction process whereby they will receive a clear indication of their role and responsibilities to ensure they fully understand the workings of the multi academy trust and its academies and the processes in place to improve performance.

- Training will be of high quality accredited by the NGA where appropriate.
- Training will be deployed within the constraints of the ALET budget.
- Training will include mandatory Safeguarding and Prevent training.
- Documents and other resources will be made available as part of the training offer including;
 - Governance Handbook
 - Academies Financial Handbook
 - Competency Framework for Governance
 - Ofsted Handbook and Inspection framework
 - Charity Commission Guidance – The Essential Trustee
 - Other guidance to acronyms, School action plans and Self-Evaluations will be made available.

Related appendices:

Scheme of delegation

Schedule of business and calendar of Meetings

Articles of association

Terms of Reference

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The relationship between the Sponsor, Activate Learning and the ALET Multi-Academy Trust

Activate Learning, as Sponsor, sets out here what its role is in sponsoring the ALET MAT and to safeguard the role and its involvement into the future.

This standing order seeks to highlight the responsibilities of the Sponsor, from DfE material, governance handbooks and the trust's Articles of Association.

Finally, this standing order sets out how this role as Sponsor will work, alongside and in support of the Trust appointed CEO of ALET.

The Role of the Sponsor

The **DfE website** carries the role of the Sponsor as such: "Sponsors work with the academies they support through the academy trust. An academy trust is the charitable company that runs an academy or a group of academies.

Academy Sponsors are bodies authorised and approved by DFE responsible for:

- setting up the academy trust
- appointing the leadership team
- selecting the governing trust body
- monitoring the academy's performance and taking action where necessary
- reporting to the DfE about the academy's performance
- involving parents and the wider community in the academy's work through events, mentoring and business links
- making sure the academy spends its funding effectively
- working with the academy trust, governing body, principal and senior leadership team"

The **Governance handbook 2019** says that where an academy trust has a sponsor, the relationship between the sponsor and the trust is vested in the sponsor's right to appoint members, as set out in the trust's articles of association.

The **Trust's Articles of Association** define the "Sponsor as Activate Learning, a further education provider" and enables the Sponsor to appoint members. These say that "The Members shall be the sponsor and up to 3 people nominated by the Sponsor, plus any other number the members choose to elect".

The members appoint and remove the trustees, can make changes to the Articles of Association and set direction of the trust from time to time".

How does the Activate Learning sponsor and ALET work together?

Activate Learning were approved as a multi-academy trust Sponsor in 2015/16.

The intention of the Activate Learning Corporation was to sponsor a group of schools and UTCs (14-19 Technical Provisions) and enable the schools and colleges in its corporate structure(s) to benefit from greater scale and efficiencies; and for school and college sectors to be able to work more closely together on curriculum and pedagogy to further the benefits to learners, as set out in the charitable objects for each.

As Sponsor, Activate Learning will:

- Be a corporate Member of the trust and nominate up to 3 additional Members to carry out their function of appointing and removing trustees;
- Nominate 2 representatives (one of who should be the CEO) from its most senior Group executive Team (GET) to be trustees of the ALET and retain a strategic link between the college corporate body and the schools trust (or college and school sectors). In doing this, the Sponsor will seek to respect and apply the term of office principles set out in the Articles;
- Nominate one of two Group Executive Team representatives to have a special responsibility for 'academies' and to provide regular 1:1 leadership support and challenge to the ALET CEO; to ensure opportunities are created for schools and colleges to work productively together for the benefit of learners; and to ensure smooth and effective working relationships exist between school and college staff and between school and business support staff in Activate Learning;
- The nominated individual, with responsibility for academies, will work with the CEO of ALET to ensure that the Sponsor is performing its duties and responsibilities, as set out by the DfE; and "ensure that the Sponsor works closely with the (trust) governing body to run the academy:
 - the performance and finances of their school (or group of schools)
 - setting up the academy trust
 - selecting the governing body
 - recruiting the headteacher(s)" (source:DfE)
- Nominate each of the 2 Activate Learning representatives to be prepared to stand as co-chairs of ALET, to be appointed through the open annual chair appointment process by trustees, as set out in the Articles of Association. This would be alongside any other potential chairs who have expressed an interest, and who have the skillset and desire. In the case of a dispute between the appointed 2 co-chairs, the Activate Learning CEO representative's position will prevail;
- For the purpose of the Trust's Articles of Association, the CEO of the Sponsor, Activate Learning in their role as Co-Chair will be the appointed member of the Trust.

Note to ALET Trustees, July 2019: CEO and Trustee changes

At its inception ALET was a small multi academy trust and an associated small number of single school trusts that have now been transferred into the MAT of 7 schools.

In its initial phase, the founding body and sponsor, Activate Learning, was able to provide a member of the Activate Learning Executive Team, Lee Nicholls, to act as CEO of the Trust. This role was operated as a 0.3 FTE and ALET transferred funds to Activate Learning to cover this cost.

During this academic year, as the size and complexity of the Trust has increased, this central leadership resource was augmented with a new role of Deputy CEO of ALET, a role undertaken by Joanne Harper, following a recruitment process, whilst retaining Lee Nicholls as the Trust's CEO.

As we prepare for 2019-20, two things should be noted:

- Activate Learning has taken on two additional FE college mergers – Bracknell & Wokingham College in January 2019 (a £12 million turn-over college); and Guildford College Group in March 2019 (a £30 million turn-over group of 3 colleges). This has the impact of requiring the Executive Team of Activate Learning to focus its leadership time on Activate Learning FE business.
- The size and complexity of the Trust and its demanding schools (recently re-brokered or on a journey to turn around quality) means that a dedicated CEO and accounting officer is now required, as is consistent with all MATs in the country.

This update proposes two recommendations:

- Recommendation 1 That we notify the ALET Leadership Group of these intended changes and request expressions of interest in the post of CEO by 12 July 2019 That the Activate Learning sponsor trustees plus at least one independent trustee make up an interview panel and meet with interested candidates by 19 July 2019
- Recommendation 2 That the 2 existing Activate Learning sponsor trustees, Sally Dicketts and Lee Nicholls, focus on governance of the Trust, rather than Lee Nicholls's current role being focused on governance and leadership.

Together it is proposed that the 2 sponsor trustees act as co-chairs and that one trustee provides line management of the CEO (proposed in recommendation 1).

It is proposed that the constitutional documents of the Trust and Activate Learning's corporation are amended to ensure that the Executive Team of Activate Learning is required to give 2 of its number the responsibility of ALET trustees, with at least one of this number acting as Chair.

Further, a note will be added to require that the 2 individuals with trustee status take a specific role in ensuring that good inter- relationships are formed and sustained between the

ALET schools and the Activate Learning colleges and between ALET back office requirements and the Group Services teams in Activate Learning.

These points are in keeping with the concept of creating ALET by Activate Learning and in the ground-breaking work to create a group of interdependent entities, or a 'family' of schools and colleges. By committing these statements in our guiding documentation, we ensure that the operating arrangements for the Trust are not dependent on the current individuals undertaking these roles and that we are sustaining a 'way of working' that was fundamental to the set up.

The recommendations were approved and adopted July 2019

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Key Accountabilities in a two-tier governance

LGC (includes headteacher/Principal, acting as leader of school)	LG (includes headteacher/Principal, acting as a member of ALET leadership group)	CEO	Trust
Ensuring Clarity of Vision, Ethos and Strategic Direction			
Set mission of school Accountable for the mission of the school.	Apply and follow Vision, Mission and Values and hold others to account.	Ensure vision, mission and values are followed consistently across all stakeholders	Set vision and values
Be aware of the ALET Strategic Plan when agreeing annual priorities and School Development Plan	Identify and present priorities and School Development Plan to LGC. Hold SLT to account for performance against priorities and SDP. Contribute to ALET wide priorities	Accountable for the delivery of the strategic plan. Accountable for performance against priorities and action plan.	Own the strategic plan, approve annual targets and action plan.
Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff			
Ensure Curriculum is fit for purpose and Board set targets are reached - link governor roles	Ensure curriculum and specialism are delivered to highest quality. Provide support for other ALET schools	Ensure good practice is shared and collaboration across schools. Monitor progress against targets, ensuring appropriate intervention is put in place if required	Set annual targets for each school; receive updates against targets throughout the year and evaluate via Academic Standards Board annually.
Support and Challenge of Quality of provision Accountability for quality of provision	Provide support, challenge and share good practice across ALET.	Accountable for Quality of Provision across ALET.	Support and Challenge for Value for Money, spend versus outcomes.
To support and challenge the school leadership to achieve Trust set targets	Accountable for the performance against Trust set targets.	Recommend school-based targets for Board approval.	Approve Annual Targets for each school and hold CEO to account for these.

Overseeing the financial performance of the organisation and making sure its money is well spent			
<p>Provide reps to Trust finance and audit committee. Receive management accounts for information Headteacher/Principal give high level summary of actions from management accounts</p>	<p>Set Curriculum, follow ICFP programme set, manage agreed budget.</p>	<p>Accounting Officer - Set ICFP schedule, set student numbers for budget, recommend Annual Budget to trustees – ensure systems/processes are appropriate and compliant Hold headteachers/Principals to account for financial management against budgets</p>	<p>Approve three year budgets, support and challenge CEO/CFO to ensure set budgets are adhered to. Hold CEO to account for financial performance against budgets.</p>
<p>Provide support and challenge for senior leaders. Approve school level incremental lift from appraisal.</p>	<p>Ensure appraisal process is completed for all staff. Recommend incremental lift to LGC</p>	<p>Complete Appraisal for LG and Schools Team. Recommend pay rises/bonuses for LG to Trust.</p>	<p>Approve cost of living increases. Approve LG and CEO pay awards/bonuses</p>
<p>Accountability for value for money for Pupil Premium, Year 7 catch up and SEN funding</p>	<p>Accountable for financial performance against set budget for their school. Jointly responsible, with CEO, for financial performance of the Trust</p>	<p>Accountable to the Trust Board for financial performance against approved budget</p>	<p>Accountable to Secretary of State for financial performance and scrutiny.</p>

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Financial Accountabilities across ALET

Background

As Single Academy Trusts (SAT) governing bodies, through the schools' leadership team, were fully accountable for the financial position of the school and ran separate finance, resource and audit committees. As part of a Multi Academy Trust (MAT) these accountabilities sit with the Trust Board, through the CEO office. In the early stages of the MAT, local governing committees (LGCs) have maintained a finance committee for oversight of the school's budget but also the CEO office has also held Headteachers/Principals to account for their budget; much of the work has been duplicated across these two functions.

The Future - a rational for change

At the strategy meetings in summer 2019, there was a clear message that Headteachers/Principals and LGCs should be focussing their time on the quality of provision and the that the CEO office should be responsible for running of the business. The Trust Board discussed this during the summer 2019 meeting and have instructed the CEO to put into place new financial protocols to all LGCs to focus on the quality of provision and remove duplication through the roles of LGC and CEO.

How this will work in practice

From September 2019, the accountabilities for budget setting, financial monitoring etc will sit through the line management structure of the MAT, with the CEO is ultimately responsible for the financial performance of ALET and reports directly to the Trust Board.

- CEO is accountable for the financial performance of the MAT and responsible for financial reporting to the Board
- The Board will convene a Finance and Audit Committee meeting six times a year
- Headteachers/Principals, as budget heads, are accountable for the financial performance of their schools.
- CEO through line management meetings, will hold Headteachers/Principals to account for their Budgets
- CFO will meet monthly with all Headteachers/Principals to support budget planning/monitoring
- CFO will produce monthly management accounts for each school and MAT overview, for presentation to LG meeting and the Trust Board
- CFO will ensure that financial procedures and protocols are in place for efficient and effective financial systems
- LGCs will not longer have a separate finance meeting but will receive the latest monthly management accounts at each LGC meeting
- LGCs will have accountability, through their headteacher/Principal, for value for money for Pupil Premium Grant, Year 7 Catch up Funding and SEN funding

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Terms of Reference Activate Learning Education Trust (“the Trust”)

Purpose

The Activate Learning Education Trust (ALET), as a multi academy trust, has overall responsibility for:

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

The ALET will fulfil these responsibilities by:

- Defining Trust vision and values.
- Appoint CEO and other executive leaders.
- Annual Performance reviews of CEO.
- Setting the Trust’s budget and monitoring performance against this.
- Defining Trust policies.
- Maintaining a risk register for the Trust, incorporating key individual school risks where necessary.
- Defining and standardising reporting structure for KPI’s that is used for reporting on each school’s performance to the Trust board and thereby used to hold each school to account.

Membership

The composition and powers of the Trust board are subject to charity and company law and determined by the Articles of Association. Should any conflict between these Terms of Reference and the Articles arise, the Articles as the legal framework for the Trust shall prevail. Board members must be able to demonstrate an understanding of the vision and values of the Trust and a commitment to fulfilling the Trust’s stretch goals, drawing on specialist skills where required.

The number of Trustees shall be up to 10 Trustees.

Quorum

The quorum for a meeting of the Trustees, and any vote on any matter thereat, shall be any three Trustees, or where greater, any one third (rounded up to a whole number) of the total number of Trustees holding office at the date of the meeting, who are in each case present at the meeting and entitled to vote on the matters to be resolved.

Responsibilities

Responsibilities of the Trustees are specified within the scheme of delegation.

Term of Office

The term of office for any Trustee shall be four years, save that this time limit shall not apply to any post which is held ex officio. Subject to remaining eligible to be a particular type of Trustee, any Trustee may be reappointed or re-selected at a general meeting.

Review

In accordance with best practice, the Trust board will carry out a regular review of the skills and experience available on the Trust board and will seek to develop additional capacity and skills where required. Except in relation to posts held in an ex officio capacity and otherwise only in exceptional circumstances, Trustees will not seek reappointment beyond the usual 3 terms of office, a standard term of office being 4 years.

Meetings of the Trust board.

The Trust board shall meet 6 times per year.

Equality Duty

The Trust must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Protected Characteristics

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation

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Activate Learning Education Trust (“the Trust”)

Terms of Reference for the Local Governing Committee (LGC).

Purpose

Each School is accountable to and must serve its community. All children deserve and should expect to receive a high standard of education. Whilst the Trustees of the Trust have overall responsibility and ultimate decision making authority for all the work of the Trust, and standards achieved by all the students of the schools, a Local Governing Committee has been set up to ensure the vision of the Trust is fulfilled at the level of the individual schools. The LGC is focused on the day to day life of the school's for which it has responsibility and is there to ensure the staff working in the schools are supported and challenged, when necessary and the needs of the students are met.

The LGC represents the community and is responsible for all engagement with parents and the wider community. The LGC will assist the Trustees in the development of policy and strategy; advising on standards and target setting as well as daily life within the school and working with the Trust's executive function and the senior leadership teams in the school's to secure the long term success of the school.

Core Function

Ensuring Clarity of Vision, Ethos and Strategic Direction

- Setting the School's mission and being accountable for the mission of the school
- Being aware of the ALET Strategic Plan when agreeing annual priorities and School Development Plan.

Holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff.

- Ensuring the School's curriculum is fit for purpose and board set targets are reached.
- Support and Challenge of the quality of the provision.
- Accountability for the quality of the provision.
- Support and challenge the school leadership to achieve Trust set targets.

Overseeing the financial performance of the organisation and making sure its money is well spent.

- Nomination for Co-opted Trustee on Trust Finance and Audit Committee
- Provide support and challenge for senior leaders.
- Approve school level incremental lift from appraisals.
- Accountability for value for money for Pupil Premium, Year 7 catch up and SEN funding.

Membership

The membership will include up to a maximum of 12 governors each, including staff (1) and parent (2) representatives and (up to 2) sponsor governors. The LGC will meet at least 4 times per year. Each Local Governing Committee will appoint a Link Governor aligned to the main Ofsted areas to scrutinise performance more effectively, or an employer linked body. Standard reporting templates shall be used consistently.

LGCs for certain types of school may have specific designations. For example, UTCs will have a specific requirement for most governors to be drawn from employers and university representatives.

The role of those serving on the LGC is an important one, fulfilling the Trust's mission and providing feedback to the Trustees of the Trust. Those serving on the LGC must act

independently and in the best interest of the school and Trust, whilst recognising that the school is part of a family of schools run by the Trust each with collective responsibility. They will act as ambassadors of the Schools and the Trust and must be able to demonstrate and understanding of the ethos and values of the Trust and a commitment to fulfilling the Trust's mission and objectives for the schools using their skills and experience and drawing on specialist skills where required.

Specific skills may be needed if a member of the LGC is to take on responsibility for and lead on specific areas such as link roles or working parties or when invited to serve on the Trust's committees looking at finances, audit and risk management, premises, resources, standards and continuous school improvement across the Trust. A regular skills audit will be undertaken and those serving on the LGC should be able to articulate their contribution to the success of the schools.

The LGC will comply with any guidance issues from time to time by the Trust Board as to the composition of the LGC, the carrying out elections and any other matter affecting the functioning of the LGC, including the holding of meetings and the removal of Governors. Minutes of all meetings will be made available to the Trust board.

Each member shall have one vote.

Term of Office

The term of office for any Governor shall be four years, save that this time limit shall not apply to any post which is held ex officio. Subject to remaining eligible to be a Governor may be reappointed or re-selected at a LGC meeting.

Responsibilities

The responsibilities of the LGC are specified within the Scheme of Delegation.

Intervention and Removal of Powers

The LGC shall work closely with and shall promptly implement any advice, recommendations or directives made by the Trustees in relation to our priorities and targets or to avoid any intervention by the Secretary of State. The Trustees expressly reserve the unfettered right to review or remove any power or responsibility conferred on the LGC under the ALET policies and scheme of delegation.

Notwithstanding the above, the Trustees and the LGC acknowledge the value of maintaining a good working relationship particularly in light of the levels of delegated responsibility within the Trust and the impact this may have on the abilities of the Trustees to react when standards are falling and/or there is evidence of financial imprudence exposing the LGC and more widely the Trust itself to a threat of intervention. The Trustees and LGC in such circumstances make the following commitment to each other:

- To discuss openly any situation which may in the opinion of either potentially lead to a threat of intervention by the Secretary of State
- To use all reasonable endeavours to agree the measures to be taken to improve standards and performance of the school and to support each other in the implementation of those measures.

Quorum

The quorum for a meeting of the LGC, and any vote on any matter thereat, shall be 3 governors. The LGC may act notwithstanding any vacancies on its committee, but, if the numbers of persons serving is less than the number fixed as the quorum, the continuing persons may act only for the purpose of filling vacancies.

The quorum for the purposes of any vote on the removal of a person in accordance with the scheme of delegation or any vote on the removal of the Chair of the LGC shall be any two-thirds (rounded up to a whole number) of the persons who are at the time persons who are at the time persons entitled to vote on those respective matters.

Meetings of the Local Governing Committee

Subject to the scheme of delegation, the LGC may regulate its proceedings as the members of the LGC deem appropriate.

The LGC shall meet 4 times per year. Meetings of the LGC shall be convened by the Head of Governance or their function. In exercising their functions under the scheme of delegation, the Head of Governance or their function shall comply with any directive given by the Trustees, the LGC, the Chair of the LGC or in her/his absence the Vice-Chairman of the LGC, so far as any such direction is not inconsistent with any direction given as mentioned above.

Any three members of the LGC may, by notice in writing given to the Head of Governance or their function, requisition a meeting of the LGC; and it shall be the duty of the Head of Governance or their function to convene the meeting as soon as is reasonably practicable.

Each member of the LGC shall be given notice in writing at least seven clear days before the date of the meeting, signed by the Head of Governance or their function, and sent to each member of the LGC at the address provided by the LGC member from time to time or electronically, along with a copy of the agenda for the meeting. Provided that where the Chair or, in his/her absence or where there is a vacancy in the Office of Chair, the Vice-Chair, so determines on the ground that there are matters demanding urgent consideration, it shall be sufficient if the written notice of the meeting and the copy of the agenda are given within such shorter periods as he/she directs.

The convening and proceedings of a meeting shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

A resolution to rescind or vary a resolution carried at a previous meeting of the LGC shall not be proposed at a meeting of the LGC unless the consideration of the rescission or variation of the previous resolution is a specific item of business on the agenda for that meeting.

A meeting of the LGC shall be terminated if the members of the LGC so resolve or the number of members present ceases to constitute a quorum for a meeting of the LGC.

Where a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Head of Governance or their function as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.

Where the LGC resolves to adjourn a meeting before all the items of business on the agenda have been disposed of, the LGC shall before doing so determine the time and date at which a further meeting is to be held for the purposes of completing the consideration of those items, and they shall direct the Head of Governance or their function to convene a meeting accordingly.

Subject to the Scheme of Delegation, every question to be decided at a meeting of the LGC shall be determined by a majority of the votes of the persons present and entitled to vote on the question. Every member of the LGC shall have one vote.

Where there is an equal division of votes, the Chair of the meeting shall have a casting vote in addition to any other vote they may have.

A resolution in writing, signed by all the persons entitled to receive notice of a meeting of the LGC or of a sub-committee of the LGC, shall be valid and effective as if it had been passed at a meeting of the LGC or (as the case may be) a subcommittee of the LGC duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the members of the LGC and may include an electronic communication by or on behalf a member of the LGC indicating his/her agreement to the form of resolution providing that the member has previously notified the LGC in writing of the email address or addresses which the member will use.

The LGC shall ensure that a copy of the agenda for every meeting of the LGC, the draft minutes of every such meeting, if they have been approved by the person acting as the Chair of that meeting, the signed minutes of every such meeting and any report, document or other paper considered at any such meeting are, as soon as is reasonably practicable, made available at each School to persons wishing to inspect them.

There may be excluded from any item required to be made available, any material relating to: a named teacher or other person employed, or proposed to be employed, at the School, a named student at, or candidate for admission to, the School and any matter which, by reason of its nature, the LGC is satisfied should remain confidential.

Any member of the LGC shall be able to participate in meetings of the LGC by telephone or video conference provided that he or she has given notice of his/her intention to do so, detailing the telephone number on which he/she can be reached and/or appropriate details of the video conference suite from which he/she shall be taking part at the time of the meeting at least 48 hours before the meeting; and that the LGC has access to the appropriate equipment. If after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference the meeting may still proceed with its business provided it is otherwise quorate.

A notice may be given by the LGC to its members either personally or by sending it by post in a pre-paid envelope addressed to the member at his/her registered address or by leaving it at that address or by giving it using electronic communications to an address for the time being notified to the LGC by the member. A member whose registered address is not within the United Kingdom and who gives to the LGC an address within the United Kingdom at which notices may be given to him/her, or an address to which notices may be sent using electronic communications, shall be entitled to have notices given to him/her at that address, but otherwise no such member shall be entitled to notice from the LGC.

A member of the LGC present, either in person or by proxy, at any meeting of the LGC shall be deemed to have received notice of the meeting and, where necessary, of the purpose for which it was called. Proof that an envelope containing a notice was properly addressed, prepaid and posted shall be conclusive evidence that the notice was given. Proof that a notice contained in an electronic communication was sent in accordance with guidance issued by the Institute of Chartered Secretaries and Administrators shall be conclusive evidence that the notice was given. A notice shall be deemed to be given at the expiration of 48 hours after the envelope containing it was posted or, in the case of a notice contained in an electronic communication, at the expiration of 48 hours after the time it was sent.

Indemnity

Subject to the provisions of the Companies Act 2006 every member of the LGC or other office or auditor of the Company acting in relation to the School shall be indemnified out of the assets of the Company against any liability incurred by him/her in the capacity in defending any proceedings, whether civil or criminal, in which judgement is given in favour or in which he/she is acquitted or in connection with any application in which relief is granted to him/her by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of the Company.

Review

In accordance with best practice, the LGC will carry out a regular review of the skills and experience available on the committee and will seek to develop additional capacity and skills where required. Except in relation to posts held in an ex officio capacity and otherwise only in exceptional circumstances.

Equality Duty

The Trust must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Protected Characteristics

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation

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Activate Learning Education Trust (“the Trust”)

Terms of Reference for the Trust sub-committee Finance and Audit Committee.

Purpose of the Finance and Audit Committee

The purpose of the Finance and Audit Committee is to oversee the external Audit of Trust Accounts. Oversee the financial performance of the organisation and making sure its money is well spent.

Duties

The duties of the Finance and Audit Committee are to:

- Undertake detailed review of the Audited Annual Statements for the Trust and any recommendations from the auditors, including those related to financial controls and systems.
- Commission any internal audit work, as appropriate and as highlighted by the risk register.
- Make recommendations to the Trust Board with regards to the appointment, re-appointment, dismissal and remuneration of the external auditor.
- Review the Trust’s monthly management accounts.
- Review the Trust’s Risk register.

Membership

5 members comprising of:

- 3 members of the ALET board.
- Up to 3 Co-opted Trustees nominated from the Local Governing Committees.

It is preferable that the Chair of the Finance and Audit Committee has Financial and/or Audit and Governance experience.

The Chair will be appointed by the Trust board.

In addition, the Head of Governance and Compliance for the Trust will be appointed as the Clerk to assist with the administration of the Committee. Members of the Executive Team will be required from to attend by invitation, along with other staff as the need arises.

Term of Office

The members of the Committee shall serve for a period of two years and are eligible for re-election.

Membership shall cease by:

- Mutual agreement
- Resignation as either a Trustee or Employee.

Administration

The Committee will meet at least 6 times per year, usually at least two weeks prior to the Trust Board Meeting. The Committee will review the Audited Financial Statements prior to this going to the Trust Board. In addition, the following requirements will be met:

- The Chair of the Trust Board cannot be a member of the Audit Committee.
- The Chair of the Audit Committee will be a Trustee of the Trust.
- The Accounting Officer and any other paid staff will have no voting rights and cannot chair the Committee.

- Agendas will be agreed in advance by the Chair of the Finance and Audit Committee, with all required papers and reports circulated at least five working days in advance of the meeting.

Quorum

At least one member and the Chair.

Authority

The Finance and Audit Committee is a committee of the Trust board and is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board. It is authorised to request any information it requires from any employee, external audit, internal audit or other assurance provider.

The Finance and Audit Committee is authorised to obtain outside legal or independent professional advice it considers necessary, normally in consultation with the Accounting Officer and Chair of the Trust Board, however the Audit Committee may not incur expenditure in excess of (figure TBC) in any single financial year without the prior approval of the Trust Board.

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Terms of Reference
Activate Learning Education Trust subcommittee (“the Trust”)
Academic Standards Committee

Purpose

With regards to the Trust, the Academic Standards Committee is to maintain oversight of monitoring and evaluating student achievement and the quality of teaching, ensuring the Trust provides a high quality learning experience and delivers a broad and balance curriculum in keeping with the Trust’s vision and values, all students needs and legal requirements.

Membership

3 members comprising of:

- 3 members of the Trust Board.

The Chair will be appointed by the Trust Board.

In addition, a Clerk will be appointed to assist with the administration of the Committee. The Education Adviser and members of the Executive Team will be required to attend via invitation, along with other staff as the need arises.

Term of Office

The members of the Committee shall serve for a period of two years, and are eligible for re-election.

Membership shall cease by:

- Mutual agreement
- Resignation as a Trustee

Meetings

The Committee will meet at least once per year at least two weeks in advance of the Trust Board Meeting to which it reports.

Quorum

At least one member and the Chair.

Authority

The Academic Standards Committee is a Committee of the Trust Board and is authorised to investigate any activity within its terms of reference or specifically delegated to by the Board.

Duties

The duties of the Education Standards Committee are to:

- Advise the Trust Board on the appropriate KPI’s to be reported to the MAT that enable student achievement and teaching quality to be monitored.
- Scrutinise KPI data to ensure it is robust; and
- Scrutinise external data on School performance including GET Information about Schools and report to the Trust.
- Report or make recommendations to the Trust Board on the School Development Plan.
- Take appropriate action on any other relevant matter referred by the Trust.

Administration

The Academic Standards Committee will meet at least once per year, usually at least two weeks in advance of the Trust Board meeting to which it will report, in addition, the following requirements will be met:

- The Chair of the Trust Board cannot be a member of the Academic Standards Committee
- The Chair of the Academic Standards Committee will be a Trustee of the Trust;
- Any paid staff will have no voting rights and cannot chair the Committee
- Agendas will be agreed in advance by the Chair of the Academic Standards Committee, with all required papers and reports circulated at least five working days in advance of the meeting.

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Activity	Members	ALET Board	Finance and Audit Committee	Academic Standards Committee	Pay Committee	CEO	Leadership Group	Schools Team	Local Governing Committee
Strategy									
Appointing and Removing Members	A								
Appointing Trustees		A							
Removing Trustees	A								
Setting the values, vision and strategic aims of the Trust		A				R	R		
Setting the school's mission, within the values, vision and strategic aims of the Trust							R		A
Ensuring the Trust complies with Charity Law and Company Law		A						R	
Operating the Trust in accordance with the Funding Agreement signed by the Secretary of State		A							
Establishing the scheme of Financial delegation for each school			A						
Appointing and removing Chairs of Local Governing Committees		A							
Procedures for the establishment or dissolution of Local Governing Committee's		A							
Ratify the appointment or removal of governors to and from the Local Governing Committee		A							R
Electing Chairs of Local Governing Committees		A							R
Appointing and removing the Clerk to the Trust board		A							
Performance Management of Clerk to Trust board		A							
Appointing and removing Co-opted Trustees		A							
Appointing and removing Co-opted governors		A							R
Deciding the Committee Structure for the Board		A							
Deciding Sub Committee Structure for Local Governing Committees		A							
Agreeing Terms of Reference for all Committees		A							
Ensure quality of education provision and oversee standards and outcomes across the Trust				A		R	R		R
Oversee Educational performance of the school				R		R	A		R
Developing the format of each school's Development Plan (School Improvement Plan)							A		
Approving each School's Development Plan(School Improvement Plan)							R		A
Approving Trust Development Plan		A		R		R	R		
Developing format for each Academy's Self Evaluation Form (SEF)							A		
Approving each academy's Self Evaluation Form (LG Report)							R		A
Reviewing and Challenging the Head Teacher's Reports						R			A
Planning the Schedule of Work for the Board		A				R		R	
Providing model schedule of work for the Local Governing Committees						R		A	
Contextualise the Schedule of Business for the Local Governing Committee						R		A	A
Quality Assure the Schedule of Business for the Local Governing Committees		A							
Define the School Day							R		A
Define the School Year		A				R	R		
Ratification of delegation of responsibilities to Local Governing Committees, working groups or individuals		A				R		R	
Quality assure, evaluate and develop the quality of governance across the Trust.		A				R		R	
Strategic Leadership and External Partnership									
Promote collaboration within the Trust and Externally		A				R	R	R	R
Promote the development of strategic partnerships that support the vision of the Trust		A				R	R	R	
Provide Challenge and Support to the CEO		A	R	R					
Provide Challenge and Support to the Head Teacher/Principal						A			R
Consider Threats and Opportunities in relation to the School						A	R		R
Long Term Strategy of the Trust ensuring the Trust's strategic plan is robust, accountable and promotes outstanding teaching and learning.		A				R	R		
Intervene in the Management of a school where necessary						A			
Provide a perspective on the wider education community and the challenges faced						A	R		
Public Relations and Branding of the Schools within the Trust							A	R	
Approval of Admission Policy for each school							R		A

Activity	Members	ALET Board	Finance and Audit Committee	Academic Standards Committee	Pay Committee	CEO	Leadership Group	Schools Team	Local Governing Committee
Review of Exclusions		A							R
Awareness of Complaints received throughout the Trust. Provide support where necessary						A	R	R	R
Support School L'ship to develop a curriculum which meets the needs of the school and the wider Trust taking into account; Nationally recognised curriculum priorities Obligation to provide Religious, Physical, Sex and Relationship Education.						A	R		
Monitoring, evaluating the implementation of the School's Development Plan Studying the data Conducting Monitoring Visits Receiving Reports from School's L'ship and Staff							R		A
Validating and Challenging the data in the Self Evaluation Form				R		R			A
Quality Assuring the Self Evaluation process for each School		A		R		R			R
Monitoring and Evaluating the Quality of Teaching and Learning				R		R	A		R
Financial Management									
Approving Financial Procedures in accordance with legal and DfE requirements and best practice		A	R						
Ensuring Financial Procedures are implemented correctly			A			R	R	R	
Maintaining Accurate, reconciled and up to date records to provide financial and statistical information.						R	R	A	
Establishing and maintaining Asset Registers in accordance with financial procedures.							R	A	
Ensuring that disposal of assets complies with financial procedures and reporting requirements		A	R				R	R	
Maintaining register of pecuniary and business interest of staff and governors		A						R	
Establishing and maintaining procedures for effective audit in accordance with legal and DfE requirements		A	R			R		R	
Receiving reports from Audit Inspections			A					R	
Ensuring appropriate insurance arrangements in accordance with the financial procedures		A	A					R	
To approve first formal budget plan each financial year in accordance with DfE timeframes		A	R			R	R	R	
To produce first formal budget plan each financial year in accordance with DfE timeframes						A	R	R	
To determine overall Trust budget to be delegated to each school		A				R		R	
Review reports from Internal Audit			A			R	R	R	
Ensure delivery of agreed actions from internal audit report						R		A	
Produce monthly Trust Management accounts with Year to date view						R	R	A	
Monitor monthly Trust Management accounts with Year to date view			A			R	R	R	
Produce monthly School Management Accounts with Year to date view						R	R	A	
Monitor monthly School Management Accounts and Year to date view						A	R		
Ensure alignment with schools development plan and budget						R	A	R	
Approve virements between budget heading within agreed limits.		A	R			R	R	R	
Trust Procurement						R	A	R	
Appointment of Responsible Accounting Officer		A							
Write off debts		A	R						
Determine and evaluate levels of risk		R	R			A	R		
Develop and Establish Business Continuity Plans			R			A	R	R	
Authorise signatories for each school						A			
Impliment charging and remissions policy inline with Trust's overarching Policy guidelines		A					R		
Enter into contracts up to limits of delegation and within agreed budget		A				R	R	R	
Make payments within Financial Limits		A				R	R	R	
Fundraising and income generation at school level							A		R
Implementation of Trust's Financial Procedures at school level						A	R	R	
Oversee the Financial Performance of the School						A		R	

Activity	Members	ALET Board	Finance and Audit Committee	Academic Standards Committee	Pay Committee	CEO	Leadership Group	Schools Team	Local Governing Committee
Oversee the Financial Performance of the Trust			A			R	R	R	
Establish and implement procedures for staff, Trustees and Governors to claim expenses								A	
Approve Procedures for trustees and governors to claim expenses		A	R						
Approve Procedures for staff to claim expenses						A	R	R	
Risk Management									
Ensure appropriate Risk Management Policies are in Place		A	R			R		R	
Review Trust Risk Register		A	R			R	R		
Review School Risk Register						R	R		A
Carry out Due Diligence regarding further schools joining the Trust						A		R	
Make decisions regarding further schools joining the Trust		A				R			
To monitor, review and amend as necessary, the Trust's actual Financial performance throughout the year and at year end.			A			R	R	R	R
Approving Lettings Policy		A				R		R	
Ensure debt write offs comply with the financial procedures			A			R	R	R	
Ensure all procurement processes and resulting contracts conform with the financial procedures		A				R		R	
Comply with VAT (Value Added Tax) and CIT (Corporation Income Tax) regulations			A					R	
Premises and Estates									
Establish and implement a Buildings and Maintenance strategy							A	R	
Maintain a strategic oversight of the Buildings Maintenance strategy			R			A			
Where appropriate raise funds, approving of grant applications put forward by the CEO and the LGC			A			R	R	R	
To ensure compliance with Health and Safety legislation		A				R	R	R	R
School Health and Safety reporting							R	R	A
Oversight of all Health and Safety		A	R			R	R	R	
Appointments and Performance Managements									
Develop and establish a Pay Policy		A				R		R	
Establish an Appraisal Policy		A				R		R	
Appointment/Dismissal of CEO and Trust's senior staff		A							
Performance Management of CEO		A							
Recruitment and Appointment of School Leadership Team (Head Teacher/Principal)		A				R			R
Approval of Pay recommendations of Leadership Group (including CEO)		R			A	R			
Performance Manangement of Executive Team & Pay recommendations (excluding CEO)						A			
Suspension or dismissal of School Leadership Member Excluding CEO)		R				A			R
Performance Management of Schools Team (excluding Clerk)						A			
Recommending Staffing structure of each school							A		
Approval of Staffing Structure for each school						A	R		
Develop and adopt a set of HR policies and contracts to be used by all schools		A				R		R	
Establish Disciplinary/capability procedures		A				R		R	
Validating and challenging re teaching and support staff pay in each school							R		A
Suspend or dismiss teachers or support staff						R	A		
Approve any leaving payments, redundancy, dismissal, early retirement in accordance with policy.						A	R	R	
Policies and Statutory requirements									
Policy and Key Documents Register Approval and Oversight		A				R		R	
Policies - See Policy schedule for delegation		A				R		R	
Drafting statutory Trust wide policies						A	R	R	

Activity	Members	ALET Board	Finance and Audit Committee	Academic Standards Committee	Pay Committee	CEO	Leadership Group	Schools Team	Local Governing Committee
Approve Statutory Policies for use across the Trust		A				R		R	
Ensure that all statutory policies are in place across the Trust		A				R		R	
Monitor the implementation and evaluating the impact of all statutory policies		A				R	R	R	
Ensure publication of statutory information on websites						A	R	R	
Buildings and Personal Liability Insurance		A				R		R	
Submit Budget to ESFA						A		R	
Audited Annual Accounts to ESFA						A		R	
Annual Accounts Return to ESFA						A		R	
Publish Accounts on Website								A	
File Accounts with Companies House								A	
External Audit		A	R			R		R	
Internal Audit			A			R		R	

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Date Meeting Items	1			2			3		4		5		6		
	21.10.19	21.10.19	21.10.19	10.12.19	10.12.19	10.12.19	13.2.19	13.02.19	2.3.19	19.5.19	19.5.19	13.7.19	13.7.19	13.7.19	
	Academic Standards	Finance Committee	Trust Pay Committee	Finance and Audit	Finance and Audit	Pay Committee	Finance & Audit	Board	Finance	Board	Finance	Board	Finance	Board	
1	Apols	Apols	Apols	Apols	Apols	Apols	Apols	Apols	Apols	Apols	Apols	Apols	Apols	Apols	
2	Decs of Int	Decs of Int	Decs of Int	Decs of Int	Decs of Int	Decs of Int	Decs of Int	Decs of Int	Decs of Int	Decs of Int	Decs of Int	Decs of Int	Decs of Int	Decs of Int	
3	Minutes	Minutes	Minutes	Minutes 3.7.19	Minutes	Minutes 21.10.19	Minutes	Minutes	Minutes	Minutes	Minutes	Minutes	Minutes	Minutes	
4	Matters Arising	Matters Arising	NA	Matters Arising	Matters Arising	Matters Arising	Matters Arising	Matters Arising	Matters Arising	Matters Arising	Matters Arising	Matters Arising	Matters Arising	Matters Arising	
5	AOB	AOB	NA	AOB	AOB	AOB	AOB	AOB	AOB	AOB	AOB	AOB	AOB	AOB	
6	School Exam outcomes against target	Management Accounts End of year early outcomes Changes to the budget following student numbers confirmed	To consider the Pay/Progression recommended by the Principal/Head teacher	Governance and Compliance Appointment of Chair and VC Outstanding Compliance forms - DBS Skills Audit, Decs of Interest, Code of Conduct DFE Guidance updates Policies - Safeguarding for approval Policy Register Use of Company Seal Code of Conduct Changes in Trust Members Membership of Committees	Review audited annual accounts and report	Governance updates DFE Guidance Policies Use of Company Seal	CEO Leadership Group Clerk	Management Accounts Mid Year Financial Forecast	Governance updates DFE Guidance Policies Use of Company Seal	Management Accounts Mid Year Financial forecast	Governance updates DFE Guidance Policies Use of Company Seal	Management Accounts	Governance updates DFE Guidance Policies Use of Company Seal	Management Accounts	Governance updates DFE Guidance Policies Cycle of Meetings 2020-21 Schedule of Business 2020-21 Scheme of Delegation 2020-21 Policy Register Governor Training Use of Company Seal
7	Review of Disadvantaged Student Outcomes	Financial Assurances TGS UTC S BTS SRMA Action Plan	Receive report from Principal/Headteacher on performance review panels and consider recommendations and pay progression of central staff.	CEO Report To include Cost of living recommendation	Review any audit recommendations including those around the Trusts internal controls and financial management systems.	CEO Report Academic Data		Financial Assurances TGS UTC S BTS SRMA Action Plan	CEO Report	Financial Assurances TGS UTC S BTS SRMA Action Plan	CEO Report	Financial Assurances TGS UTC S BTS SRMA Action Plan	CEO Report	Financial Assurances TGS UTC S BTS SRMA Action Plan	CEO Report
8	Leadership Group actions following outcomes	Audit Plans		Committee Recommendations Finance Academic Standards Pay Committee	Financial Assurances	Improvement plan and academic data update		Actions against audit recommendations						Budget 2021-22	Quality Assurance Data Dashboards Targets 2021-22 Health and Safety Annual Compliance Audit Strategic Plan Review
9		Review of Financial Plan			Management Accounts	Committee Recommendations Audit Committee									
10		Risk Register			Group Risk Register			Group Risk Register		Group Risk Register		Group Risk Register		Group Risk Register	
11	Next Meeting	Next Meeting	Next Meeting	Next Meeting	Next Meeting	Next Meeting		Next Meeting	Next Meeting	Next Meeting	Next Meeting	Next Meeting	Next Meeting	Next Meeting	Next Meeting

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- Meeting 1 - Local Governing Committee Agendas October**
- Item**
- 0 Appointment of Chair and Vice chair if required**
 - 1 Apologies**
 - 2 Declarations of Interest and Gifts and Hospitalities**
 - 3 Minutes**
 - 4 Actions**
 - 5 Any urgent matters arising after circulation of the agenda with prior approval from the Chair via the Clerk**
 - 6 Governance Update (Report will include)**
 - New Governor Appointments - review of terms of office
 - Appointment of Parent/Staff governor if required
 - Governor Training Tracker
 - Attendance 2018-19
 - Compliance Forms - Skills Audit, Decs of Interest, Governor Information form, Code of Conduct
 - DfE updates/guidance if required
 - A Guide to Acronyms Version 2
 - Other relevant updates from NGA The Key other Governance sources
 - Policies if required - Safeguarding policy changes - governors to sign they have read the changes
 - Changes in Safeguarding partners and child death review arrangements
 - GIAS updates confirmed
 - Admissions Consultation if required
 - Just in time Training
 - Governance Conference Feedback**
 - ICE Pack
 - GRIP
 - 7 Principal/Headteacher Report and SEF**
 - 8 Quality Assurance**
 - 1. Development Plan Priority - Quality of Education - Impact and Effectiveness of 16-19 Programme
 - An analysis of exam results compared to target.
 - Link Governor discussion Governor B
 - Annual Reports**
 - Pupil Premium Report - the impact of the spend from last year and proposed spend for the current year.
 - Year 7 catch up report
 - Link Governor A,C,D visit reports
 - Development Plan for approval 2019-20
 - 9 Governor Discipline Committees**
 - To request volunteers if required
 - To receive feedback if required
 - 10 Pay Committee**
 - Request for subcommittee volunteers
 - 11 Risk Register**
 - 12 Next Meeting**

Item	Meeting 2 - Local Governing Committee Agendas January
0	Appointment of Chair and Vice chair if required
1	Apologies
2	Declarations of Interest and Gifts and Hospitalitys
3	Minutes
4	Actions
5	Any urgent matters arising after circulation of the agenda with prior approval from the Chair via the Clerk
6	Governance Update Updates as required Policy updates as required - including admissions arrangements Skills Audit review Just in time training GIAS updates confirmed
7	Principal/Headteacher Report and SEF
8	Quality Assurance 1. Development Plan Priority - Quality of Education - Implementation, Behaviour and Attitudes, Personal Development. (including responsibility for SEN, LAC and Health and Safety) 2. Link Governor A Discussion of this area and relevant visit reports 3. Link Governor visit reports B,C,D 4. Safeguarding Report
9	Governor Discipline Committees To request volunteers if required To receive outcomes if required
10	Pay Committee feedback
11	Feedback from Principals Review Committee (Chair and CEO)
12	Risk Register
13	Next Meeting

- Item Meeting 3 - Local Governing Committee Agendas March**
- 0 Appointment of Chair and Vice chair if required**
 - 1 Apologies**
 - 2 Declarations of Interest and Gifts and Hospitalities**
 - 3 Minutes**
 - 4 Actions**
 - 5 Any urgent matters arising after circulation of the agenda with prior approval from the Chair via the Clerk**
 - 6 Governance Update**
Updates as required
Policy updates as required
Just in time training
GIAS updates confirmed
 - 7 Principal/Headteacher Report and SEF**
 - 8 Quality Assurance**
Quality of Education - Intent - Governor B
Specialism and Local Strategy - Governor D
Link Governor visit reports A and C
Annual Reports
Health and Safety
Equality and Diversity
SEND Report
 - 9 Governor Discipline Committees**
To request volunteers if required
To receive outcomes if required
 - 10 Next Meeting**

Meeting 4 - Local Governing Committee Agendas June

Appointment of Chair and Vice chair if required

Apologies

Declarations of Interest and Gifts and Hospitalities

Minutes

Actions

Any urgent matters arising after circulation of the agenda with prior approval from the Chair via the Clerk

Governance Update

Updates as required

Policy updates as required

Governance Self Assessment and Action Plan

Calendar of LGC dates 2020/21

Principal/Headteacher Report and SEF

Quality Assurance

Effectiveness of Leadership and Management - Link Governor C

Overall Effectiveness - Link Governor C

Environment and Resources - Link Governor D

Link Governor visit reports A and B

Annual Reports

Draft School Development Plan 2020-21

Governor Discipline Committees

To request volunteers if required

To receive outcomes if required

Risk Register

Next Meeting

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Six Core Principles of Good Governance

The following is an extract from the Good Governance Standards for Public Services published by the Independent Commission on Good Governance in Public Services, January 2005.

1. **Good governance means focusing on the organisation's purposes and on outcomes for citizens and service users.**
 - Being clear about the organisation's purposes and its intended outcomes for citizens and service users;
 - Making sure that users receive a high-quality service;
 - Making sure that taxpayers receive value for money.
2. **Good governance means performing effectively in clarity defined functions and roles.**
 - Being clear about the functions of the governing body;
 - Being clear about the responsibilities of the non-executives and the executive, and making sure that those responsibilities are carried out.
 - Being clear about the relationship between the governors and the public.
3. **Good governance means promoting values for the whole organisation and demonstrating the values of good governance through behaviour.**
 - Putting organisational values into practice;
 - Individual governors behaving in ways that uphold and exemplify effective governance.
4. **Good governance means taking informed, transparent decisions and managing risk.**
 - Being rigorous and transparent about how decisions are taken;
 - Having and using good quality information, advice and support;
 - Making sure that an effective risk management systems is in operation.
5. **Good governance means developing the capacity and capability of the governing body to be effective.**
 - Making sure that appointed and elected governors have the skills, knowledge and experience they need to perform well;
 - Developing the capability of people with governance responsibilities and evaluating their performance, as individuals and as a group;
 - Striking a balance, in the membership of the governing body, between continuity and renewal.
6. **Good governance means engaging stakeholders and making accountability real**
 - Understanding formal and informal accountability relationships;
 - Taking an active and planned approach to dialogue with accountability to the public;
 - Taking an active and planned approach to responsibility to staff;
 - Engaging effectively with institutional stakeholders

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The Seven Principles of Public Life

The following is an extract from the Second Report of the Nolan Committee on Standards in Public Life, May 1996.

1. Selflessness

Holders of Public Office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.

2. Integrity

Holders of Public Office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.

3. Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

4. Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

5. Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

6. Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

7. Leadership

Holders of public office should promote and support these principles by leadership and example.