

LT2 Governance Handbook

Contents

1. Introduction.....	3
2. Learning Today Leading Tomorrow Trust.....	4
3. Roles and Structures within LT2 Trust.....	6
4. The Local Governing Body	11
5. Clerk	15
6. LT2 Governance Calendar	16
7. Conflicts of Interest	16
8. Other Publication Requirements	16
9. Whistleblowing.....	17
10. Trustee, Member and Local Governor Expenses	17
Appendix A – Trustee Role Description	18
Appendix B – Trustee Induction Checklist	19
Appendix C – LT2 Governance Code of Conduct	19
Appendix D – Local Governing Body/Educational Excellence Committee Terms of Reference 2021-22	24
Appendix E – LT2 Trust Board Terms of Reference 2020-21	28
Appendix F – LT2 Audit and Risk Committee Terms of Reference 2020-21.....	39
Appendix G – GovernorHub.....	42
Appendix H - Useful Resources.....	42
Appendix I – Trustee & Governor Training Offering	42
Appendix J - LT2 Trust Year Governance Planner 2021-22	44

1. Introduction

1.1 Aim of this LT2 Governors' Handbook

LT2's core purpose and responsibility is establishing, maintaining and managing schools. This Governance Handbook contributes to delivering the vision of the trust. It outlines the governance structures within LT2 and how these support the schools in delivering high quality education to the pupils, parents and the local community it serves.

This Handbook is for trustees, local governors, headteachers, and clerks. It sets out the role of a Learning Today Leading Tomorrow Trust by:

- Outlining the core role and functions of the different boards and committees, along with the terms of reference for these;
- Outlining the membership of the boards and committees;
- Setting out the structure and areas for which the boards and committees are responsible;
- Describing the flexibility that LGBs have to respond to the needs and circumstances of each school.

Learning Today Leading Tomorrow Trust values every person who volunteers to help provide a high-quality education offer to pupils by being trustee or a local governor. How well a board or committee conducts its role has a significant impact on the success of the schools. Therefore, although boards and committees are made up of volunteers, they must act professionally at all times and be accountable for their effectiveness.

Trustees and local governors should be mindful in exercising board and committee functions and be aware of and accept the seven Nolan Principles of public life, which are selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

1.2 Terminology

Throughout this document the following terms will be used:

The Trust – Refers to the Learning Today Leading Tomorrow, a Multi-Academy Trust. A legal entity and limited company.

Articles – Means the Articles of Association of the Company.

LT2 Trust Board – Where the words 'trust board' are used it refers to the board of trustees (or directors) of the company who set the vision for the trust and hold the executive leadership team to account for delivering the trust's strategic plan. The LT2 Board of Trustees have overall responsibility for the maintenance and management of the schools.

Member – Are akin to shareholders and are the subscribers to its articles of association. Members have the power to appoint and remove trustees.

Trustee – Directors of the charitable company. They are responsible for ensuring the trust meets its charitable objectives, as well as compliance with charity law and the academy-trust's funding agreement. A trustee sits on the LT2 Board.

Company – Means Learning Today Leading Tomorrow, a company limited by guarantee with registered number 09027131

Local Governing Body (LGB) – Each LT2 school has a local governing body, which is a committee of the LT2 Board. This may be referred to as an LGB when it has parents within the membership or and Education Excellence Committee when there is a separate Parent/carer Advisory Board (PCAB). However, where an LT2 school requires considerable improvement following an OfSTED inspection, a Sustainable Improvement Board (SIB) accompanied by a Parent / Carer Advisory Board (PCAB) carry out the local governance role with a focus on the post- OfSTED action plan.

Education Excellence Committee – A form of LGB

Local Governor – This is a member of the LGB. Throughout this document this term is used to refer to members of both a SIB and an LGB.

Parent Governor – Means a person elected to be a member of the LGB by the parents of pupils at the school or in default of election appointed by the LGB.

Personal Financial Interest – Means any interest in the employment or remuneration of, or the provision of any other benefit to, a Local Governor as further detailed in clauses 97 and 98 of the Articles.

Sustainable Improvement Board (SIB) – Will fulfil the functions of a LGB in a way that ensures rapid, sustainable improvement and high standards of educational achievement. A SIB is a committee of the main LT2 Trust Board and chaired by a member of the board.

Parent / Carer Advisory Board (PCAB) – A representative board established to strengthen the voice of Parents / Carers as to how the school should be run. The PCAB's view is represented via the Chair to the SIB and, in turn to the trust board via the senior leaders of the school and the Chair of the SIB.

Clerk - Means the clerk or clerking service organised by the trust.

2. Learning Today Leading Tomorrow Trust

Learning Today Leading Tomorrow is a multi-academy trust that delivers education in the state sector.

LT2 operates two Free Schools in Rugby, which opened in 2015 and 2016. Both schools are focused on delivering high quality provision in areas where there is a shortage of primary school places. We have ambitions for responsible growth in the future.

2.1 LT2 Vision

The Vision of Learning Today Leading Tomorrow is to build a group of outstanding schools across phases, including specialist provision, to become (a mid-size) trust that provides vibrant and inclusive learning environments in which every member of the learning community is passionate about learning. The trust is led by an experienced CEO who works closely with two committed forward looking Headteachers who lead the two schools supported by a central team to support finance, HR, estates and governance.

We combine high aspirations and a keen interest in innovation with a commitment to inclusion and the rights of every individual child and young person that we educate. In our schools, every child is known, valued and respected for their

individual gifts, talents and hard work. The world we live in is fast changing and as educators we have a moral duty to equip the young people in our care with the determination to live and thrive as citizens in their own communities and the world of tomorrow.

We place the needs of the children and young people we work with at the heart of our operations. We have high aspirations for all students, including those from more deprived backgrounds and those with special educational needs. In order to deliver on these aspirations, we develop strong partnerships with other agencies and professional organisations to support children and parents/ carers who may be experiencing difficulties.

We believe that every school is on an improvement journey, be it a new school, established provision in challenging circumstances, or an 'outstanding' school needing to sustain high performance and avoid coasting. As a result, we will ensure that all of our schools maximise their resources to achieve educational excellence and collaborate to support this process.

The Trust Values underpin the mission and provide the basis on which LT2 schools can articulate the key behavioural characteristics that promote a positive philosophy. Our six values are unseen drivers of our behaviour as experienced by others and are designed to create a shared organisational culture:

Kindness – The quality of friendliness, generosity, and consideration

Collaboration – The belief that working and learning with others will lead to greater success

Curiosity – A strong desire to know and to learn

Resilience – The ability to recover quickly and learn from the difficulties we face

Respect – To appreciate the importance of understanding and admiration for others and self, honesty

Endeavour – The belief that hard work is needed to achieve something of which we can be proud

2.2 Strategy 2021-24

LT2 is currently updating its Strategic Plan. Please contact the Central Team for further information.

LT2 aims to expand its operations to support and grow to become a mid-size trust overseeing a range of geographically compatible schools and academies. This will be achieved through well executed planning, risk management and due-diligence whilst sustaining current standards through effective school improvement strategies and developing the expertise of the trust executive leadership team.

The principles on which our plans are based include:

1. To continue to develop a culture that celebrates success and is attractive to children, families and existing and future employees including new joiners (schools)
2. To provide outstanding local governance and leadership that has high expectations and effective quality monitoring as part of a rigorous process of scrutiny and support
3. To nurture a culture of open and supportive leadership that promotes school to school challenge & support and welcomes new joiners (schools) to the trust

4. To operate robust business management systems and financial controls locally that promote efficient data analysis and compliance centrally
5. To be aspirational, expecting high standards and welcoming challenge & support to improve outcomes and make effective use of School Improvement opportunities
6. To be truly inclusive and act swiftly to implement differentiated interventions that raise aspirations of all children and staff, closing the gap (especially for deprived groups/children with SEND)

As a trust, Learning Today Leading Tomorrow's function and responsibility is as the owner of the land and assets, as the employer for all staff and is the admissions authority for the schools. It is the trust's role to provide the strategic framework across the schools within the trust and ensure all statutory duties are met.

The trust has appointed an Accounting Officer, Brenda Mullen, who is Chief Executive of Learning Today Leading Tomorrow Trust and is responsible for the running of the trust.

3. Roles and Structures within LT2 Trust

3.1 LT2 Governance Model

The diagram below illustrates a high-level overview of the governance structures within the LT2 Trust and associated legislative agencies.

Department for Education and Agencies

Members

LT2 Board of Trustees

Takes strategic decisions affecting schools across the trust

Executive Team

Brenda Mullen (Chief Executive)
Headteachers
Chief Finance Officer
And (outsourced) Legal advisers

Central Team:

Trust Business Manager
Trust Strategic IT Manager
HR Advisor

LT2 Scheme of Delegation sets out degree of autonomy

Committees

- Audit and Risk Committee (which also acts as Pay Committee)
- Performance and Standards committee

Local Governing Bodies or Educational Excellence Committees

LT2 Schools

Carries out Local Governing functions, makes recommendations to the Board – has parental representation

Central committees consider issues across the trust for finance, performance, risk & audit, pay awards recommendations and executive remuneration

Accountable to the LT2 Trust Board



3.2 Department for Education and its agencies

The DfE devolves authority to the academy trust through its own legislation and the academy trust's funding agreement. Other requirements and authority are also devolved through charity and company law. Regional Schools Commissioners (RSCs) and the Education and Skills Funding Agency (ESFA) are key components in delivering the department's role.

The RSC's core function is to intervene in under-performing academies and free schools to commission high quality support to improve them quickly including taking action where governance is inadequate. The ESFA regulates academies and considers three key functions of the trust including financial management, governance and supports the RSCs with their consideration of educational performance. The ESFA intervenes where there is a risk of financial failure, or mismanagement of public funds. For more detailed information on the roles of the RSCs and ESFA please refer to the DfE Guidance [Academy Trust Governance – Structure and Roles Descriptors](#), October 2020 (pg23-26).

3.3 LT2 Members

Academy trusts are founded by members who may then appoint additional members to joining them. The first members are the first signatories to the memorandum of association when the trust is first established and they agree the trust's first articles of association which includes the trust's charitable purpose.

The LT2 Members play a restricted but crucial role in safeguarding trust governance and a general duty to further the trust's charitable objective. They sit independently of the LT2 Trust Board and not assume the role of the LT2 Trustees becoming involved in the day-to-day business of the trust. Instead, they must assure themselves that the governance of the trust is effective, that the LT2 Trustees are acting within accordance of the trust's charitable purpose otherwise they, the LT2 Members, use their powers to step in if governance is failing.

The trust must have a minimum of three members. There are currently five LT2 members of whom one sits on the LT2 Trust Board. An individual nominated to become an LT2 member must sign a written consent form and sign the register of members.

For more detailed information on the role of members within academy trusts please refer to the DfE Guidance [Academy Trust Governance – Structure and Roles Descriptors](#), October 2020 (pg9-11).

3.3.1 The Powers of the Members

The powers of the LT2 Members are set out in the LT2 Articles of Association and they use these powers to ensure that the LT2 Trustees are exercising effective governance. These powers include:

- Appointing and removing LT2 Trustees (a vote passed by the majority of members)
- Appointing and removing LT2 Members
- Directing LT2 Trustees
- Amending the LT2 Articles of Association subject to any restriction in the articles, funding agreements or charity/company law. They can change the name of the trust or wind it up
- Change of school category
- Appointing and removing the trust's auditors

The members receive and review the trust's audited annual report and accounts but do not sign them off.

The LT2 Members shall consult with the LT2 Trust Board before voting on any resolution of the members of the company.

3.4 LT2 Trust Board

The LT2 Trust Board, led by the chair, is the decision-making body of the academy trust and is accountable and responsible for all the schools within LT2 Trust. LT2 Trustees make up the LT2 Trust Board and they are both charity trustees and directors of the company. Trusteeship is a voluntary position.

Please see the Trust Board Terms of Reference in appendix E for more information on the specific role and responsibilities of the LT2 Trust Board.

3.4.2 Being a Trustee

Trustees – or non-executive directors - are both charity trustees and company directors of the academy trust; the role is to hold to account the executive and senior leadership team. The board of trustees manages the business of the academy trust and may exercise all the powers of the trust. The trustees ensure compliance with the trust's charitable objects and with company and charity law.

Trustees meet every six to eight weeks and are asked to commit an additional eight to 10 hours between meetings to follow up on actions, provide advice, and input into strategic documents/areas of work relevant to their areas of expertise.

Please see appendix A for a Trustee role description.

3.4.3 The Chair and Vice-Chair of the LT2 Trust Board

The Chair and Vice-Chair of the LT2 Trust Board provide visionary strategic non-executive leadership to the trust and, as with other trustees, the roles are voluntary ones. The trustees shall elect a chair and vice-chair each academic year.

The chair, supported by the vice-chair and the clerk:

- Takes the lead in ensuring the effective functioning of the trust board and has a vital role in setting the highest expectations for professional standards of governance.
- Gives the trust board clear leadership and direction, keeping it focused on its core functions. Whilst the chair will carry out specific functions, as mentioned above, the legal duties placed on the trust board apply to all trustees and not just the chair

It is for the chair to have honest conversations, as necessary, if anyone appears not to be committed or is ineffective in their role, proactively engaging with the Members where necessary.

The chair and clerk work in conjunction to make sure everyone understands what is expected of them and receives appropriate induction, training and development.

The chair will receive the academy trust's financial management accounts each month and the trust board must consider these when it meets, ensuring appropriate actions to maintain financial viability. All trustees must receive the management accounts at least six times per year.

3.5 Committees to the Trust Board

The trust board can delegate functions to committee(s) of the board while the board remains responsible and accountable for the decisions made. At meetings of all committees, except LGBs, a vote may be taken when trustees form the majority of members present.

Currently the board has established an Audit and Risk Committee and Performance and Standards Committee. This structure is reviewed annually. The terms of reference for the Audit and Risk Committee and the Performance and Standards Committee can be found in appendices E and F.

Local governing boards (LGBs) are also committees to the LT2 Trust Board. Please see section 4.

3.6 The CEO and Executive Team

To assist in fulfilling the trust's statutory responsibilities and to ensure the highest possible standards across the schools, the trust board have appointed an executive team, led by the Chief Executive Officer (CEO). This team is responsible for carrying out functions on behalf of the LT2 Board along with functions delegated to the CEO in the LT2 Scheme of Delegation. The executive team consists of the headteachers, chief financial officer, and head of human resources.

The executive team under the leadership of the CEO are responsible for the operational and day-to-day running of the trust.

One of the CEO's responsibilities is to provide to the LT2 Trust Board so that they can meet their three core objectives (see the LT2 Trust Board Terms of Reference in appendix E) provides a management report to the LT2 Trust Board with information and data relating to the whole trusts pupil performance, latest positions regarding priority areas for improvement, staffing updates, financial information etc., therefore supporting the trust board to undertake their strategic function. The trust board will use the information to inform their discussions and challenge the CEO.

3.7 LT2 Scheme of Delegated Authority

As set out above, the LT2 Trust Board is legally responsible for all LT2 Schools. It delegates a number of responsibilities to the LGB for each school.

The LT2 Board has approved a Scheme of Delegation, which sets out the formal delegation of responsibilities and accountabilities to the 1. Members; 2. LT2 Trust Board; 3. Board Committees; 4. Accounting Officer (Chief Executive); 5. Central Team; 6. Local Governing Body/Sustainable Improvement Board; 7. Parent/Carer Advisory Board and 5. Headteacher.

The Scheme of Delegation is the guiding document in developing the Terms of Reference for all boards and committees.

3.7.1 Delegation Principles

The principles that underlie the allocation of responsibilities:

- Schools have high levels of autonomy on their day to day provision within the vision of the trust
- Budgets are collated locally led by the CFO and approved by trust board and changes require approval from CEO

- The trust's primary roles are to protect and develop the core vision for all schools maintained by Learning Today Leading Tomorrow Trust and to ensure high standards of education and excellent leadership in all the schools
- LT2's subsidiary role is to minimise the bureaucracy that has to be dealt with by schools
- LT2 offers educational and operational support, through the central team and compliantly procured contracts with high quality providers

The LT2 Scheme of Delegation is published on the [LT2 website](#) and all local governors should be familiar with it.

4. The Local Governing Body or Educational Excellence Committee

4.1 The Role of the Local Governing Body (LGB) or Educational Excellence Committee (EEC)

The LT2 Trust Board appoints an LGB/EEC to oversee a school within the trust. The LT2 Trust Board will decide which governance functions they will delegate to LGB/EECs.

Local governors on the LGB/EECs are the strategic leaders for the LT2 Schools who play a vital role in making sure every child gets the best possible education. The LGB/EEC should have a strong focus on three strategic functions:

- Setting the vision, ethos and strategic direction for the school, within the overall vision of the trust;
- Holding the headteacher and senior leadership team to account for the educational performance of the school, safeguarding its pupils and the performance management of staff; and
- Ensuring investment in educational improvement is having an impact.

The functions and responsibilities of the LGB/EEC are delegated through the LT2 Scheme of Delegation. This includes areas that they will be responsible to recommend and be consulted upon.

The evidence suggests that LGB/EECs deliver their responsibilities well when they:

- Understand their strategic role
- Ensure the local governors have the necessary skills and commitment
- Appoint a clerk to advise them on the nature of their functions
- Evaluating their performance annually

The LT2 Trust Board has appointed an LGB for Rugby Free Primary School and an Educational Excellence Committee for Rugby Free Secondary School.

The LGB/EECs are committees of the main LT2 Trust Board.

The Terms of Reference for a LT2 LGB/EEC can be found in appendix D.

LGB/EECs are asked to appoint individual local governors to link roles, such as safeguarding, pupil premium and Special Educational Needs and Disability (SEND), or curriculum areas such as English or Mathematics. An overview of these roles is contained in appendix D.

It is important to note that the role of the LGBs is to support and contribute to the success of the schools and not to do the school's job for them. If the local governor does possess skills that the school wishes to utilise on a pro bono basis, then it is important that this is considered voluntary work and not part of a local governor's remit. No local governor should conduct paid work for the school unless approved in writing by the Chief Executive. Please see section 6 on Conflict of Interest. The clerk can provide further guidance.

The most robust LGBs welcome and thrive on having a sufficiently diverse range of viewpoints, such that an open debate leads to good decision-making in the interest of the whole school community.

The LGB should work to support and strengthen the leadership of the school and drive high standards that meets the needs of the local community. LGBs should play a strategic role and avoid routine involvement in operational matters.

4.2 Why be a Local Governor?

Serving as a local governor helps individuals develop board-level skills and expertise that may not otherwise develop until much later in their careers. The learning and development benefits are therefore significant and more than compensate for the flexibility and time off that governors may need to fulfil their local governor duties.

The role provides satisfaction to an individual who can influence children's education by using the skills and expertise they have developed along with their passion that can be brought to the role. The time commitment given is not great, though all local governors are asked to attend all full LGB meetings; and undertake school visits. If an individual's attendance record falls below 50%, local governors will be asked to consider if they have the capacity to fulfil the role.

4.3 Target Setting

It is the LGB's role to work with the board to set the school's strategic targets within the overall strategy, and to ensure all delegated statutory duties are met. The LGB should ensure that there is a robust strategy in place for achieving the vision of the school, addressing fundamental questions of 'where are we now?', 'where do we want to be?' and 'how are we going to get there?'

The strategy should provide a robust framework for setting priorities, creating accountability and monitoring progress in realising the school's vision. The strategy should include SMART¹ targets and key performance indicators (KPIs).

It is important for governors to establish an annual cycle of visits/learning walks to provide a strategic overview of the school and ensure governors get to know the school. The key documents below are approved or reviewed by local governors to ensure the work of the school can be carried out efficiently. They are:

- School Development Plan or Raising Attainment Plan and Self-Evaluation Form
- LT2 School Improvement Review reports
- LT2 Compliance Monitoring Reports
- Policies and procedures delegated to the school

¹ Specific, Measurable, Attainable, Relevant and Timely.

An LGB must have good, timely data if it is to know the questions it needs to ask, to provide challenge, strengthen the school leadership and answer any questions asked of the LGB itself. In particular, the LGB will need to see information relating to the priorities it has identified for improvement. This will include but may not be limited to, data on:

- Pupil learning and progress, particularly for groups of learners
- Pupil Applications, admissions, attendance
- The quality of teaching

The trust has developed a standardised headteachers report used across both schools. The LGB chair, not the Headteacher, should determine any further areas to be included in the report other than the basic format in addition to the data produced for the trust monitoring report.

External data must be considered by the LGB, through the assessment of the school's performance and progress, and below is a list of sources that should be considered:

- OfSTED Reports where available
- Department for Education School performance tables
- ASP and other data sources like Fisher Family Trust or benchmarking reports

4.4 Local governor school visits

Local governors need to know their school, if accountability is going to be robust and their vision for the school is to be achieved. With pre-arranged visits that have a clear focus, local governors can see whether the school is implementing the policies and improvement plan they have signed-off and how these are working in practice. Visits also provide an opportunity to talk with pupils, staff and parents to gather their views.

To support their function, the LGB are recommended to agree a school visits protocol.

4.5 Ensuring investment in educational improvement is value for money and having an impact

LGBs have a key role in raising concerns about the way the schools spend public money to ensure value for money around the areas linked to educational improvement. This role is more like a whistle-blower role than budget monitoring. It requires local governors to be aware of the following questions:

- Are we allocating our resources in line with our strategic priorities?
- Are we making full use of all our assets and efficient use of all our financial resources to ensure there is a good impact on educational improvement?
- How can we get better value for money regarding areas of educational improvement linked to our school development plan?

4.6 LGB Self-evaluation

LGBs should regularly evaluate their own effectiveness. This can be carried through a variety of means, throughout the academic year, which are:

- **Review LGB effectiveness** - The LGB should carry out a review of its effectiveness, completed and reviewed by the local governors annually. A template form can be obtained from the trust and this should be included in the Annual Local Governors' Review.
- **Skills audit of LGB members** – Each LGB should conduct a skills audit of its governors, so that training needs can be identified and the results can be considered when new local governors are recruited. A template Skills Audit can be obtained from the trust.
- **Performance review of the Chair** – The Chief Executive of Learning Today Leading Tomorrow Trust will conduct a review discussion with the Chair annually, discussing the role, reviewing effectiveness of the LGB and considering what the trust can do to support the Chair.
- **Chair to performance review each local Governor** – The chair should hold an informal discussion with each local governor annually, discussing their role and contribution to the LGBs effectiveness.

4.7 Support and training for local Governors

LGBs have a challenging role to perform. High quality induction and continual professional development is vital to equip local governors with the skills that they need.

LGBs are responsible for their own training requirements and these should be carried out throughout the year. Induction, continuous professional development and on-going training should be considered by the LGB, with the skills audit also identifying training needs. The clerk should keep a record of local governor training undertaken throughout the year.

There are a number of training routes:

- The trust has a subscription to Educare online training for governors and employees. The clerk will provide each governor with a login.
- Warwickshire Local Authority provide a range of training programmes that the school will be able to buy into and this is quite often included in a Local Authority's support package for schools.
- If any training needs are identified, the trust will be able to provide training for the LGB, as and when required, with the costs covered by the school (or schools).

The school will set aside a budget for local governor training requirements (suggest around £1K).

LGBs could consider giving the vice-chair or another local governor a specific responsibility for ensuring every local governor develops the skills that they need to be effective. The local governor would be responsible for ensuring that every new and existing local governor develop their skills to make an active and valuable contribution to the work of the LGB.

4.8 Structure and membership of LT2 Local Governing Bodies

In keeping with the trust's vision of developing autonomous schools, there is extensive local choice about the structure, size and operation of each LGB. The following decisions set the limits on this local choice:

- The LGB must operate within the LT2 Trust structure, and must remain within the overall vision, ethos and strategic direction of the trust;

- The chair of each LGB is appointed by the LT2 Trust Board, serving at the pleasure of the board;
- The chair and headteacher together use a skills-based approach to appoint the local governors, each to serve for a four-year term;
- There must be a minimum of two parent governors on an LGB and the Chair of the PCAB sits on a SIB. There is no set maximum, but good practice would suggest no more than 50% of governors on an LGB should be parents; and,
- The suggested size of an LGB is between 6-10 members.

All local governor appointments will be informed by the skills audit, which will be annually conducted by the LGB.

4.8.1 Terms of Office

A local governor's term of office is 4 years and no local governor will be expected to serve more than two terms

4.8.2 Chair

The chair serves at the invitation of the LT2 Trust Board for two-year term of office, renewable up to a maximum of 2 x 2-year terms. The process for considering re-appointment as chair requires a formal review with the LT2 Chief Executive.

4.8.3 Working groups

LGB/EECs have the flexibility to organise their own business as best suits each school, including time; place; frequency of meetings; appointment of committees and working groups; appointment of link members; organisation of school visits; subject to there being at least one meeting of the LGB each academic term called and recorded by a clerk

4.8.4 Other Local Governor roles to be appointed

An LGB is encouraged to operate a link governor system, providing a focus, for the following roles:

- Pupil Premium;
- SEND;
- Safeguarding; and,
- Key curricular areas

An overview of these roles can be found in appendix D.

4.8.5 LGB's relationship with school leaders

The relationship between an LGB, particularly the chair of governors, and the headteacher is crucial to effective governance. They should work in close partnership but retain sufficient distance to allow the headteacher to run the school and the LGB to hold them to account.

5. Clerk

The LT2 Trust Board appoints a clerk to manage the running of the board/committee/LGB and provide the following services:

- Convene meetings and maintain attendance records;

- Take and distribute termly LGB meeting minutes, following up actions as required; and,
- Offer procedural advice and guidance during and between meetings

6. LT2 Governance Calendar

As all boards/committees/LGBs have a number of functions to undertake, there is an annual Governance Calendar which sets out all the business conducted through the academic year and meeting dates for all boards/committees/LGBs in the current academic year.

The LT2 Governance Calendar is reviewed and approved in sixth and final meeting cycle of the preceding academic year. A copy can be found in appendix J.

7. Conflicts of Interest

Local governors, trustees and members must be aware of, sign up to, and follow the LT2 Conflicts of Interest guidance and ensure that requirements for related party transactions are applied across the trust. The Chair of the LT2 Trust Board and the accounting officer must ensure their capacity to control and influence does not conflict with these requirements. All must manage personal relationships with related parties to avoid both real and perceived conflicts of Interest, promoting integrity and openness in accordance with [the seven principles of public life](#).

Trustees, members and local governors must complete/update the declaration of business and material interests sections on the Trust Governor at the beginning of the academic year. The declarations will be collated and published on each school's and the trust website.

Declarations will remain a standing item on all meeting agenda. Any declarations made under these items must be minuted and understood by all.

8. Other Publication Requirements

8.1 School

Each school must publish the following information about their governors:

- Full name
- Terms of office
- Date of appointment
- Date they stepped down (where applicable)
- The body who appointed them

8.2 Trust

The trust must publish the following details:

- The structure, remit and full names of the chairs of:
 - The members
 - The board of trustees
 - Committees
 - Local governing bodies
- For each member who has served at any point over the past 12 months
 - Full name
 - Date of appointment
 - Date they stepped down (where applicable)
- For each trustee and local governor who has served at any point over the past 12 months:
 - Full name
 - Date of appointment
 - Term of office
 - Date they stepped down (where applicable)
 - Details of who appointed them
- Each trustee's/local governor's attendance records at board and committee meetings over the last academic year.

The trust will request the information from the clerk.

9. Whistleblowing

Whistleblowing arrangements are designed to respond to malpractice and wrongdoing. Trustees/members/local governors should refer to the LT2 Whistleblowing Policy in the LT2 website before considering any action.

10. Trustee, Member and Local Governor Expenses

Trustees and local governors are entitled to claim for reasonable expenses incurred during their performance of duties on behalf of the school.

The LT2 Trustee/Local Governors Expenses Policy can be found on the LT2 website.

Appendix A – Trustee Role Description

The ideal candidate will provide leadership and direction to the board in all matters associated with their area of expertise and able to advise the board on matters relating to this. In addition to this, candidates have:

- Integrity
- A commitment to LT2 MAT and its objectives
- An understanding of the legal duties and responsibilities of trusteeship
- A willingness to devote the necessary time and effort to their duties
- Strategic vision
- Good, independent judgement
- An ability to work effectively as a member of a team
- Personal/professional networks that will enhance LT2's positioning
- Knowledge of safeguarding legislation and best practice

General Responsibilities

Planning:

- Approve the organisation's mission statement and review the staff's performance in achieving it
- Annually assess the changing environment, support the development of and approve LT2's key strategic documents (e.g. Strategic Plan)
- Annually review and approve LT2's budget
- Review, update and approve major policies

Organisation & Operations:

- Be assured that the organisational strength and staffing is equal to the requirements of the long range goals
- Approve appropriate salaries, terms and conditions of service for staff
- Annually evaluate the performance of the Trustees and take steps (including organisation and responsibilities) to improve its performance
- Review the results achieved by the staff team in relation to LT2's aims and objectives, as well as annual and long term goals
- Be certain that LT2's financial structure is adequate for its current needs and its long term strategy
- Approve major actions of the organisation, such as capital expenditure over authorised limits and major changes in activities and services

Audit

- Be assured that the LT2 Trust Board is adequately and currently informed of the condition of the organisation and its operations

- Be assured that published reports adequately reflect the nature of the services and the financial condition of the organisation
- Ascertain that the LT2 Trust Board has established appropriate policies to define and identify conflicts of interest throughout the organisation and are administering and enforcing those policies
- Appoint independent auditors subject to approval by members
- Review the compliance with relevant laws affecting the organisation

Appendix B – Trustee Induction Checklist

Trustees will be provided with the following documentation when they join the LT2 Trust Board:

- An overview of the organisation including [details of the vision](#) and the strategic plan
- A governance organigram (organisational chart) outlining key structures, roles and responsibilities. An overview of all governance structures within the Trust can be found [here](#)
- The most recent [annual reports and accounts](#)
- [Governing documents](#) including the Articles of Association, Funding Agreements and Scheme of Delegation
- The governance planner detailing all meetings they must attend and agendas scheduled for the current academic year, role description, terminology/jargon glossary, guidance on declarations of Interests and governance code of conduct. All of these can be found in this document
- The [LT2 Code of Conduct](#)
- Minutes from the previous two board meetings
- Contact information for the Chair and CEO/Headteacher.
- An overview of the other [board members](#) giving detail of their backgrounds

Trustees will complete the following activities in their induction:

- Trust and school visits which includes a tours from the CEO and Headteachers to highlight the ethos and culture of the Trust and schools
- Meeting with key senior staff members to gain an introduction to each functional area of the organisation
- Dedicated time given at their first board meeting to welcome them and to allow them to introduce themselves
- A scheduled one to one after the first two board meeting with the Chair to ensure any questions are answered and they are confident in their role

Appendix C – LT2 Governance Code of Conduct

The following provides a statement of the broad principles by people acting in any governance role within Learning Today Leading Tomorrow schools should operate.

General

The headteacher is responsible for the day-to-day management of the school, the implementation of policy and the operation of the curriculum. Trustees and local governors have a responsibility for monitoring and keeping under review, the policies, development plan and procedures within which the schools operates within the specific terms of reference of the board/body they belong to.

The main aim of the school is to raise the educational achievement of all its pupils, following the vision and ethos of Learning Today Leading Tomorrow Trust.

All trustees and local governors will contribute most effectively to this aim by focusing on the trust's three roles:

- Setting the vision, ethos and strategic direction for the school, within the overall vision of the trust
- Holding the headteacher and senior leadership team to account for the educational performance of the school, its pupils and the performance management of staff
- Ensuring investment in educational improvement is value for money and having an impact

The central concern of all trustees and local governors is the success of the school(s) as a whole. All have a general duty to act fairly and without prejudice at all times. All trustees and local governors should consider carefully how their own decision might affect other schools both within and outside LT2; they should encourage open and transparent governance or advisory role and should be seen to act in this way.

All trustees and local governors are required to act in accordance with the [Nolan principles](#) as follows:

Selflessness – Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.

Integrity – Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

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.

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.

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

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.

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

All trustees and local governors do not act alone but as members of a corporate team. Individual members of a board/body have power only when it is delegated specifically to them.

Commitment

Being a trustee local governor involves a fair level of time and energy. Careful regard should be paid to this when agreeing to serve or to continue to serve on any board/body of school.

All trustees and local governors are required to attend at least four meetings per academic year. It is imperative that as many members as possible of a board or committee attend each meeting. Apologies must be sent to the clerk in advance of the meeting for them to be recorded as received. Apologies not received will be recorded as such.

All trustees or local governors who miss two meetings in any academic year or who fail to send apologies on two occasions in any academic year will be contacted by the chair of the board or committee for an initial discussion to ascertain if there is any support they can provide to enable the member to attend meetings or if they would prefer to step down. Further absence/failure to apologise would mean that the trustee or local governor does not meet the minimum requirement for the role (four meetings per year). This may result in a request from the chair for the trustee or local governors to reconsider their position.

All trustees and local governors should involve themselves actively in the work of the boards and committees and accept a fair share of the responsibilities, including service on committees (if any) and accepting link roles. Trustees and local governors should know the school well and take opportunities to visit it and become involved in school activities.

Relationships

Trustees and local governors should strive to operate as a team in which constructive working relationships are actively promoted. Local governors should develop effective working relationships with the Headteacher, staff, parents, other relevant agencies and the local community.

Confidentiality

Trustees and local governors must observe complete confidentiality when asked to do so by the respective board/body, especially in relation to matters concerning individual staff, pupils or parents.

Although decisions reached at local governors' meetings are normally made public through the minutes, the discussions on which decisions are based should be regarded as confidential. Any decisions made, whether or not supported individually by you as a trustee or a local governor, should always be actively supported once the board/body has made the decision collectively.

Trustees and local governors should exercise the highest degree of prudence when discussion of potentially contentious issues arises outside the board/body.

Conduct

Trustees and local governors should:

- Express their views openly within meetings but accept collective responsibility for all decisions, supporting those decisions at all times in public forums
- Only speak or act on behalf of the board/body when they have been specifically asked to do so

- Ensure that all visits to school are undertaken within a framework, which has been established by the trust and agreed with the headteacher.
- In responding to criticism or complaints relating to the school, refer to the LT2 Complaints Policy for the correct procedure to be followed and advise the complainant accordingly
- Have a responsibility to maintain and develop the ethos and reputation of the school. Their actions within the school community and externally should reflect this
- Record any pecuniary interest they may have connection with the board/body's business in the register of pecuniary interests. Where an interest is declared, the local governor must leave the meeting while the item is under discussion

Training and Development

Training and development is important for all trustees and local governors. It benefits the school and individual local governors and can help to develop effective teamwork. Trustees and local governors are encouraged to undertake appropriate training to further their individual interests within the board/body and its' work as a whole.

Mentoring

An experienced trustee or local governor who acts as a mentor to a new trustee or local governor can provide support and a listening ear for all aspects of the work of the Board/body.

Meetings

Individual trustees and local governors do not have any authority in school. It is the collective decisions of all the trustees and local governors together that carry authority. The activities that they undertake outside meetings can be seen as preparation for the times when the body/board 'goes live' - in a meeting.

It follows that if a board/body is to carry out its functions well, its meetings are crucial. Below is a set of LT2's Meetings Principles'. If all trustees, local governors and the Clerk subscribe to, and implement, the charter, the board or committee will be giving itself the best chance of coming to informed, collective decisions.

Meetings Principles

As a trustee/local governor we expect:

- People to attend regularly and be punctual
- An agenda and relevant documents to reach me at five working days before the meeting
- An agenda that makes clear the purpose of each item
- A chair who keeps to the agenda, paces the meeting so that time is given to each matter in proportion to its importance, draws on all members for contributions and keeps discussions to the point
- My contributions to be heard and others to contribute to the discussion
- The decision-making process to be quite clear
- Trustees and local governors to work together and not to be stubbornly partisan
- Trustees and local governors to take collective responsibility for decisions

- Minutes that summarise views succinctly, record decisions accurately and are made available, in draft form, soon after each meeting
- If I am a parent governor, that my focus remains on the implementation of policy in the school, ensuring my views are not influenced by my child, their teacher or their class

Others can expect me to:

- Attend regularly and be punctual
- Read the agenda, minutes and other papers before the meeting and note items I want to say something about
- Bring my papers to the meeting
- Make relevant and positive contributions
- Listen to and consider what other people want to say
- Accept my share of collective responsibility, even for those decisions that I do not personally agree with

Visiting the School

Local governors do not have an automatic right to enter the school. However, they do need to have the opportunity to arrange visits to the school in order to see schools' policies in action and to understand how the school works.

In order to avoid misunderstandings arising, every LGB is required to abide by the following principles:

- All local governors should visit the school
- The total number of visits per term should be agreed in advance with the headteacher. Too many visits can be disruptive to pupils' learning
- The date and timing of a visit should be arranged in advance with the Headteacher and other staff involved
- Visits should have a clear focus, linked to a school policy, a curriculum area or an aspect of the school development plan
- If a local governor is going to spend time in a classroom, this should be discussed with the class teacher so that both are clear how long the local governor is coming for, what they are going to look at and what they are going to do
- Local governors should understand that their visits do not replace professional inspections or the monitoring role of the headteacher. Local governors should not make judgements about the effectiveness of the teaching that they see
- If local governors are concerned about any aspects of what they have seen this should be discussed with the headteacher
- After the visit, the local governor should report back, in writing to the LGB. A written report should be discussed with the headteacher before publication

Appendix D – Local Governing Body/Educational Excellence Committee Terms of Reference 2021-22

Local Governing Bodies (LGBs) or Educational Excellence Committees (EECs) are committees of the LT2 Trust Board. Their aim is to oversee the day-to-day school improvement and promote high standards of educational achievement whilst ensuring the safeguarding of all children and young people attending the school.

The LGB/EEC conducts its business in an open and transparent way and in accordance with the LT2 Governance Code of Conduct (see appendix ??) and the principles of standards in public life as determined by the 'Nolan principles'. As the LGB/EEC is a committee of the LT2 Trust Board consequently no individual (not even the chair) has the power to act alone, unless delegated to do so by the trust board. Where functions have been delegated to an individual, or a group, they must report back to the full LGB/EEC on actions taken under delegation at the earliest possible opportunity. The LGB/EEC remains responsible for any action undertaken on its behalf under delegation.

Individual members of the LGB/EEC must respect confidentiality. It is for the LGB/EEC to determine which parts of meetings and the associated minutes, should remain confidential. Serious breaches of confidentiality may result in the LT2 Trust Board removing an individual member from the LGB/EEC.

Purpose of the LGB/EEC

- To support the LT2 Trust's Vision of encouraging successful schools within the LT2 family and to support the effective operation of the trust and its policies
- To make recommendations to the trustees about the ethos, vision and strategic direction of the school and any issues or risks that arise or where policy may not be effective. The board will listen and respond to any concerns raised by the LGB

Provide expertise, challenge and support to the headteacher and the school's senior leadership team (SLT)

- To fulfil the requirement for each school to have local governance arrangements, and to be invited to meet OfSTED inspectors and other official visitors to the school
- To promote high standards of educational attainment and achievement at the school
- To act as a critical friend to the staff, providing both challenge and support
- To assist the school in meeting the needs of the local community it serves
- For certain matters listed below, a requirement to be consulted by the headteacher and/or trustees before important decisions are made
- provide a vehicle for trust board engagement with the school, its parents and local community, to help ensure that the Academy Trustees stay connected
- On all other matters, to be consulted at the discretion of the headteacher and/or trustees
- To provide expertise, challenge and support to the headteacher and the school's senior leadership team (SLT), acting as critical friend to them when required. This may involve the following:
 - Monitoring the quality of provision and standards of achievement within the school
 - Monitoring performance against targets set by the SIB

- Monitoring the implementation of the planning and policy framework set by the LGB/EEC and its impact on standards of achievement
- Identifying strengths, weaknesses and priorities for development with the SLT
- Ensuring the school complies with statutory requirements including safeguarding
- Providing challenge and support to the Headteacher and SLT
- To hold the Headteacher and SLT to account and be accountable to the Trust Board and any interested party for the school's performance by:
- Receiving regular information from the Headteacher and SLT on the performance of all aspects of the school
- The Chair will contribute to the performance management of the Headteacher and monitoring progress towards agreed targets

LGB/EEC Memberships

The LGB/EEC shall:

- consist of no less than five members (usually it will consist of 6-10 members)
- The Chair shall serve at the invitation of the LT2 Trust Board
- The quorum to conduct normal business on behalf of the LGB/EEC shall be three members
- At least 2 members will be parents of children in the school and at least two members will be independent educational professionals
- The chair and the headteacher to use a skills-based approach to invite members to serve on the LGB
- Members to serve for a 4-year term
- Trustees have an open invitation to attend any meeting
- Additional people may be invited to present to selected meetings and invited to attend as required to present and discuss a specific area. This may include but will not be limited to external School improvement Advisors and other members of trust/school staff
- The LGB/EEC will have local discretion to include staff members, and to organise elections where appropriate

LGB/EEC Meetings

The LGB/EEC shall meet at least 5 times in the academic year 2021-22. The agreed schedule of meetings and their dates can be found in appendix K. LGBs/EECs do have flexibility to organise their own business as best suits each school, including time, place; appointment of committees and working groups; appointment of link members and; organisation of school visits.

All meetings shall be convened by the clerk, who shall send to the member written notice of the meeting and a copy of the agenda (and any relevant papers) at least five working days in advance of the meeting.

Trustee consultation with the LGB/EEC required for:

- Proposals to change the location, size, character or ethos of the school
- The annual programme of meetings, events and trustee and Local governor visits to school

- Discretionary Consultation with LGB (an illustrative list of proposals which may be discussed with the LGB before a decision is taken)
- To propose setting up a task and finish group to develop ideas for engaging with the community
- To undertake a programme off-site school visits, such as international travel or residential trips
- To develop a programme of activities before or after the school day such as breakfast clubs or afterschool clubs

The Role of the Headteacher:

- The headteacher will be responsible for the internal organisation, management and control of the school and for advising on the implementation of the LGB/EEC's strategic framework. It is expected that the headteacher and SLT will work in partnership with the LGB/EEC to secure effective governance of the school
- The Headteacher must provide the LGB/EEC with regular information on the performance of all aspects of the school and must comply with any reasonable request from the LGB/EEC for information. It is for the LGB/EEC to determine the range, content and regularity of the headteacher's reports
- The LGB/EEC may request any member of the SLT to attend its meetings to provide information on the performance of any aspect of the school for which they are responsible.

Communication strategy:

- The Chair of the LGB/EEC will provide a written report for the following Board meeting. All responses from the Board including expectations in terms of reporting will be in writing
- The LGB/EEC will contribute to newsletters to update parents on the progress the school is making
- The LGB/EEC will plan regular staff engagement exercises and contribute to a termly trust led staff survey

Role Description for Member of a Local Governing Body

Role title	Member of a Local Governing Body (LGB) or Educational Excellence Committee Member (EEC)
Location	LGB/EE meetings to be held at the relevant school or online
Hours	<ul style="list-style-type: none"> ▪ Minimum of at least five LGB meetings a year ▪ Two visits to school a year ▪ Induction training, depending on your knowledge and experience ▪ Reading time - reports and documentation prior to meetings, newsletters and information between meetings
Salary range	Voluntary; out of pocket expenses are paid
Term of office	Four years
Purpose of the role	The LGB/EEC plays an active part in supporting the head, liaising as appropriate with the LT2 Trust Board, ensuring that there is robust oversight of the school and its leadership.
Appointed by	Appointments to the LGB/EEC will be made by the LGB/EEC Chair and headteacher, with the chair appointment to be made by the LT2 Trust Board. Parents can be elected.

The trust's vision - The Vision of Learning Today Leading Tomorrow is to build a group of outstanding schools across both primary and secondary phases, special and Alternative Provision, that provide vibrant and inclusive learning environments in which every member of the school community is passionate about learning.

Specific responsibilities

The specific functions of the members of the LGB/EEC are as follows:

- To monitor the implementation of the strategic vision of the trust and the school
- To build an understanding of how the progress and attainment of pupils is measured
- To develop communications up and down the LT2 governance structure, in particular:
 - Provide a point of contact for parents, carers and other members of the local community
 - Develop links with the wider community which can feed into the trust's understanding of the school's context
 - Use local links and networks to promote collaboration and to champion the work of the trust
- To provide advice and feedback to the LT2 Trust Board

In addition, LGB/EEC members may be asked to sit on panels reviewing decisions made by the headteacher in relation to pupil exclusion, and to hear formal complaints. Specific training will be provided for these roles.

Overview of Local Governor Roles

Pupil Premium Local Governor

The pupil premium is a grant given to schools to close the attainment gap between disadvantaged pupils and their peers, and to support pupils with parents in the armed forces.

Schools can [spend the grant as they see fit](#), if it is to demonstrably improve the attainment of eligible pupils. Schools do not need to spend an equal amount on each pupil, or fund interventions that benefit only eligible pupils. Schools must publish pupil premium strategy on their website setting out:

- The amount of the school's pupil premium allocation
- The main barriers to educational achievement faced by eligible pupils, how the grant will be spent to address these barriers, the reasons for this approach and how impact will be measured
- The date of the school's next review of its pupil premium strategy

The role of the pupil premium local governor is to support the school in developing and evaluating the pupil premium plan, using an evidence base to drive achievement in this identified group of pupils. This local governor will report back to the LGB on a termly basis, the gap closed and revised plan.

The Role of the Special Educational Needs and Disability (SEND) Local Governor

The LGB should appoint a SEND local governor to make sure pupils with SEND receive the help they need to access the curriculum and to participate fully in the life of the School. As a SEND local governor, you are the link between the LGB and the School in relation to pupils with SEND. It is your role to help raise awareness of SEND issues at LGB meetings and give up-to-date information on SEND provision within the School. You also help review the School's policy on provision for pupils with SEND and ensure that parents have confidence in this provision.

There is certain basic information that every SEND local governor should know:

- How the School identifies children with SEND - make sure you understand how the School identifies a pupil with SEND and what happens once a pupil has been identified
- How SEND money is spent - understand how your Headteacher and LGB decide how the allocated income for SEND is spent for all pupils with SEND in your School
- The School's SEND policy - you should know your School's policy on SEND and be responsible for ensuring it is reviewed regularly. Regular reviews are vital to ensure that the SEND provision reflects the changing needs of the School, its circumstances, and the law
- Develop good relationships in the School - developing good relationships with the key people involved in the School is essential. It is particularly important to get to know the Headteacher and the SEND Co-ordinator ("SENDSCO")

Good Practice Checklist

- Arrange class visits with the Headteacher/SENDSCO to gain an understanding of how your School delivers SEND provision
- Set up regular meetings with the SENDSCO
- Take a central role in discussions about SEND
- Visit the School as often as you need to, stay informed and attend training for SEND local governors
- Find out what links your School has with other local schools, SEND support services and parents
- The SENDSCO will also be able to suggest information packs that can be ordered to provide a full description of the information required to complete the role

The SEND local governor should report to the LGB once a year on provision for SEND.

Appendix E – LT2 Trust Board Terms of Reference 2020-21

Role of the Trust Board

The LT2 Trust Board has is the decision-making body of the trust and is accountable and has legal responsibility for all schools within the trust. The trust is the employer of all staff (centrally and within the schools and is the schools admissions authority. The LT2 Trustees make up the LT2 Trust Board and they are both charity trustees and company directors of the trust. The [competency framework for governance](#) outlines the knowledge, skills and behaviours needed by trust boards for effective governance.

The LT2 Trust Board must operate and make decisions to further the trust's charitable object. As they are charity trustees, they are responsible for the general control and management of the administration of the trust in accordance with the provisions set out in the Articles of the Company and the Funding Agreements with the secretary of state.

Subject to the provisions of these Terms of Reference, the Companies Act 2006, and the Articles and to any directions given by the LT2 members by special resolution, the business of the Company shall be managed by the LT2 Trust Board. The trust board may delegate matters to other boards or committees, or executive officers other than those matters specifically reserved for the board alone.

They have statutory duties to exercise care, skill and diligence and avoid conflicts of interest.

The trust board deliver the three core functions common to school governance;

1. Ensure clarity of vision, ethos and strategic direction of the trust through:
 - The development of trust policy in accordance with statutory regulations and the Funding Agreements
 - Effective governance and leadership structures and the performance management of senior executive leaders
2. Holding the leadership at all levels to account for the educational performance of the schools, pupil outcomes and the performance management of staff
3. Overseeing the financial performance of the schools and the trust in accordance with trust policy and the Academies Financial Handbook and making sure that money is well spent

The trust board is responsible for carrying out of the functions set out in these Terms of Reference.

Each trustee shall act in the best interests of the Company at all times.

The trust board monitors and manages quality and compliance through its quality assurance systems which include a Quality and Compliance Framework and associated High Risk Data Dashboard. A copy of the framework can be requested from the CEO.

The LT2 Trust Board has the responsibility to:

- Establish the core education vision
- Hold the CEO, headteachers and LGBs to account for the standards of attainment and broader achievement of pupils, the quality of teaching and learning, the behaviour and safety of pupils, the leadership and management of the school, the pedagogy, curriculum and learning environment for the children
- Arrange for school improvement support and educational 'audits' to evaluate performance regularly with cognisance of the latest OfSTED guidance and to make recommendations to improve effectiveness
- Set school targets (with input from LGB)
- Monitor and manage the financial and administrative policies (HR, ICT)
- Budgeting and reporting procedures
- Statutory compliance work

- Staff contracts and HR policies
- IT network strategy
- Procurement policies and major procurement exercises
- Headteacher recruitment and appointment
- Evaluation of Headteacher performance (with input from the Chair of the LGB)
- Administrative and support services as required
- Other educational programmes including but not limited to: leadership training, extended school programme

Decision Making

The LT2 Trust Board may use their powers to delegate governance functions to individual committee or board members or executive leaders (in certain circumstances) and in accordance with the Scheme of Delegation, the trust board remain accountable and responsible for all decisions made. The Scheme of Delegation (including Financial Authorities) clearly shows the structure and remit of its members, trustees and LGBs, including detail of which functions which have been delegated and which remain with the trust board.

LGBs are committees of the Board established pursuant to articles 100 - 104 of the Articles. The trust board relies on advice and support from the schools' local governing body, in regard particularly (but not limited to) the specific matters delegated under the relevant Terms of Reference. The trust board is not bound by any decision of the LGBs or any other committee constituted to have oversight of any specific area of work.

The LT2 Trust Board Boards should play a strategic role and avoid routine involvement in operational matters. They should focus strongly on holding their Executive Leader to account for exercising their professional judgement in these matters and all of their other duties. However, since the board is responsible in law for the school(s), it may need to intervene in operational matters if a circumstance arises where, because of the actions or inactions of the Executive Leaders, the school may be in breach of a statutory duty. Having advised the board, Executive Leaders must comply with any reasonable direction given by it.

Attendance at Local Governing Body/Sustainable Improvement Board meetings

Any Trustee may attend any LGB meetings and may with the approval of the chair of the meeting, speak and vote on any issue raised in the agenda or papers of the meeting or any issue raised at the meeting.

The LT2 Trust Board receives papers from all LGB/SIB chairs in a timely manner following their meetings. The board receives:

- an executive report from the CEO which includes the headteacher report and other reports as appropriate
- executive reports from the chief financial officer and the head of human resource

Board Committees

The LT2 Trust Board operates two committees, each with their own terms of reference:

- Audit and Risk meets at least four times per year

- Performance and Standards meets three times per year

The trust board receives papers from board and committee chairs in a timely manner following their meetings.

Review

The LT2 Trust Board carries out regular audits of all its trustees and local governors' skills in line with the needs of the trust, and seeks to address any gaps identified. The trust board is committed to challenging itself to ensure that the organisation is designed and structured to enable the achievement of its core purpose; to improve the outcomes for children and young people.

All trustees have a review after they have been in post for one year, unless they have reason to question their competency earlier. This review benchmarks and evaluates performance, and evidence from trust board meeting minutes is used as part of this evaluation. Thereafter all board members have an annual review with the LT2 Chair of Trustees.

The trust board undertakes an annual self-evaluation of its performance using the NGA 21 Questions for MATs or similar tool; it reviews the structure, membership, proceedings and functions of each committee/local governing body every 12 months. It also reviews its appointments and appoints members and chairs for all committees.

Composition of the Trust Board

The membership of the LT2 Trust Board shall be determined in accordance with the following provisions:-

The total membership shall be not less than three but (unless otherwise determined by ordinary resolution) not be subject to any maximum

The membership shall comprise:

- Up to eight trustees appointed by the members
- Additional trustees can be co-opted in accordance with the Articles of Association.

The trust board may continue to act notwithstanding a temporary vacancy in its composition.

The Chief Executive Officer reports into the trust board and is not a trustee. Parent representation is focused on LGBs.

Trustees have the power to direct change where required. In general terms their responsibility is to determine the policy and procedures of the trust and to consider and respond to strategic issues.

All trustees have a duty to act independently and not as agents of those who may have appointed them. They should act with integrity, objectivity and honesty in the best interests of the trust. Trustees shall be open about decisions except in so far as any matter is considered confidential.

Link Trustee

The LT2 Trust Board links trustees to specific areas of responsibility including Safeguarding, SEND and Prevent and where the Department for Education recommends. The role of the link trustee is to ensure there is specific oversight of the area and to deepen the entire board's knowledge of that area. The role involves visiting schools within the trust, meeting with

key staff to understand how the strategic objectives are embedded, how money is being spent and any particular issues affecting delivery.

This role should remain strategic and not operational. Having link trustees does not remove the trust board's responsibility for these areas.

Resignation & Removal

A trustee may at any time resign his or her office by giving notice in writing to the clerk to the Board.

A trustee shall cease to hold office if he or she is removed by the members of the company.

Notwithstanding the foregoing, the members may terminate the appointment of any trustee whose presence or conduct is deemed by the directors not to be in the best interests of the company.

Persons Ineligible to Be Trustees

No person shall be qualified to be a trustee unless they are aged 18 or over at the date of their election or appointment.

A trustee shall cease to hold office if they become incapable by reason of mental disorder, illness or injury of managing or administering their own affairs.

A trustee shall cease to hold office if they are absent without the permission of the Board from all their meetings held within a period of six months and the Board resolve that this office be vacated.

A trustee shall cease to hold office if they are disqualified from acting as a trustee by virtue of section 72 of the Charities Act 1993 (or any statutory re-enactment or modification of that provision).

A person shall be disqualified from holding or continuing to hold office as a trustee if they:-

- Have been sequestrated and the sequestration has not been discharged, annulled or reduced
- Has the subject of a bankruptcy restrictions order or an interim order
- Have been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which they are responsible or to which they are privy, or by their conduct contributed to or facilitated

At any time when they are:-

- Included in the list of teachers and workers with children or young persons whose employment is prohibited or restricted under section 1 of the Protection of Children Act 1999; or
- Disqualified from working with children under section 35 of the Criminal Justice and Court Services Act 2000.

If they are a person in respect of whom a direction has been made under section 142 of the Education Act 2002.

Where they have, at any time, been convicted of any criminal offence, including any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, but excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 72 of the Charities Act 1993.

If they have not provided to the chair of the Board a criminal record certificate at an enhanced disclosure level under the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. In the event that the certificate discloses any information which would in the opinion of the chair of the board confirm their unsuitability to work with children that person shall be disqualified. If a dispute arises as to whether a person shall be disqualified, a referral shall be made to the Secretary of State to determine the matter. The determination of the Secretary of State shall be final.

Where a person becomes disqualified from holding, or continuing to hold office as a trustee and they are, or will be proposed to become, such a trustee, they, shall upon becoming so disqualified, give written notice of that fact to the clerk.

Terms of Office

Any trustee shall hold and vacate office in accordance with the terms of their appointment but the length of their term of office shall not exceed four years.

Trustees retiring at the end of their term of office shall be eligible for re-appointment at the discretion of the trust board.

Conflicts of Interest

The income and property of the Company must be applied solely towards the provision of the Objects as detailed in the Articles of the Company. A trustee who has any duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with their duties as a trustee shall disclose that fact to the LT2 Trust Board and to the Clerk as soon as he or she becomes aware of it. A trustee must absent himself or herself from any discussions of the trust board in which it is possible that a conflict will arise between their duty to act solely in the interests of the Company and any duty or personal interest (including but not limited to any Personal Financial Interest).

Chair and Vice-Chair

The Chair of the LT2 Trust Board will be elected by the board every year for a 1-year term.

The Vice-Chair of the trust board will be elected by the board every year for a 1-year term.

If both the chair and the vice-chair are absent from any meeting of the board, those trustees present shall appoint one of their number to chair the meeting. The provisions of the section detailing quorum for meetings shall apply.

The chair will meet with representatives of the LGBs at the beginning of each school year to discuss the roles and responsibilities of the LGBs in relation to each school's development plan and any other issues as appropriate.

The chair, or in the absence of the chair, the vice-chair, has the power in extreme circumstances to carry out the functions of the board, in consultation if possible with the CEO. This power is exercised where a delay in action is likely to be seriously detrimental to the interests of the trust or school, a pupil at an school or their parents, or a person who works at the school. Decisions must always be reported at the next trust board meeting.

This power does not include matters relating to the alteration and closure of the schools, a change of school category, approval of budget, discipline policies, and admissions; these matters must be addressed by the whole trust board.

Meetings of the LT2 Trust Board

The LT2 Trust Board shall meet at least three times in every academic year, and shall hold such other meetings as may be necessary.

All meetings shall be convened by the clerk, who shall send to the trustees written notice of the meeting and a copy of the agenda (and any relevant papers) at least five working days in advance of the meeting.

A meeting of the trust board shall be called by the clerk whenever requested by the chair or at the request in writing of any three trustees. Where there are matters demanding urgent consideration, the chair or, in their absence, the vice-chair may waive the need for seven days' notice of the meeting and substitute such notice as they think fit.

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

The board agenda will include these standing items:

- Attendance and Apologies
- Declarations of Interest
- Minutes of last meeting and Actions
- Matters Arising (Not on the Agenda)
- CEO report
- Headteachers Report
- CFO Report
- Safeguarding
- Health and Safety
- Risk register
- AOB

The Governance Planner with the agreed schedule of work for 2020-21 was agreed at the end of the last academic year (2019-20). Please see Appendix G.

Quorum

Meetings of the LT2 Trust Board shall be quorate if three or one-third of its members are present (whichever is greater). If the number of trustees assembled for a meeting of the board does not constitute a quorum, the meeting shall not be held. If in the course of a meeting of the board the number of trustees present ceases to constitute a quorum, the meeting shall be terminated forthwith.

If for lack of a quorum a meeting cannot be held or, as the case may be, cannot continue, the chair shall, if they think fit, determine the time and date at which a further meeting shall be held and shall direct the clerk to convene the meeting accordingly.

Proceedings of Meetings

Every question to be decided at a meeting of the LT2 Trust Board shall be determined by a majority of the votes of the trustees present and voting on the question. Each trustee shall have one vote. Where there is an equal division of votes the chairman of the meeting shall have a second or casting vote.

A trustee may not vote by proxy.

Any trustee who is also an employee of the company shall withdraw from that part of any meeting of the board at which any recommendation to the Board as to their remuneration, conditions of service, promotion, conduct, suspension, dismissal or retirement are to be considered.

A resolution in writing, signed by all the trustees, shall be valid and effective as if it had been passed at a meeting of the board duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the trustees.

Any trustee shall be able to participate in meetings of the board by telephone or video conference provided that he or she has given reasonable notice to the clerk and that the board have access to the appropriate equipment.

Minutes and Publication

Minutes will be taken of every LT2 Trust Board meeting by the clerk.

At every meeting of the board the minutes of the last meeting shall be taken as the first agenda item after any apologies, except in cases where the trustees present decide otherwise, and, if agreed to be accurate, shall be signed by the chair as a true record.

The clerk shall ensure that a copy of the agenda for every meeting of the board, the draft minutes of every such meeting (if they have been approved by 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 to the board.

The board may invite attendance by persons who are not trustees where such attendance is considered by the members of the board to benefit its deliberations.

Responsibilities of the Chief Executive Officer

The CEO has responsibility for leading the LT2 Trust Executive Leadership Team and involves direct oversight of the performance of the headteachers as they carry out their duties. Each headteacher will report directly to the CEO with regard to the direction and operation of their particular school. The CEO's role therefore makes a substantial contribution to the strategic development of the trust.

The CEO is also responsible for providing professional advice to the trustees and any relevant committee (including the LGBs) about all matters of professional interest and concern that will contribute to the successful development and operation of the trust and the schools.

Subject to the scope of the responsibilities of the LT2 Trust Board, the CEO shall be responsible for:-

- Ensuring that the strategic direction and future development of the Schools is consistent with and supportive of the vision and values of the trust board
- Ensuring that trustees are systematically provided with sufficient and timely information to enable them fully and effectively to discharge their responsibilities for monitoring and guiding the work of the trust
- Collaboration with the Headteachers in identifying, introducing and overseeing significant educational innovations designed to drive forward the positive development and continual improvement of the schools
- Ensuring that comprehensive and effective quality assurance systems deliver the highest possible standards of teaching and learning, student safety and well-being, and student progress and achievement in all of the schools
- Overseeing the appointment of headteachers, in collaboration with trustees
- Line management of the chief financial officer and head of human resources and collaboration with senior school staff as appropriate in order to secure efficient and effective management of finance, estates and human resources to achieve the trust's aims and objectives
- Acting as Accounting Officer for the trust
- All such additional functions as may be assigned under the job description and contract of employment

Rules and By-Laws

The LT2 Trust Board has power to make rules and bye-laws in respect of the government and conduct of its Schools as it shall think fit, after consultation (where appropriate) with LGBs.

Amendment of These Terms of Reference

This document has been approved by the trustees at their meeting on **23 October 2020** and shall be subject to review at the first meeting of the trustees after **August 2021** and in each academic year thereafter and may be subject to amendment by them. The trustees reserve the right to amend these terms of reference at any time.

Effective Date

These Terms of Reference shall come into effect on **23 October 2020**.

Trust Board Additional Functions

The LT2 Trust Board deliver the three core functions common to school governance; setting the vision, holding the CEO/central trust roles/headteachers to account for the school's educational performance and ensuring money is well spent. They are responsible for the following (not exhaustive):

Setting the vision and standards:

- Compliance with the Company's Articles of Association
- Development of core trust's vision and principles
- Development and approval of the direction of the trust's educational model
- Determining level of delegation to each LGB
- Establish, monitor and review trust policies and procedures as per the Scheme of Delegation
- Comply with all relevant legislation and ensuring the trust employs suitably qualified staff
- To set the pay structure of all members of staff, in line with legal requirements
- Review effectiveness of leadership/management/staff structures to ensure good succession and retention of a quality workforce
- Development of trust's marketing and customer engagement plan
- Statutory compliance and risk management reporting
- Development and evolution of the trust's ICT network strategy
- To prohibit political indoctrination and ensure a balanced treatment of political issues.
- Carrying out regular audits of governors' skills in line with the needs of the trust, and seek to address any gaps identified through good quality CPD
- Establish and implement a performance review process for CEO

Schools' Educational Performance:

- Holding schools to account through the headteacher
- Performance management of the headteacher (led by the CEO with involvement of LGB chair and /or School Improvement partner and other specialists)
- School Development/Improvement Plan sign off and target-setting
- Approval of high-level curriculum and assessment procedures through individual School Development Plans
- Co-ordination of peer support and cross working between schools
- Appointment of a new Headteacher when appropriate (led by the CEO)
- Monitoring that the LGBs are fully populated with the appropriate number of governors, and that they comply with DfE standards and guidelines
- Approval of trust's Safeguarding Statement and the local schools' policies and regular audit of local interpretation and effectiveness of local procedures

- Approval of the local schools' behaviour and attendance policies
- Approval of trust's HR, employment contracts and policies and audit of safer recruiting practices including single central record checks
- Assurance of staff well-being, personal development opportunities, equality and diversity
- Investment in/ development of trust's wide talent management & leadership training
- Ensure LGBs conduct, self-evaluation and performance review
- Monitoring of and contribution to induction of all new staff

Ensuring money is well spent:

- Approval of Individual school budgets
- Approve the annual trust's budget, allocating finance to individual schools, using the funding formula allocations as a guide, but being sensitive to individual school circumstances
- Ensure at all times that the work of the trust is conducted in accordance with the object of the company and company law
- Establish and monitor a strategic risk register, including a contingency and business continuity plan, in order to evidence the results of the risk assessment process, with the support of the Audit and Risk Committee
- Appoint and remove auditors, accountants, company secretary, clerk, accounting officer, chief financial officer, independent peer reviewer
- Approve the annual trust's central budget, allocating finance to individual schools, using the funding formula allocations as a guide, but being sensitive to individual school circumstances
- Approve the annual audited accounts and send to Companies House. To be signed by the chair of the board
- Approve the long and medium term 'Asset management plan'
- Consider/Approve any recommendations made by the Audit and Risk Committee

Appendix F – LT2 Audit and Risk Committee Terms of Reference 2020-21

Purpose

Learning Today Leading Tomorrow is a Multi-Academy Trust, currently with two schools, a primary and a secondary.

Governance structures include the LT2 Trust Board and LGB's for each school which act as committees of the main board. The executive leadership team made up of the CEO, the headteachers of each of the schools, the chief financial officer, the head of HR provides a forum for internal scrutiny and peer support.

The main purpose of the Audit and Risk committee is to:

- Review the annual budget and recommendations from the executive team and make recommendations to the board
- Review internal and external financial statements and reports to ensure they reflect best practice
- Review internal and external operational reports e.g. HR, H&S and GDPR to ensure they are monitoring risks effectively and reflect best practice
- Consider and scrutinise termly safeguarding reports from schools
- Consider all relevant reports by the chief financial officer or the external auditor
- Review the effectiveness of the trust's internal control system and Value for Money framework
- Review the trust's risk register and risk management systems

In their role as Pay Committee their purpose is to:

- Review headteacher recommendations and rationale for pay progression for school level staff
- Consider affordability of headteacher pay progression recommendations

Audit and Risk Committee Membership

The LT2 Trust Board shall appoint the committee from the trustees. The Committee shall consist of not less than three trustees. One trustee shall have recent and relevant financial experience.

The Audit and Risk Committee will be supported by the clerk to the trust board who will act as secretary to the meeting.

Quorum

Meetings of the Audit and Risk Committee shall be quorate if two out of the three trustees, plus either the chair, vice-chair or CEO are in attendance.

Attendance at Meetings

The Chair of the LT2 Trust Board, chief financial officer (CFO), trust business manager, headteachers, school finance officers or other persons shall attend meetings at the invitation of the committee.

The Committee shall invite the External Auditors to attend the November meeting each year to review the outcomes of the full financial audit.

Frequency of Meetings

Meetings shall be held no less than 4 times a year to coincide with key dates in the financial reporting cycle. Additional meetings may be requested by the Chair of the Audit and Risk Committee.

Authority

The Committee is authorised by the LT2 Trust Board to:

- Investigate any activity within its terms of reference,
- Seek any information that it requires from any trustee, local governor or employee of the trust and its schools.
- Obtain outside legal or independent professional advice as required.

Duties

Financial Reporting

To review and where necessary to challenge the actions and judgements of trust and School Governance and Management in relation to financial reporting, accounting policies and practices, budgets, unusual transactions, disclosures, adjustments resulting from audits and compliance with Statutory Duties

Internal Control and Risk Management

To oversee the overall Risk Register of the trust including reputational, commercial and operational risks and monitor on behalf of the trust board. To monitor and review the integrity of the trust's internal financial controls and other key risks, including safeguarding, procedures to detect and prevent fraud and impropriety and to identify, assess and manage risk through reporting from the schools and the trust's executive team e.g. HR risk reporting.

Internal Audit

To direct the auditors in conducting internal audits within each of the trust's schools up to three times per year and to receive reports based upon these exercises; to ensure findings are shared with appropriate trustees, governors and employees and to review and monitor governors and management's response to findings.

External Audit:

- To recommend the appointment, re-appointment or removal of the external auditor and oversee the trust's relations with them; to approve the terms of engagement and remuneration to be paid to the external auditor
- To discuss with the external auditor, before the audit commences, the nature and scope of the audit
- To review with the external auditor the findings of their work, including any major issues arising and their resolution, key accounting judgements and levels of errors identified during the audit
- To assess the effectiveness of the audit process at the end of its cycle
- To oversee the trust's need for impartiality by the external auditor with reference to their non-audit services, to ensure objectivity is not impaired through their delivery

Reporting

The committee is required by the trustees to report:

- Minutes of its meetings regularly
- Evaluation of its own effectiveness annually
- Summary of its role and responsibilities and actions taken to discharge them, for inclusion in the Annual Report

Meeting Cycle

Please see appendix G for an overview of the schedule of work covered by the Audit and Risk Committee for the academic year 2020-21

Appendix G – GovernorHub

From September 2021, LT2 will start using [GovernorHub](#), a governance platform designed to support and enhance collaboration at the Trust Board and Local Governing Board Level. All meeting agendas, documents, training records and governor/Trustee details will be stored on the platform. Other features include a noticeboard for each board/committee, meeting calendars and integration with o365 so documents can be edited and modified on the platform.

Please follow [this link](#) to find training videos that can help you familiarise yourself with the platform.

Appendix H - Useful Resources

Useful resources:

- [The Academy Trust Handbook 2021](#)
- Education and Skills Funding Agency Guidance: [Understanding your data: a guide for school governors and academy trustees](#) – A resources to help boards analyse, discuss and challenge the educational and financial performance of their academy trust.
- [The Seven Principles of Public Life](#)
- [Governance Handbook and Competency Framework](#)
- [Academy Trust Governance – Structures and Role Descriptors](#)

Appendix I – Trustee & Governor Training Offering

The following constitute the LT2 training offering for Trustees and Local Governance Professionals:

- All Trustees and members of local governance boards must confirm that they have read [Part 1 of Keeping Children Safe in Education 2021](#) and record this in the general declarations section of their GovernorHub account.
- [All Trustees and local governance must confirm that they have read 'Sexual violence and sexual harassment between children in schools and colleges'](#) (DfE, 2021) and record this in the general declarations section of their GovernorHub account.
- [Confederation of Schools Trust \(CST\)](#) - The Trust is a member of CST and they have a number of resources on their website. They also circulate a weekly bulletin with important information for the academy sector. You can register for an account using [this form](#).
- [The Key for Trust Leaders](#) – The Key publishes articles about all areas of Trust Governance and operations. You can setup an account via the link above.
- [Educare](#) – The Trust uses Educare, an e-learning platform to train all employees, local governors and Trustees in the compliance areas including Safeguarding, Child Protection, Health & Safety and Data Protection. To setup your account please email lt2clerk@learningleading.org
- HutSix Information Security Training Modules – We have been given access to these modules through our Data Protection Office (Warwickshire School DPO Service). You can sign up to access these courses through [this form](#).

- National Governance Association (NGA) Learning Link – For Trustee and Governor specific, we use the NGA e-learning platform. To register with Learning Link, please follow the instructions in the linked document below:



NGA Learning Link
Registration

Please see the document embedded below for a full list of training modules provided.

All Trustees and Local Governors/Educational Excellence Committee Members should maintain a record of their training in GovernorHub. Please click [this link](#) for information as to how you can do this.

Appendix J - LT2 Trust Year Governance Planner 2021-22

Cycle	Executive	SIB	RFPS LGB	ARC	PSC	Trust Board
Cycle 1: Sept/ Oct	Tuesday 7 th September 2021	Thursday 30 th September 2021	Tuesday 28 th September 2021	Friday 1 October 2021	Tuesday 28 September 2021	Friday 15 th October 2021
Cycle 2: Nov/ Dec	Tuesday 2 nd November 2021	Thursday 2 nd December 2021	Tuesday 16 th November 2021	Friday 26 th November 2021		Friday 10 th December 2021
Cycle 3: Jan/Feb	Tuesday 11 th January	Thursday 20 th January 2022	Tuesday 18 January 2022	Friday 28 January 2022		Friday 11 th February 2022
Cycle 4: March/April	Tuesday 1 st March 2022			Friday 18 th March 2022	Tuesday 15 th March 2022	Friday 1 st April 2022
Cycle 5: April/May	Tuesday 26 th April	Thursday 10 May 2022	Tuesday 3 rd May 2022	Friday 13 th May 2022	Tuesday 17 th May 2022	Friday 27 th May 2022
Cycle 6: June/July	Tuesday 7 th June 2021	Thursday 7 th July 2022	Tuesday 5 July 2022	Friday 1 st July 2022		Friday 15 th July 2022

Executive	SIB	RFPS LGB	ARC	PSC	Trust Board
<ul style="list-style-type: none"> Update Register of pecuniary interests Receive and feedback on SoDA 	<ul style="list-style-type: none"> Confirm SIB chair & vice chair Update Register of pecuniary interests Receive governance handbook including: <ul style="list-style-type: none"> code of conduct Terms of Reference for SIB SoDA Consider training needs of SIB members Confirm link roles with school middle/senior leaders 	<ul style="list-style-type: none"> Elect LGB chair & vice chair Update Register of pecuniary interests Receive governance handbook including: <ul style="list-style-type: none"> code of conduct Terms of Reference for SIB SoDA Update LGB skills self-evaluation audit and gap analysis, plan any recruitment to meet gaps Review training needs of governors Confirm link roles with school middle/senior leader 	<ul style="list-style-type: none"> Confirm terms of reference for Pay Committee 	<ul style="list-style-type: none"> Confirm Terms of Reference for PSC and link roles 	<ul style="list-style-type: none"> Elect chair and vice-chair & appoint committee chairs including SIB and LGB Appoint rust clerk Update Register of pecuniary interests Review and adopt governance handbook and governance code of conduct Review and adopt all Terms of Reference for board/all committees Update trustee skills audit, gap analysis, plan recruitment Review training needs of trustees Review trustee link roles with executive team Review/adopt SoDA
<ul style="list-style-type: none"> Review Trust Aims & Vision Statement Consider Trust priorities and links with SIP/SDP Consider dissemination to SIB/LGB Consider Annual Trust policy review schedule, consultation dates and expectations Consider pay policy review process and agree reporting schedule to ARC/pay committee 	<ul style="list-style-type: none"> Receive update on Trust Vision Statement and consider priorities for the year and links with POAP/ SIP 	<ul style="list-style-type: none"> Receive update on Trust Vision and consider school aims/priorities for the year in line with SEF/SDP 		<ul style="list-style-type: none"> Consider Trust and schools Aims/Vision Statements and links Consider school implementation plans for Trust vision 	<ul style="list-style-type: none"> Approve Trust Vision Statement Consider feedback from SIB/LGB and approve Trust priorities for the year Receive and scrutinise CEO RAG report
<ul style="list-style-type: none"> Share & challenge performance in previous year incl. data 	<ul style="list-style-type: none"> Consider HT report and data on: <ul style="list-style-type: none"> Attendance 	<ul style="list-style-type: none"> Review performance of previous year incl. data on: EYFS, phonics, 	<ul style="list-style-type: none"> Review Headteacher recommendation for pay progression for SLT 	<ul style="list-style-type: none"> Receive reports from School Improvement partners 	<ul style="list-style-type: none"> Receive report from PSC recommending targets for approval on:

<p>on: EYFS, phonics, SATs, GCSEs, A levels (as available) etc and prepare for PSC presentation</p> <ul style="list-style-type: none"> • Consider school policies review schedule • Review safeguarding (KCSIE) changes & updated schools' safeguarding policies • Scrutinise school safeguarding reports • Review headteacher pay progression recommendations 	<ul style="list-style-type: none"> • Absence, PA • FTE/PEX • behaviour • HT plans/priorities for targeted support within SIP/SDP • Review and approve school policies as per agreed schedule • Scrutiny of safeguarding report for summer term/ feedback for ARC/PSC • Review updated school safeguarding policy <ul style="list-style-type: none"> • Consider/priorities / risks to report to PSC 	<p>SATs, Teacher Assessment</p> <ul style="list-style-type: none"> • Consider HT report and data on: • Attendance • Absence, PA • FTE/PEX • behaviour • HT plans/priorities for targeted support within SIP/SDP • Consider pupil premium strategy • Review and approve school policies as per agreed schedule • Scrutiny of safeguarding report for Summer term/ feedback for ARC/PSC • Review updated school safeguarding policy • Consider/priorities/ risks to report to PSC 	<ul style="list-style-type: none"> • Review headteacher recommendations for pay progression for teaching staff • Review headteacher recommendations for pay progression for associate staff 	<ul style="list-style-type: none"> • Review Schools' SIPs and scrutinise school performance targets • Review Trust-wide SI metrics • Review PD metrics • Recommendations to TB on risk register 	<ul style="list-style-type: none"> • educational performance in schools • key risks • safeguarding • school targets • Review safeguarding (KCSIE) changes and approve schools' safeguarding policy and Trust Safeguarding Statement
<p>Receive and feedback on:</p> <ul style="list-style-type: none"> • Draft CFO Finance Report and workplan update including annual procurement calendar <ul style="list-style-type: none"> • Review progress on closing down of previous financial year across the Trust, expected accruals or other requirements 	<ul style="list-style-type: none"> • Confirm likely future student numbers at RFSS 		<ul style="list-style-type: none"> • Confirm affordability of headteacher pay progression recommendations 		<ul style="list-style-type: none"> • Receive and approve Pupil Premium Impact Reports • Receive and consider Finance report on year-end projections/risks and financial performance to end of September • Receive and consider HR report on previous term HR and potential risks • Receive and consider Estate report on

<ul style="list-style-type: none"> Review proposed procurements in next period Consider draft reports on use of pupil premium and impact (& sports premium @ RFPS) for PSC from HTs Draft Head of HR report and workplan update Estates workplan update incl. prep of Land & Buildings return fro CFO approval Review previous terms' GDPR data and compliance Review website compliance 					<p>potential risks and developments</p> <ul style="list-style-type: none"> Consider draft L&B return (due Nov) Confirm website compliance Confirm Trust Risk Register
Executive	SIB	RFPS LGB	ARC	PSC	Trust Board
<ul style="list-style-type: none"> Review of SoDA (if required) 			<ul style="list-style-type: none"> Confirm Terms of Reference for ARC and link roles 		<ul style="list-style-type: none"> Approve SoDA (if required) Publish Admissions arrangements for each school / undertake consultation
<ul style="list-style-type: none"> Consultation of Trust policy reviews as per schedule 	<ul style="list-style-type: none"> Feedback on governors'/ SIB members/trustees' visits 		<ul style="list-style-type: none"> Ensure schedule in place to review all relevant policies throughout the year 		<ul style="list-style-type: none"> Feedback on trustees' visits Approval of Trust policies as per schedule

			<ul style="list-style-type: none"> Scrutiny of policies / recommendations to TB 		<ul style="list-style-type: none"> Receive and scrutinise CEO RAG report
<ul style="list-style-type: none"> Review October census data and impact Share and review use of pupil premium and impact (+ sports premium RFPs) 	<ul style="list-style-type: none"> Review progress against SIP/POAP Consider priorities for targeted support Consider pupil premium strategy Review and approve school policies as per agreed schedule 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Scrutinise school safeguarding reports from previous term (for risk) 		<ul style="list-style-type: none"> Review CEO performance & appraisal targets and pay Approve HT pay Receive reports from Chairs of LGB/SIB
<ul style="list-style-type: none"> Receive and feedback on: Draft Finance Report for ARC and workplan update School Resource management self-assessment tool (SRM) for Chair of ARC (early Nov) Update on external audit process HR workplan update Estates workplan update Scrutiny of Asset Management Plan (AMP) and plan for disposal/write-offs Review likely EoY financial performance at each school Consider school related points likely to be in management letter 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Receive CFO report & consider financial performance to end of October Consideration of changes in Financial Regulations/ AFH and Trust policy Receive External Auditors report, statements & scrutinise accounts Consider points in management letter and recommend responses Discuss summary of previous Internal Audit (IA) report and recommend draft IA plan for the year Recommend AMP Review procurement recommendations Scrutiny of GDPR report from previous 		<ul style="list-style-type: none"> Receive CFO report incl. financial Performance to end of November Receive report from ARC on financial performance in schools and risks Approve Trustee Report, Annual Accounts, management letter for submission by 31 Dec. Appoint Auditors and confirm/approve internal audit focus Receive summary IA report and confirm IA plan for year Receive Pupil premium Reports Approve procurement decisions as per SoDA Receive feedback on GDPR report from

<ul style="list-style-type: none"> Review proposed procurements in next period 			<ul style="list-style-type: none"> term and recommendations Review and scrutinise the Trust Risk Register 		<ul style="list-style-type: none"> ARC/approve recommendations Confirm Risk Register
Executive	RFSS SIB	RFPS LGB	ARC	PSC	Trust Board
<ul style="list-style-type: none"> Review SoDA (if required) 			<ul style="list-style-type: none"> Confirm Financial Statements on the website and ESFA accounts return is finalised (31 Jan) 		<ul style="list-style-type: none"> Approve SoDA (if required)
<ul style="list-style-type: none"> Trust policy reviews and consultation 	<ul style="list-style-type: none"> Feedback on SIB members/trustees' visits 	<ul style="list-style-type: none"> Feedback on governors/trustees' visits 	<ul style="list-style-type: none"> Scrutiny of policies & recommendation to TB 	<ul style="list-style-type: none"> Feedback on trustees'/ SIB or LGB Chairs visits 	<ul style="list-style-type: none"> Feedback on trustees' visits Approval of Trust policies as per policy schedule Receive and scrutinise CEO RAG report
<ul style="list-style-type: none"> Consider report to PSC including: Student voice Parent voice Staff voice Workload & wellbeing Scrutiny of safeguarding reports for Autumn term Consider and feedback on Trust/schools IT management plans 	<ul style="list-style-type: none"> Consider HT Autumn report/ SEF and data on: Attendance Absence, PA FTE/PEX Behaviour Review progress against SIP/POAP Consider priorities targeted support Scrutiny/feedback of safeguarding report for Autumn term for ARC/PSC 	<ul style="list-style-type: none"> Consider HT Autumn report/ SEF and data on: Attendance Absence, PA FTE/PEX Behaviour Review progress against SDP Consider HT plans for SDP priorities Scrutiny of safeguarding report for Autumn term/ feedback for ARC/PSC 	<ul style="list-style-type: none"> Scrutinise school safeguarding reports from previous term (for risk) Review of Schools' IT management Plans & recommendations to TB 	<ul style="list-style-type: none"> Receive reports from School Improvement partners Review Schools' SIPs and scrutinise school performance targets Review Trust-wide SI metrics Review PD metrics Recommendations to TB on risk register 	<ul style="list-style-type: none"> Receive and respond to reports from Chairs of LGB/SIB Receive report from ARC on schools' safeguarding reports and Schools' IT management Plans

	<ul style="list-style-type: none"> Review and approve school policies as per agreed schedule 	<ul style="list-style-type: none"> Review and approve school policies as per agreed schedule 			
<ul style="list-style-type: none"> Receive and feedback on: Draft CFO Finance Report and workplan update Review proposed procurements in next period Consider asset management plans Draft Head of HR report and workplan update Estates workplan update Review previous terms' GDPR data and compliance Review website compliance 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Confirm likely future student numbers at RFPS 	<ul style="list-style-type: none"> Scrutiny of Finance report on financial performance to end of December/ risks Review IA report/action plan if required Confirm likely future RFPS numbers Review procurement recommendations Scrutiny of Asset management plan and any disposal of assets/write-offs Recommend procurement decisions as per SoDA Scrutiny of GDPR report from Autumn term and recommendations Review & scrutinise Trust Risk Register 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Receive CFO report incl. financial Performance to end of January Receive report from ARC on financial performance in schools, pupil numbers, asset management, risks Approve procurement decisions as per SoDA Sign off asset management plan Receive and consider HR report on previous term HR and potential risks Receive and consider Estate report on potential risks Receive feedback on GDPR report from ARC/approve recommendations Confirm Risk Register
Executive	RFSS SIB	RFPS LGB	ARC	PSC	Trust Board
<ul style="list-style-type: none"> Review SoDA (if required) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Approve SoDA (if required)

					<ul style="list-style-type: none"> Consider and agree plans for annual governance review
<ul style="list-style-type: none"> Trust policy reviews and consultation 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Feedback on trustees' visits Approval of Trust policies by exception Receive and scrutinise CEO RAG report
<ul style="list-style-type: none"> Share curriculum mapping, long and medium-term planning as per Quality of Education judgement in preparation for PSC 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Receive report from PSC on educational performance in schools; key risks; school targets; safeguarding reports; Quality of Education in relation to the curriculum
<ul style="list-style-type: none"> Draft Finance Report and workplan update HR workplan update Staffing structure/ budget development Estates workplan update Review proposed procurements in next period Review annual GDPR audit by DPO and associated trust and schools action plans 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Finance report on financial performance to end of March/ risks Approve procurement decisions as per SoDA Confirm Risk Register

Executive	RFSS SIB	RFPS LGB	ARC	PSC	Trust Board
<ul style="list-style-type: none"> Review SoDA (if required) Review next year meeting calendar 	<ul style="list-style-type: none"> Annual 360-degree feedback to trustees on governance systems and operations 	<ul style="list-style-type: none"> Annual 360-degree feedback to trustees on governance systems and operations 	<ul style="list-style-type: none"> Consideration of feedback from LGB/SIB on governance systems and operations Annual calendar scrutiny 		<ul style="list-style-type: none"> Approve SoDA (if required) Annual review of governance (may be a separate meeting) Approve next year calendar of meetings
<ul style="list-style-type: none"> Trust policy reviews and consultation 	<ul style="list-style-type: none"> Feedback on SIB members/trustees' visits 	<ul style="list-style-type: none"> Feedback on governors'/ trustees' visits 	<ul style="list-style-type: none"> Scrutiny of policies & recommendation to TB including appraisal and pay policies for following year 	<ul style="list-style-type: none"> Consider Aims/Vision Statement for following year Consider future priorities to recommend to the Trust Consider draft equality information 	<ul style="list-style-type: none"> Approval of Trust policies as per policy schedule Feedback on trustees' visits Receive/scrutinise CEO RAG report
<ul style="list-style-type: none"> Scrutiny of safeguarding reports for Spring term Review Appraisal and pay policies in relation to performance review systems/pay progression 	<ul style="list-style-type: none"> Consider HT Spring report and data on: <ul style="list-style-type: none"> Attendance Absence, PA FTE/PEX Behaviour Destinations of leavers (Yrs 6;11) Admissions Review progress against SIP/POAP Consider HT plans for SIP/SDP priorities and targeted support Scrutiny of Spring term safeguarding report and feedback for ARC/PSC 	<ul style="list-style-type: none"> Consider HT Spring report/ SEF and data on: <ul style="list-style-type: none"> Attendance Absence, PA FTE/PEX Behaviour Consider HT plans for SDP priorities Scrutiny of for Spring term safeguarding report and feedback for ARC/PSC Review and approve school policies as per agreed schedule 	<ul style="list-style-type: none"> Review admissions for following year and impact on structures and Budget return (BFRO) preparation 	<ul style="list-style-type: none"> Receive reports from School Improvement partners Review Schools' SIPs and scrutinise school performance targets Review Trust-wide SI metrics Review PD metrics Recommendations to TB on risk register 	<ul style="list-style-type: none"> Receive reports from Chairs of LGB/SIB Receive and scrutinise CEO RAG report

	<ul style="list-style-type: none"> Review and approve school policies as per agreed schedule 				
<ul style="list-style-type: none"> Draft Finance Report and workplan update including internal audit preparation Update on budget planning progress Review proposed procurements in next period Draft HR report and workplan update Estates report and workplan update Consider Action plans to meet external Trust Health and Safety Audit Trips for the forthcoming year/insurance/risk assessments Review Spring terms' GDPR data and compliance Review website compliance Review 			<ul style="list-style-type: none"> Scrutiny of Finance report & confirm BFRO financial return to the ESFA (due 20/05) Review Internal audit report/action plan Review procurement recommendations Scrutiny of HR report Review External Trust Health and Safety Review and reports against action plans Scrutiny of GDPR report from Spring term and recommendations Review External Trust GDPR Review (DPO) and report against action plan Review Insurance (RPA and local for vehicles) Scrutiny of key plans for trips plan and risk assessments Review / scrutinise Trust Risk Register 		<ul style="list-style-type: none"> Receive Report from Chair of ARC incl. internal audit outcome Finance report on financial performance to end of April and risks Approve procurement decisions as per SoDA Receive and review HR Spring Report Receive Annual Trust Health & Safety Audit Report (external) and schools' response Receive Spring term GDPR report & external Trust GDPR Review (DPO), and action plan Confirm all insurances in place Confirm trip plan and risk assessments Confirm Risk Register
<ul style="list-style-type: none"> Executive 	<ul style="list-style-type: none"> RFSS SIB 	<ul style="list-style-type: none"> RFPS LGB 	<ul style="list-style-type: none"> ARC 	<p style="text-align: center;">PSC</p>	<p style="text-align: center;">Trust Board</p>
<ul style="list-style-type: none"> Review SoDA (if required) 	<ul style="list-style-type: none"> Consider attendance at meetings, key points for end of year 	<ul style="list-style-type: none"> Consider governor attendance, key points for end of year 			<ul style="list-style-type: none"> Approve SoDA (if required)

	feedback for Trust Annual review and governance statements	feedback for Trust Annual review and governance statements			<ul style="list-style-type: none"> • Approval of Trust policies as per policy schedule • Initial consideration of annual statement on governance arrangements; attendance; effectiveness of arrangements; and proposals for future arrangements including feedback from SIB/LGB
<ul style="list-style-type: none"> • Plan feedback report and delivery for the Annual Trust strategy meeting • Review progress of SDP/SIPs • Consider Aims/Vision Statement for next year • Consider future priorities to recommend to the Trust for the next year • Review of Equality objectives and propose updates to equality information 	<ul style="list-style-type: none"> • Consider Aims/Vision Statement for next year • Consider future priorities to recommend to the Trust for next year • Review SIB member oversight/mentoring/coaching • 	<ul style="list-style-type: none"> • Consider Aims/Vision Statement for next year • Consider future priorities to recommend to the Trust for next year • Consider feedback on governor mentoring/coaching • 	<ul style="list-style-type: none"> • Consider Aims/Vision Statement for next year • Consider future priorities to recommend to the Trust • Consider draft equality information 	•	<ul style="list-style-type: none"> • Approval of Trust policies by exception • Receive Annual summary report from CEO and Executive Team to feed into Annual Strategy meeting to consider future strategic direction of the Trust • Set out the LT2 strategy at the Annual Strategy Meeting attended by: Trustees; Chairs of LGB/SIB; Executive Team • Approve Equality Statement
<ul style="list-style-type: none"> • Review External Trust Safeguarding Audit/ 	<ul style="list-style-type: none"> • Review progress against SIP/POAP 	<ul style="list-style-type: none"> • Review progress against SDP 	<ul style="list-style-type: none"> • Scrutinise school safeguarding reports 	•	<ul style="list-style-type: none"> • Receive end of year report from Chair of PSC

<ul style="list-style-type: none"> Review and schools' Action Plans 	<ul style="list-style-type: none"> Consider priorities for targeted support currently and for next year Presentation on transition preparation for next year/new year group Review and approve school policies as per agreed schedule Consider report to PSC 	<ul style="list-style-type: none"> Consider HT plans for SDP priorities for next year incl. staffing, premises Presentation on transition preparation for next year/new year group Review and approve school policies as per agreed schedule Consider report to PSC 	<ul style="list-style-type: none"> from previous term (for risk) Scrutinise External Trust Safeguarding Audit Review and reports against action plans 		<ul style="list-style-type: none"> Receive reports from ARC and PSC on Annual Safeguarding Audit and schools' reports against action plans
<ul style="list-style-type: none"> Draft Finance Report and workplan update Share finalised 3 year budgets and rationale HR workplan update Review proposed procurements planned for the next year 			<ul style="list-style-type: none"> Scrutiny of Finance report on financial performance to end of May and risks Final scrutiny of the proposed 3-year budget and recommend BFR3Y to Trust Board Review IA report/action plan if required Review procurement recommendations for following year Scrutinise External Trust Safeguarding Audit and reports against action plans Review / scrutinise Trust Risk Register 		<ul style="list-style-type: none"> Finance report on financial performance to end of May and risks Receive end of year report from the Chair of ARC Approve Trust/schools 3-year budget for BFR3Y submission to ESFA (c. 20 July) Approve procurement decisions as per SoDA Confirm Risk Register

Standing items at all meetings:

- Attendance and apologies
- Declaration of interest

- Minutes and Actions
- Matters Arising (not on the agenda)
- Safeguarding (either by report in cycles 1,3,5 or by exception in 2,4,6)
- Health and Safety
- AOB

Reports

1. CEO report at every Trust Board meeting
2. CFO report at all ARC and Trust Board meetings
3. Headteacher's reports are received in cycles 1,3 & 5 by local committees, board committees and TB

Headteachers reports headings:

- Self-evaluation and progress against OfSTED judgement areas

Quality of Education

- Progress and attainment data for each year; and,
- Curriculum updates.

Behaviours and Attitudes

- Data on exclusions / PEx (by pupil type, ethnicity, number of students, number of days and % of cohort etc). The data should aim to highlight any communities that are not engaging with the school;
- Student Movement including the number of managed moves; and,
- Attendance by pupil groups by term and year. The data should include unauthorised absences and number of students fined.

Personal Development

- Enrichment information including details on extra-curricular activities / trips abroad by year group and pupil type.

Leadership and Management

- Staffing including recruitment, retention, vacancies and staff absences;
- CPD;
- Complaints / Allegations against adults; and,
- Opportunities for collaboration (e.g. transition work with feeder primary schools).

Additional Information

- Key dates