

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

‘Innovative Education - Transforming Lives’

Governance Handbook and Terms of Reference

Status	Statutory
Responsible Directors' Committee	Directors Board & Sub-Committees
LGB Committee	Full Governors & Sub-Committees
Responsible Persons	Mrs. B Nixon
Date Policy Agreed	September 2018
Reviewed Date	September 2019
Next Review Date	September 2020

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Version Control

Version	Revision Date	Revised by	Section Revised
V2	Aug 2018	D Ashmore	Pgs 9/10 Updated Directors/LGB Governance Structure
V3	Aug 2019	D Ashmore	Pg 5/6 Updated aims Pg 9/10 – updated the governance structure Pg 14 points updated 3.4.6.8 – 3.4.6.11 Pg 15 points updated 3.4.6.15 – 3.4.6.16 and 3.5.1 – 3.5.2 Pg 16 point updated 3.9.3 Pg 34 Appendix A updated Pge 239 NGA date updated Pg 9, 10 & 11 update of structure

Welcome

Exceed Learning Partnership was established by two Schools who all had a shared passion to do more for children and young people. With the freedoms afforded academies, the Trust has a strong commitment to explore every avenue open to us – and, indeed, to seek out and open new ones – whilst we work openly and transparently with all our partners to deliver the best provision we can.

Our motto is as follows: **'Every Child, Every Chance, Every Day!'**

As a Trust, we have agreed the following mission statement:

At Exceed Learning Partnership, we are committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so.

We believe every child deserves the best possible start in life – a world class education aimed at helping the children in Exceed Learning Partnership schools become successful learners, confident individuals and responsible citizens.

Our mission is to help every young person in our schools to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

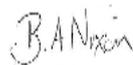
Members of the Trust strive together for excellence in partnership, so that our children, staff and communities benefit from excellent teaching, learning, leadership and opportunities.

The child will always be at the centre, with personalised learning as our starting point, making the challenges of 'Helping children achieve more' a reality. Each child will be encouraged to develop a greater understanding of themselves as a learner, what their strengths are, how they can share these with others and their next steps in their continual learning journey. Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all the schools within the trust. This will focus on our learning philosophy skills: Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.



Mr J Blount
Chair of Directors
Exceed Learning Partnership



Mrs B A Nixon
Executive Principal
Exceed Learning Partnership

Core Values:

School to school support is increasingly promoted as a successful way of ensuring high standards and building partnerships between schools. Working in collaboration to share and develop approaches that have demonstrated impact for learners.

At Exceed Learning Partnership we believe:

- ▶ **That creative collaboration between schools can deliver sustainable impact for all learners and schools**
- ▶ **Schools with schools draws upon a wide range of knowledge and experience in the implementation of highly effective school to school improvement strategies.**
- ▶ **Schools with schools can develop future leadership potential and support retention of staff**
- ▶ **School to school support provides opportunities for schools to reflect and evaluate teaching & learning which inevitably has an impact on the outcomes for the children in all organisations**
- ▶ **No matter how 'good' one school or how 'in need of development' another may be, it is impossible to visit any school without picking up some interesting strategies that can be shared**

Key Values for Learning:

Passion - Working in education, we have the ability to profoundly change children's lives; the stakes are incredibly high. Our aim should always be to provide for the pupils of our Academies what we would want for our own children.

Urgency - The amount of time children spent in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership Academy, is productive. Once wasted, it is gone forever.

Positivity - Staff have a responsibility to be positive and supportive of each other. Negativity leads to low expectations and a culture where excuses are tolerated.

Aspiration - Embodied in the Trust motto, "**Every Child, Every Chance, Every Day**" all members of staff aim for excellence in their individual professional roles.

Commitment - Staff are prepared to go the extra mile to provide the best possible education for their pupils. The interests of children are always placed ahead of those of staff.

Our Aims:

1. Our academies to excel in Statutory Test Outcomes for all their learners.
2. All academies enrolled within Exceed Learning Partnership to be capable of good or outstanding judgements from OFSTED when next inspected after two years of joining the Trust.

3. Our academies will develop innovative and transformational teachers who are constantly reflecting on the best ways to improve learning.
4. Our academies to be oversubscribed or on a significant upward admissions trend
5. The academies to be working closely together within Exceed Learning Partnership, creating a sustainable model of high quality education for the pupils who attend them. This will be as a result of accessing high quality corporate services, sharing ideas that work, adoption of appropriate common policy and practice, co-development, support provision and utilising teachers, leaders and support staff for the benefit of all academies.
6. Exceed Learning Partnership to be self- sustaining and outward looking, using its capacity to support those who are underprivileged, in difficulty, or in any other way in need.
7. An inclusive culture to be the norm in each academy, with exclusions rare and every pupil leaving their academy with a plan for the next stage of their educational journey.
8. The Professional Development Programme to be producing high quality committed professionals and future leaders for ELP academies as well as schools beyond.
9. ELP academies will be recognised nationally as organisations of high quality, producing outstanding results within a culture of innovation and achievement.
10. All academies within ELP will continually develop their own unique characteristics and ethos re-enforcing their individual identities within their respective communities. In our academies, their unique distinctiveness will underpin how they grow, develop and enrich the experiences of all pupils across ELP.
11. Exceed Learning Partnership will constantly build upon the diversity of its academies in order to broaden the experience of its pupils and communities and challenge discrimination and prejudice in all its forms.

That means we value the contribution made by all our children and their families; every employee of the Trust; governors, Directors and Members; our external partners, including local and national government; and anyone else who shares our values and vision.

Members, Directors and Governors are the guardians of the Trust's moral purpose; they act as a critical friend to our Academies, and hold the executive to account at all times.

The generosity of spirit every Member, Director and Governor exhibits by taking on the role can never be underestimated.

Anybody willing to give up their time to engage in governance is making a conscious decision to selflessly assume accountability and responsibility without any payback. There are no salaries or bonuses on offer. Just the expectation that time and energy is expended by these individuals to ensure that the statutory and moral duties on this Multi Academy Trust are realised efficiently and effectively. That is some ask for any volunteer, and as such, we realise that the least we can offer is guidance and support for anyone involved in a governance role in our Trust.

This handbook is intended to outline our governance structures and the key roles and responsibilities at all levels of governance. It should be read in conjunction with the Trust's Scheme of Delegation, and its contents will be updated to reflect changes within the Trust and the way it does business.

Thank you for taking the time to engage in a governance role, and for your contribution to our work. At its best, governance is relentlessly accountable and energetically enabling. Together, managers and governors can model the very best that leadership has to offer.

Mrs B A Nixon, Executive Principal

1. Exceed Learning Partnership Governance Philosophy

- 1.1. Exceed Learning Partnership (referred to as “MAT” or “the Trust”) believes that the closer decision makers are to the children, young people and families they service, the greater the potential to get it right. That is why constituent Academies have Local Governing Bodies with delegated powers and responsibilities to make decisions alongside senior leadership teams.
- 1.2. Each Local Governing Body (LGB) is - in essence – a sub-committee of and accountable to the MAT Board, with the LGB chair attending Chairs of Governance Meetings with the Chair of the Directors.
- 1.3. All individuals with governance accountabilities are required to conduct themselves in accordance with the [seven principles of public life](#) (selflessness; integrity; objectivity; accountability; openness; honesty; and leadership) and adhere to the Governor Code of Conduct

2. What is a Multi Academy Trust?

- 2.1. Schools which convert to Academies under the Academies Act are run by companies limited by guarantee called ‘Academy Trusts’. Where more than one school is part of an Academy “family”, this is termed a “Multi Academy Trusts, or MAT for short. Like any other company, a MAT is registered with Companies House. The MAT is also an exempt charity, which means that is not registered with the Charity Commission but must abide by charitable law.
- 2.2. The Exceed Learning Partnership company number is **10660150**, and its registered office is Exceed Learning Partnership, Edlington Lane, Edlington, Doncaster. DN12 1PL.
- 2.3. At the point a school converts to academy status, it closes and reopens as a new entity. Whilst legally the new entity is called an “academy”, some schools choose to retain the term “school”. This is at the discretion of the academy itself and/or the MAT they are joining.
- 2.4. When a school joins a MAT, all employees transfer over to the employment of the Trust (not the individual school), with every constituent school in a Trust being its own legal “department”. In the same way that local authorities have responsibility for state schools, the MAT is the “parent” employer for all employees in any schools which are part of a MAT, and is ultimately accountable for the performance of each school.
- 2.5. All MATs must have a named “accounting officer”, who is the responsible executive for the running of the Trust and all constituent academies.

This individual is personally accountable to the Government for the management of the Trust and the use of public money. The accounting officer role is usually called either “Executive Principal” or “Chief Executive Officer”. In this Trust, it is Executive Principal (CEO). The Executive Principal is a member of the Trust Board.

- 2.6. Like all companies, the MAT has ‘Articles of Association’ (‘Articles’) which are the rules that govern the running of the company. The Articles set out the Objects (or purpose) of the company. All MATs have at least one Object, which is:

To advance for the public benefit education in the United Kingdom by establishing, maintaining, carrying on, managing and developing a school(s) which shall offer a broad and balanced curriculum.

- 2.7. The MAT must use its resources exclusively in pursuance of its Objects. Where the Executive Principal feels this isn’t happening, they have a personal responsibility to inform the Government.
- 2.8. The **Master Funding Agreement** is the contract between the MAT and the Secretary of State for Education for the running of the school(s) as an Academy. It sets out the principles of how the MAT will be funded and, in return, the responsibilities and obligations required of the MAT. Each member academy will also have a ‘Supplemental Funding Agreement’, which details the funding that school will receive from the MAT.

3. The Exceed Learning Partnership MAT Governance Structure

- 3.1. The Trust is required to have a model of governance that complies with the Department for Education requirements. There are 3 tiers of governance in the Trust, as follows:

Exceed Learning Partnership Current Governance

Members of the Trust x 3 (2 Vacancies)

Directors of the Trust x 10 (2 vacancies)

Principals of Academies Committee

Chairs of LGB Committee

Academy 1
Principal

Academy 2
Principal

Academy 3
Principal

Academy 4
Principal

LGB

LGB

LGB

LGB

Members of the Multi Academy Trust

Mr M Oldknow, Fr. S Edmonds (Chair) Mr A B Tuke (2 vacancies)

Directors of the Multi Academy Trust

Mr J Blount, Mrs J Briggs Fr.S Edmonds, Mrs D Dunn, Mrs C A Swift, Mrs J Wood, Mrs L Hornsby, Ms M Flett, Mr R Brown, A Hibbitt (2 vacancies)
Mrs B A Nixon (Ex-Officio)

Local Governing Bodies

Exceed Learning Partnership - Governance Structure

Staffing, Resource and Finance Committee

J Blount, R Brown, M Flett, A Hibbitt

- Finance
- Risk Management
- Personnel

Buildings and Premises Committee

J Wood, J Briggs, Fr S Edmonds, L Hornsby

- Premises
- Health and Safety

Pay & Executive Principal Performance Committee

R Brown, Fr S Edmonds, D Dunn, M Flett
(External Consultant)

Audit Committee

C A Swift, D Dunn, J Briggs

Directors of the Trust

- Overall strategy
- Cross Trust Scrutiny
- Overall Accountability
- Determine schemes of delegation
- Pay and remuneration structure
- Governance appointments

Curriculum Standards -Teaching and Learning Committee (CS-T&L)

D Dunn, C A Swift J Blount

- Achievement
- Quality of Teaching and Learning
- Safeguarding
- Inclusion and SEN
- Behaviour
- Leadership & Management

Principals Committee

B A Nixon, R A Macleod, E Clark, R Tuddenham, C Metcalf

Chairs of Governors Committee

J Blount, I Dunkerley, G Tinkler, B Haggerty, S Hulme

Academy 1
Principal
&

Academy 2
Principal

Academy 3
Principal

Academy 4
Principal

Local Governing Bodies – Scheme of Delegation

- Pupil Achievement, Academy Community, Academy Standards, Application of Trust Policies
- As above, plus oversight of finance and personnel
- As above plus budget setting and appointments as delegated.

Overall Vision for Exceed Learning Partnership Governance

Members of the Trust x 5

Directors of the Trust x 12

Principals of Academies Committee

Chairs of LGB Committee

Hub 1
Executive Principal

Hub 2
Executive Principal

Hub 3
Executive Principal

LGB LGB LGB

LGB LGB LGB

LGB LGB LGB

Members of the Multi Academy Trust
Mr M Oldknow, Fr. S Edmonds (Chair) Mr A B Tuke (2 vacancies)

Directors of the Multi Academy Trust
Mr J Blount, Mrs J Briggs Fr.S Edmonds, Mrs D Dunn, Mrs C A Swift, Mrs J Wood, Mrs L Hornsby, Ms M Flett, Mr R Brown, A Hibbitt (2 vacancies)
Mrs B A Nixon (Ex-Officio)

Sponsorship Schools
These are located within the Hubs under the Executive Principals
Local Governing Bodies

3.2 Who are the Members?

- 3.2.1. Members are the equivalent of shareholders in a company limited by shares. They are the 'guarantors' of the company and promise to pay £10 towards the debts of the company in the event that the MAT is wound up.
- 3.2.2. The members of the MAT have a different status from the trustees/directors. The members are the subscribers to the trust's memorandum of association, as are any other individuals permitted to become members under its articles of association. Members have an overview of the governance arrangements of the trust and have the power to appoint trustees and remove these trustees.
- 3.2.3. Members can amend the articles and may do so to support stronger governance arrangements. This will require legal advice and support.
- 3.2.4. Members have limited but important powers under the Articles. These include the right to:
- wind up the Academy Trust
 - amend the Articles
 - change the name of the company
 - appoint other Members and
 - appoint and remove one or more Trustees/Directors
- 3.2.5. However, Members should not interfere with the day to day operation of the Trust or approach Trustees/Directors or the Principal on an individual basis in their role as a Member outside of formal meeting settings.
- 3.2.6. As per our Articles, Exceed Learning Partnership must have at least five Members, one of whom will sit on the Board of Directors. Members meet up to 3 times per year. There is a member role description in the appendices of this handbook.
- 3.2.7. Members must meet at least once every financial year, at the Trust Annual General Meeting (AGM). The Trust must specify the meeting as such in the notices calling it; and not more than fifteen months shall elapse between the date of one Annual General Meeting of the Trust and that of the next.
- 3.2.8. Provided that so long as the Academy Trust holds the first Annual General Meeting within eighteen months of its incorporation, it need not hold it in the year of its incorporation or the following year. The Annual General Meeting shall be held at such time and place as the Trustees/Directors shall appoint.
- 3.2.9. Annual General Meetings must be called by at least fourteen clear days' notice but may be called by shorter notice if it is so agreed by Members.
- 3.2.10 The notice shall specify the fact it is an AGM, time and place of the meeting and the general nature of the business to be transacted. The notice will also state that a Member is entitled to appoint a proxy (or representative to act of their behalf).

3.3 Who are the Directors/Trustees?

3.3.1 In all Academy Trusts, the individuals appointed to challenge and scrutinise the strategic direction and day to day running of the company led by the Chief Executive Officer have three names:

- They are **Directors** - because the MAT is a company, and
- They are **Trustees** - because the MAT is a charity
- They are **Governors** - because the MAT is responsible for running the Academy(s)

3.3.2 This can be very confusing as the documentation used to set up the Academy Trust and the Department for Education guidance for Academies uses these three titles interchangeably, depending on the context. For the purposes of this document, henceforth this role will be called 'Directors'.

3.3.3 Directors are made up of a diverse range of individuals. The Members will always appoint Directors.

3.3.4 The Articles stipulate the number and types of Directors which the MAT will have, which is up to 12

3.3.5 The Directors come together to form the Board of Directors ('Trust Board'). A Chair will be appointed.

3.3.6 Within the MAT, each Academy has its own 'Local Governing Body' ('LGB'). These have a similar status to committees of a maintained Governing Body and the only powers they have are those that are delegated to them by the Board. This is formalised in the Scheme of Delegation.

3.3.7 The ability to delegate additional responsibilities or remove responsibilities is not static and the level of delegation can be reviewed to meet changing circumstances. For example, if an academy was judged by Ofsted to be 'Good' after previously being judged 'Inadequate', it might be appropriate for the LGB to be given more delegated powers by the Board. It is common for them to be referred to as 'governors', although technically the Governors of an Academy Trust are the Directors.

3.3.8 Chairs of LGBs are appointed by Directors of the MAT.

3.3.9 Where the Trust sponsors another school (i.e. where a school is failing and the Department for Education ask Exceed Learning Partnership to assume running of the school into the Trust), then different governance arrangements will typically be in place to provide additional safeguards such as an Interim Executive Board.

3.4 What responsibilities do Trustees/Directors have?

3.4.1 A Director of Exceed Learning Partnership will share equally with the other Directors the responsibility of running the MAT and, in turn, the Academies it runs. Directors have very similar responsibilities to governors in a maintained school, including the three core strategic functions of ensuring:

- 3.4.1.1 That clarity of vision, ethos and strategic direction of the MAT and the Academies it runs are clearly defined;
- 3.4.1.2 That the Chief Executive and Principal(s) perform their responsibilities for the educational performance of the schools;
- 3.4.1.3 That there is sound, proper and effective use of the Academy Trusts financial resources.

3.4.2 In addition, Directors must ensure that the MAT pursues its Objects, is compliant with both company and charity law and has due regard for any other relevant legislation or regulations. This is documented in more detail in the [Companies Act 2006](#) and the Charity Commission document "[The essential trustee: what you need to know and what you need to do](#)".

3.4.3 Trustees of any charity have 6 core duties:

- 3.4.3.1. Ensure your charity is carrying out its purposes for the public benefit
- 3.4.3.2. Comply with your charity's governing document and the law
- 3.4.3.3. Act in your charity's best interests
- 3.4.3.4. Manage your charity's resources responsibly
- 3.4.3.5. Act with reasonable care and skill
- 3.4.3.6. Ensure your charity is accountable

3.4.4 The role of Director is to take ultimate responsibility for ensuring responsible use of the MAT's resources, many of which will be managed by the Executive Principal, including: the recruitment and employment of staff; land and building matters; the admission of pupils; and MAT finances and funds. Directors are also accountable to the Secretary of State for the academic and educational standards in the MAT's schools and the performance of pupils.

In Multi Academy Trusts, it is usual for the Board to delegate some of its responsibilities to a Local Governing Body in each of the Academies however, Directors remain ultimately responsible. It is also worth noting that Directors of Multi Academy Trusts are responsible for all the schools run by the MAT and are not there to 'represent' a particular school.

3.4.5 Under the Companies Act 2006, Directors have a number of general duties which are owed to the Academy Trust. These include:

- 3.4.5.1 Duty to act within powers – obey the Trust company's constitution and decisions taken under it

- 3.4.5.2 Duty to promote the success of the Trust – act in the Trust’s best interests
 - 3.4.5.3 Duty to exercise independent judgement – remember you remain responsible for the work you give to others
 - 3.4.5.4 Duty to exercise reasonable care, skill and diligence – be diligent and well informed about the Trust’s affairs
 - 3.4.5.5 Duty to avoid conflicts of interest – avoid situations where your interests conflict with those of the Trust. When in doubt disclose potential conflicts quickly. In Multi Academy Trusts, Directors must ensure that there are no conflicts between their duty to the Trust and to individual schools. A Director must ensure they consider and promote the needs of each individual school for the benefit of the Trust and not simply focus on achieving the best outcome for one particular school
 - 3.4.5.6 Duty not to accept benefits from third parties – be honest and remember that the Trust’s property belongs to it and not to you or its Members
 - 3.4.5.7 Duty to declare an interest in a proposed transaction or arrangement
- 3.4.6 In addition, Directors of this MAT are expected to:
- 3.4.6.1 Safeguard and promote the values of the of the MAT and the schools it runs
 - 3.4.6.2 Ensure the quality of educational provision
 - 3.4.6.3 Challenge and monitor the performance of the schools and keep the focus on school improvement
 - 3.4.6.4 Support the Executive Leadership Team and be a critical friend
 - 3.4.6.5 Employ executive staff and be involved in scrutinising staffing structures
 - 3.4.6.6 Be accountable for standards, attainment and outcomes for children and young people and ensure the Trust is accountable to the public for what it does
 - 3.4.6.7 Contribute to the LGB’s role in giving clear strategic direction and ensure that the constituent schools respond to the needs of pupils, parents and the wider community
 - 3.4.6.8 Ensure regular communication with parents and carers is clear and meaningful in supporting them to understand the structure of the academy, how they operate and how parents can support their child’s education
 - 3.4.6.9 Ensure that parental engagement is used by the LGB to inform strategic decision-making
 - 3.4.6.10 Ensure methods are in place to seek views of parents, carers and the local community and how the views have influenced the strategic decision making and how it has been fed back to parents, carers and the community.
 - 3.4.6.11 Be aware of the Analyse School Performance (ASP) previously RAISEonline for analysis of the attainment and progress of the school
 - 3.4.6.12 Critically evaluate the performance of the constituent schools and hold the LGBs to account

- 3.4.6.13 Establish clear and effective lines of communication with other Directors, Members and the LGBs
- 3.4.6.14 Ensure that all policies are regularly reviewed
- 3.4.6.15 Have regard to the principles and recommendations in Making Data Work report and Workload reduction toolkit to review working practices
- 3.4.6.16 Ensure activities are driven by what most impacts on pupils, whilst being time efficient for teachers
- 3.4.6.17 Agree the financial budget and the auditing of the Trust accounts, ensuring sound financial management
- 3.4.6.18 Carry out Board business effectively, including induction of new Directors and a commitment to the continued professional development of Directors

3.4.7 There is a Director role description in the appendices of this handbook.

3.5 How much commitment is involved in being a Director?

3.5.1 The board and its committees must meet regularly enough to discharge their responsibilities. Board meetings must take place at least three times a year as a minimum and conduct business only when quorate.

3.5.2 If the board of trustees meets less than six times a year the board must describe in its governance statement, accompanying its annual accounts, how it has maintained effective oversight of funds with fewer meetings. Like governors of maintained schools, Directors need to take a full and active role in the strategic running of the MAT and monitor the operational running of the constituent schools by the Executive Principal, Principals and Senior Leadership Teams. This may include regular visits to constituent schools.

3.5.3 Any Board agenda and associated papers must be published to Directors no less than 7 days before a scheduled meeting.

3.6 What would my liability be as a Director?

3.6.1 As the MAT is a legal entity in its own right, claims would normally only be brought against the Trust and not against individual Directors. Only in very rare occasions will individual governors be held personally responsible for a decision. These sorts of claims are very rare and normally fall into one of two categories:

3.6.1.1 Breach of duties under charity law, company law and education law (or a Funding Agreement)

3.6.1.2 Criminal breaches relating to an individual's role as a Director

3.7 Clerk of Governors

3.7.1 There is an appointed clerk for the MAT Board and Local Governing Bodies. The clerk will liaise with the Chair, the Executive Principal and Principals to ensure that the MAT Business Plan/Calendar is in place. Where the clerk of an LGB is different to the clerk of the Trust Board, then the clerk to the Trust Board will provide a standard "leadership" role to the clerk of an LGB to ensure that the manner by which they exercise their duties is in line with the

Trust expectations and operating procedures.

3.8 Local Governing Body Governor

3.8.1 Whilst the Department for Education uses the term “Local Governing Board” for individual academy/school governance boards, Exceed Learning Partnership uses the term “Local Governing Body”.

3.8.2 A Local Governing Body (LGB) governor carries out the duties which would usually be carried out by a governor of a maintained school. As per the Articles, there may be no fewer than 2 parent governors on a LGB at any one time. The Chair of the LGB will be appointed by the Board. The Exceed Learning Partnership Scheme of Delegation outlines the duties delegated by the Board to Local Governing Bodies. There is a Governor Role description in the appendices of this handbook.

3.9 Persons unable to serve in a Governance Role

3.9.1 In accordance with the Charities Act 2011 and the MAT’s articles of association, an individual is unable to serve as a Member, Director or LGB Governor if:

- you are under the age of 18
- you are appointed to the role of clerk
- you have an unspent conviction involving dishonesty or deception
- you have been discharged bankrupt or have a composition or arrangement with, or granted a trust deed for your creditors that has not been discharged
- you have been disqualified by an Order made under section 429 (b) of the Insolvency Act 1986
- you have been removed from the office of Governor by an Order made by the Charity Commissioners or the High Court on the grounds of any misconduct or mismanagement, or section 7 of the Law Reforms (Miscellaneous Provisions)(Scotland) Act 1990
- you meet the criteria for barring individuals from working with children and vulnerable adults as defined in s3 and Schedule 3 parts 1 and 3 of the Safeguarding Vulnerable Groups Act 2006

3.9.2 Anyone involved in a governance role for the MAT will be subject to Disclosure and Baring Scheme (DBS) check

3.9.3 Any governor engaging in activities in school in addition to their governance duties will also require a section 128 check

4. Designated Roles in Governance

As per the articles of association, one Member will be appointed to the Board of Directors.

4.1.1 The Board of Directors has 4 committees, which focus on:

- Staffing, Resource, Finance & Premises Committee (SRFP)
- Audit Committee
- Pay & Executive Principal Performance Committee
- Curriculum Standards & Teaching and Learning Committee (CS-T&L)

4.1.2 Each committee has a remit to work closely with the Executive Principal, the Chief Finance Officer, Principals and School Business Managers to ensure there is detailed scrutiny and challenge of the MATs finances.

4.1.3 At local governing body level, there are a range of link governor roles. Link governors are responsible for making arrangements with the Principal and other key staff within their academy to focus on a specified area of business. Link governor roles may focus on the following, though each Local Governing Body has the option to use additional link roles if their work programme would benefit:

- Health & Safety
- Safeguarding, SEND & Vulnerable Groups
- Finance & Pupil Premium
- Subject Specific Governors – English, Maths & Science

5. Expenses

5.1.1 The Trust has developed our approach to expenses for Members, Directors and Governors in accordance with the Education (Governors' Allowances) Regulations 2013. These regulations give Governing Bodies the discretion to pay allowances from the Trust's annual budget allocation to Governors for certain allowances which they incur in carrying out their duties.

5.1.2 The Trust Board believes that paying Governors' allowances, in specific categories as set out below, is important in ensuring equality of opportunity to serve as Governors for all members of the community and so is an appropriate use of Trust Funds. The specific items allowable reflect this objective.

5.1.3 All Members, Directors and Governors (including associate members) of the Trust will be entitled to claim the actual expenditure incurred in carrying out their duties as a representative of the Trust.

5.2 Claims can be made for the following:-

- Telephone charges
- Photocopying costs
- Stationary and postage
- Travel, mileage and subsistence expenses, payable at the specified rates for Trust personnel, associated with attending meetings or training events/courses, unless these costs can be claimed from any other sources

5.3 The Trust Board acknowledges that:

- Members, Directors and/or Governors may not be paid attendance allowance
 - Governors may not be reimbursed for loss of earnings
- 5.4 All expenses and mileage claims should be submitted using the relevant expenses and mileage claim form and attaching receipts (VAT receipts where applicable) within 14 days of the date when the expenses were incurred. The claim form will be submitted for the approval of the Chief Finance Officer.
- 5.5 Expenses claim forms will be subject to independent audit and maybe investigated by Executive Principal if they appear excessive or inconsistent.

6. Terms of Reference

6.1 Members:

6.1.1 To appoint external auditors (members only).

6.1.2 To appoint internal auditors ensuring that the Trust meets the requirements of the Academies Financial Handbook.

6.1.3 To ensure that approved Financial Statements are published on the Trust website by 31st December each year.

6.1.4 To approve the audited financial statements prior to the submission to the Secretary of State by 31st December. (members only)

6.1.5 To ensure that the approved Financial Statements are submitted to Companies House by 31st May each year.

6.1.6 To receive the reports of the external auditor and make appropriate management response.

6.1.7 To receive regular updates from the SRFP in relation to agreed actions, following recommendations from the Internal Auditor.

6.1.8 To inform the DfE if it suspects any irregularity affecting resources.

6.2 Board of Directors

The Exceed Learning Partnership Board has a responsibility to:

6.2.1 General

Develop and implement a written scheme of delegation of its financial powers and duties to local Governing Bodies, the SRFP, the Executive Principal/CEO and Chief Finance Officer. The scheme must satisfy the Exceed Learning Partnership's ultimate responsibility for ensuring that there are adequate operational controls in place for all the financial processes within the Trust. The Scheme of Delegation should be operated in conjunction with the Financial Regulations of Exceed learning Partnership.

Develop and implement a Governance Structure that includes the following committees which operate within the Scheme of Delegation.

- Staffing Resources, Finance and Premises
- Audit Committee
- Local Governing Bodies
- Pay Committee
- Curriculum Standards – Teaching & Learning

6.2.2 Vision

- To set out the vision for the Trust and its application at both Trust and Academy levels.
- To shape the strategic planning for the Trust and provide the necessary guidance, support and challenge with the improvement planning process within each Academy.

6.2.3 Compliance

- To ensure compliance with all statutory regulations including all charity and company laws and all health and safety legislation
- To exercise overall responsibility for the health, safety and welfare of all staff, students and visitors to Trust premises and activities
- To ensure compliance with the provisions of the Articles and the Funding Agreements
- To ensure compliance with the Academies Financial Handbook
- To ensure that the annual Trustees Report and Financial Statements comply with the EFA Accounts Direction and Charities SORP
- To ensure that Members, Directors and Governors operate within the agreed code of conduct (NGA)

6.2.4 Governance

- To elect a Chair and Vice Chair of the Exceed Learning Partnership Board of Directors
- To ensure processes are in place for the appointment of Directors of the Trust and Governors of the LGB
- To implement a policy for the appraisal of Directors
- To appoint the Accounting Officer for the Trust

To ensure that LGB appoint a Governor with specific responsibility for:

- Safeguarding and Child Protection
- Health and Safety
- Subject Specific Area
- Financial & Pupil Premium Expenditure

To hold at least 6 meetings per year (plus the AGM for members only)

To appoint the Clerk to the:

- Exceed Learning Partnership Board (plus meeting for members)
- Staffing, Resources, Finance & Premises
- Audit Committee
- Pay Committee
- Curriculum Standards – Teaching & Learning
- Local Governing Body
- To appoint the Chair of each LGB (in consultation with the LGB)
- To monitor the performance of the LGB, and, if necessary, withdraw delegated powers from the LGB

6.2.5 Policies

- To set HR policies and procedures (as legal employer of all staff), developing appropriate terms and conditions of service with each Academy, including the pay and appraisal policies
- To set and review the curriculum and standards to be achieved by the Academies (in consultation with the LGB)
- To determine the admissions policy and arrangements for the Academies (in accordance with admissions law and the DfE codes of practice)
- To determine a Trust wide DBS policy as set out in the Academies Financial Handbook
- To set other Trust wide policies such as Complaints, Health and Safety, Safeguarding and Child Protection

6.2.6 Education Standards

- To determine the educational performance targets for each of the Academies within the Trust (in consultation with the LGB)
- To evaluate Academy performance against the key performance indicators set by the Trust (in consultation with LGB)
- To oversee the performance, standards and outcomes on a Trust and individual Academy basis

6.2.7 Appointments (Recruitment & Retention)

- To undertake the appointment process for the CEO/CFO
- To establish processes for making appointments within the Trust and each of the Academies
- To appoint the Executive Principal /Principals and Vice/Assistant/Principals across the Trust (in consultation with the LGB)
- To approve the appointment of any senior appointments at any of the Academies
- To appoint the Learning Trust cross-academy staff

- To appoint the Clerk to the Trust Board

6.2.8 HR and Performance Management

- To undertake the appraisal/performance management of the Executive Principal CEO/Chief Finance Officer/Principals across the Trust
- To agree salary progression on the agreed Individual School Range (ISR) for Executive Principal (CEO)/Chief Finance Officer/Principals/Vice/Assistant Principals across the Trust
- To establish policy for managing the performance of staff in each of the Academies
- To ensure that a programme of Personalised Professional Learning and Development (PPLD) is developed across the Trust
- To manage any claims and disputes involving staff across the Trust, including matters of suspension

6.2.9 Media and Public Relations

- To oversee all public relations activities to project the activities of the Trust and the Academies to the wider community
- Financial Forecasts/Budgetary Control
- To appoint banking providers and agree arrangements and signatories across the Trust
- To formally approve the annual ELP budget forecast for submission to the EFA by the due date of each financial year
- To consider budgetary management reports from the SRFP Committee/Chief Finance Officer at every meeting, with relevant explanations and documentation where required
- To ensure that details of any variations approved and authorised by the SRFP Committee are formally notified to the Local Governing Body

6.2.10 Purchasing and Servicing

- To maintain a Register of Business Interest for all Members, Directors, Governors and staff of the ELP and local Governing Bodies (which should be included in the Statutory Books)
- To work in conjunction with the Chief Finance Officer, to ensure that procurement arrangements are included in the ELP Financial Regulations
- To maintain sufficient records and make sufficient disclosures in their accounts, to evidence any connected party transactions
- To authorise the advertising of tenders above £100,000, and authorising the award of such tenders
- To ensure that tenders other than the most financially favourable or late tenders, can only be accepted by the ELP and that they shall minute the reasons for their decision
- To determine the extent of the services provided to the Academies by the Trust and how the costs should be allocated
- To oversee the effectiveness of the delivery of the central services

6.2.11 Financial and Accounting Requirements

- To approve the ELP Financial Regulations including appropriate financial policies
- To approve the level and authorisation of the write off of debts not collectable (the Secretary of State's prior approval is also required if debts to be written off are above the value set out in the annual funding letter)
- To receive a risk register for the ELP Board and respond to recommendations as necessary
- To approve levels of borrowing as may be permitted by the Academies Financial Handbook, ensuring that it does not put property or assets at risk
- To ensure that other insurance arrangements are in place, in addition to Land and Buildings
- Assets and Premises
 - To develop an estate management strategy for the Academies that will identify the suitability of build and facilities in light of long term curriculum needs and the need for and Availability of capital investment to meet their responsibility to ensure the buildings and facilities are maintained to a good standard
 - To insure the land and buildings used by the Academies
 - To ensure all items procured by the Academies in the Trust, with a value of £1,000 or more, are entered on to the asset register

6.3 Staffing, Resources, Finance and Premises (SRFP) Committee

The Staffing, Resource, Finance and Premises (SRFP) Committee shall be responsible for:

6.3.1 General

- Holding a minimum of 4 meetings per year, with a quorum of a minimum of 3 committee members
- Exercising the powers and duties of the ELP in respect of the financial administration of the Trust
- Reporting on decisions taken under delegated powers to the next meeting of the ELP Board

6.3.2 Budget Planning/Budgetary Control

- To consider the funding letters received from the EFA and to assess the implications for the ELP and each respective Academy
- To consider resource requests from local Governing Bodies and prioritise these for inclusion in the MTL financial plan
- To consider Service Level Agreements (SLA's) and other contracts of a value of over £10,000 on an annual basis to ensure that the level of service meets the needs of the ELP and individual Academies
- To review the 5-year budget forecasts, and annual budget forecast for each Academy within the Trust
- To consider the draft consolidated budget forecast for the Trust, recommending its acceptance, or otherwise to the ELP Board
- To consider financial management reports on the ELP and individual academy financial position at every meeting; taking appropriate action to contain expenditure

with the budget and report to the ELP Board (in the event that there is no monthly meeting, to receive and review the monthly management accounts via email and respond to the Chief Finance Officer with an acceptance or not of the report)

- To consider ELP financial data with other Academy and EFA benchmarking data and challenge any significant variances on behalf of the ELP Board
- To report to the ELP Board all significant financial matters and any actual or potential overspending
- To consider investment opportunities for the Trust Reserves, making recommendation to the Trust Board ensuring that security takes precedence over income maximisation

6.3.3 Purchasing

- To authorise the award of individual items and contracts with a value from £20,000 up to the value of £100,000
- To oversee tendering processes for the procurement of alternative provision of ICT, Furnishings and other equipment

6.3.4 Insurances

- To ensure that the Trust and its Academies has adequate arrangements for insurance cover including arrangements for:

Buildings & Contents

Public Liability

Employers Liability

Governors Liability

Professional Negligence

Personal Accident, including educational activities and visits

6.3.5 Security of Assets

- To ensure that the items procured by the Academies in the Trust, with a value of £1,000 or more, are entered onto the asset register
- To ensure that there are annual independent checks of asset and the asset register
- To authorise the disposal of individual items of equipment and materials that have become surplus to requirements, unusable or obsolete with an original purchase value of up to £5,000 and reporting such authorisation to the ELP Board

6.3.6 Personnel

- To consider permanent changes on an annual basis to the ELP's staffing structure and make recommendations to the ELP Board
- To receive staffing updates from the Executive Principal/CEO at each committee meeting to include: long term absence, vacancies and staff recruitment

- To support the recruitment and appointment process
- To provide quality assurance of the recommendations made by the Pay Review Committee
- To approve the pay progression following a recommendation from the Pay Review Committee of all staff with the exception of the following posts, which will be considered by the ELP Board:
 - Executive Principal/CEO
 - Principal
 - Associate Principal
 - CFO
- To consider special leave of absence requests *[and to delegate to the Principal or each Academy, responsibility for short term leave of absence requests]*.

6.3.7 Accounts and other Financial Returns

- To consider the requirements of the EFA Accounts Direction and contribute to the preparation of the ELP Annual Report
- To receive and review the draft financial statements presented by the External Auditor, making a recommendation to the Board, highlighting any significant issues that need to be brought to the attention of the Trust
- To ensure that the Financial Statements are submitted to the AGM in time to achieve a submission date to the Secretary of State by 31 December
- To review the submission of other financial and audit returns on behalf of the ELP, e.g. Abbreviated Accounts Return (AAR) and the Teachers' Pension Audit
- To track the Pupil Premium, Primary Sport spend across each Academy ensuring that it fully meets the criteria set and that the LGB/Trust can demonstrate impact

6.3.8 Risk Register

- To review Risk Registers associated with the areas of responsibility within the consolidated Risk Register
- To ensure that all actions to mitigate identified risks are recorded in the SRFP minutes
- To review the Trust and Local Governing Body (LGB) Risk Registers and advise the ELP Board on the adequacy and effectiveness of the governance, risk management, and internal control arrangements
- To identify and bring to the attention, all risks categorised as high AMBER or RED with the development of a 3 year Action Plan
- To review the Executive Principal/CEO and Chief Finance Officer Reports ensuring that risks are identified and recorded in the Risk Register and prioritised accordingly

6.3.9 Policies (Financial and Staff Related)

- Review all financial related policies following any revisions to the Academies Financial Handbook and recommend to the ELP Board and subsequent changes;

- Review all staff related policies following a change in employment law or teachers' and support staff pay and conditions, recommending amendments to the ELP Board.

6.3.10 Premises, Health & Safety

- To ensure that the responsibilities for Health and Safety are fully met
- To monitor and review of procedures for Health & Safety at a local governing body level
- To review the Trust's Health & Safety Policy
- To ensure that adequate resources are available to implement the aims and objectives of the above policy
- To review the Health & Safety Audit reports and ensure actions are completed by the Local Governing Body
- To receive a report on the annual review of the Academies Fire Policy and Fire Risk Register from the Local Governing Body
- To receive a report on the Risk Assessments in each academy from LGBs
- To ensure that actions are taken in respect of relevant health and safety legislation
- To advise the Local Governing Body on health and safety priorities identified from the annual review
- To ensure arrangements are in place for health and safety, including the use of premises by outside users by each Academy
- To evaluate reports on the effectiveness of services provided through relevant premises related SLAs and contracts
- To receive health and safety reports from each Academy from the Principals.
- To receive reports on the fire evacuation procedures
- To review Asset Management Plans for each Academy
- To review Accessibility Plans for each Academy
- To review training logs so that each Academy is compliant

6.4 Audit Committee

- To advise the ELP Board on the appointment, re-appointment of the external, internal and regularity auditor
- To receive and consider the annual Audit Report and put in place an action plan or review the management response to any recommendations from the audit
- To regularly monitor progress regarding any outstanding audit recommendations to ensure that any delays to agreed implementation dates are reasonable
- To ensure that LGB and committees include agenda items and minutes relating to the review of risks specific to their remit at least once per term
- To ensure that the external auditor has the fullest co-operation of staff
- To consider all relevant reports by the appointed external auditor, including reports on the Trusts accounts, achievement of value for money and the response to any management letters
- To review the effectiveness of the Trusts internal control system established to ensure that the aims, objectives and key performance targets of the organisation are achieved in the most economic, effective and environmentally preferable manner

- To ensure that the Trusts internal audit service meets, or exceeds, the standards specified in the Government Internal Audit Manual, complies in all other respects with these guidelines and meets agreed levels of service
- To consider internal audit reports and the arrangements for their implementation
- To review the ELP Fraud Policy and ensure that all allegations of fraud or irregularity are managed and investigated appropriately
- To review the operation of the Trust's code of practice for board members and code of conduct for staff
- To consider any other matters where requested to do so by the board
- To report at least once per term to the board on the discharge of the above duties
- To manage, monitor and maintain a risk register on behalf of the ELP board, making recommendations for action as deemed necessary

6.5 Pay and Executive Principal/Principal Performance Review Committee

The main function of the committee is to oversee the implementation of the pay/appraisal policies in a fair and equitable manner within the statutory and contractual obligations. This will include the consideration of pay recommendations from the respective leaders and determination of pay for each member of staff following their performance review.

This committee will have 3 members consisting of the Chair of the Board, Chair of SRFP and a Director from the Board (Primary). The group will meet twice per year, in the Autumn Term to consider recommendations and Summer Term to review policy and practice.

The Pay Review Committee has the responsibility:

- To draft and implement the Trust pay and appraisal policies in consultation with the Executive Principal/CEO and Principal in each Academy
- To submit the draft policy and any proposed revisions which follow the annual review to the Trust Board for formal approval
- To implement the statutory and discretionary elements of the School Teachers' Pay & Conditions Document and to have regard to national and local grading agreements, whilst considering employment legislation, equal pay and the ELP Board's policy on equal opportunities
- To quality assure the appraisal process through dialogue with the Executive Principal/CEO and scrutiny of a sample of appraisal paperwork
- To review annually the salaries of all teaching staff in light of recommendations made by the Executive Principal/CEO and the respective Academy Principal and to provide staff with a statement of salary
- To make recommendations to the Staffing, Resource, Finance and Premises Committee on performance related progression, on all staff other than the Executive Leaders and Principals, following the appraisal process
- To direct any appeal against a decision made by the SRFP on pay grading or pay awards to the ELP Board
- To keep in touch with the pay/appraisal policies of other academies
- To be responsible, in conjunction with the Staffing, Resources, Finance and Premises Committee, for determining dismissal payments, early retirement awards or any other settlements
- To be responsible for any additional items which individual Local Governing Bodies may wish to include

6.5.1 Leadership Performance Reviews

The Executive Leadership Performance Review Group is formed as outlined below. It is important that these members receive the appropriate training and are supported by an external specialist as required.

- To ensure that at every stage the appraisal is firmly linked to Trust/Academy improvement and the agreed criteria identified in the performance objectives
- To work with an External Adviser (Executive Principal in the case of the Principal), appointed by the Trust to support and advise the Panel during the Executive Principal / Principal appraisal process
- To prepare for the appraisal meeting with advice from the External Adviser/ Executive Principal by reviewing the objectives set for the previous year along with the Principal's overall performance and any challenges faced
- To lead the Executive Principal's / Principal's performance appraisal meeting with support from the external adviser/Executive Principal
- To consider the Executive Principal's / Principal's learning, development & support needs and how these will be addressed
- To advise the Executive Principal / Principal of the standards against which the performance will be assessed during the coming year
- To make recommendations by 31st December in relation to any pay progression, in line with the School Teachers' Pay and Conditions Document, to the committee with delegated responsibility for decisions on pay
- To set the objectives for the coming academic year
- To agree with the adviser a written report of the appraisal process for the Executive Principal / Principal as soon as is practicable
- To undertake a review meeting after 6 months to consider the progress towards meeting the objectives and whether they need to be amended as circumstances have changed

7. Curriculum Standards - Teaching & Learning Committee

7.1 Constitution

- 7.1.1 The Exceed Learning Partnership Board of Directors has resolved to establish a Standards Committee to advise the Board on matters relating to the Trust's curriculum, quality and standards.
- 7.1.2 The Committee is responsible to the Trust Board.
- 7.1.3 The Committee's Terms of Reference are adopted by the Board and may only be amended with the approval of the Board.

7.2 Authority

7.2.1 The Committee is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board. It is authorised to request any information it requires from any employee of the Trust and all employees are directed to co-operate with any request made by the Committee.

7.2.2 The Committee is authorised to obtain any outside legal or independent professional advice it considers necessary.

7.3 Main Duties

To monitor and advise the Trust Board by written report each term on the following:

- Data on attainment and achievement for all of the Trust's academies
- School improvement work, Teaching & Learning and leadership
- Overall performance of each of the academies
- Leadership standards
- Governance effectiveness

7.4 Monitoring and Evaluation

- The Trust quality improvement and intervention strategies and plans
- (Step) Reports each Term
- Special Educational Needs (SEN) and inclusion
- Disadvantaged Pupils and gap analysis
- Partnership working
- Admissions
- Safeguarding arrangements
- Community engagement

The Committee may use exception reporting in relation to receiving performance information to fulfil its detailed responsibilities. The Committee will receive a summary of positive performance to accompany exception reports.

7.5 Curriculum Provision and Quality of Teaching & Learning

- The Academies' statutory requirements in relation to the curriculum offer and other curriculum issues such as spiritual, moral, social and
- cultural learning
- Extra-curricular activities
- Review the quality of Teaching and Learning in each Academy
- To review each the monitoring evidence to support improvement in all of the above
- To review provision for SEND across the Trust and ensure the website is statutory compliant. (Local SEND Offer. Academy policies etc)
- To review Pupil Premium Statements ensuring website is statutory compliant. (Pupil Premium Spending statement, Action plans etc)

- To review the use of Sports Premium across the Trust
- To review the Assessment and tracking of pupils across the trust
- The Trust's policies in relation to its Curriculum Statement

7.6 Performance and Standards

- To monitor and review the achievement of strategic objectives, in particular the overview of performance against quantitative and qualitative benchmarks for key indicators/outcomes and the Ofsted framework, providing challenge and recommending remedial actions where required in line with the Academy Improvement Plan

7.7 Self-Assessment and Review

- To receive self-evaluation reports (Executive Principal's / Principal Reports) on the overall performance of each Academy
- To receive progress reports on the implementation of post-Ofsted action plans and any other formal evaluation reports related to the quality and achievement of learning across the Trust, to further inform and develop the Trust's Quality Improvement Plans and strategies

8. Local Governing Bodies and Sub-Committees (Sub-Committee Terms as above but referring to one Academy)

Local Governing Bodies (LGBs) will have oversight and scrutiny of their respective academy within an overall strategic direction and framework determined by the Trust Board. LGBs can raise matters of concern or interest directly with Directors of the Trust Board or respective committees. If necessary, the Chair of a LGB can submit a paper for consideration or request an item to be raised for discussion at a Board meeting and where appropriate may attend to present the matter in person. The Chair of the LGB will attend a Chair of Governors Board with other members of the academies to support the work of the Trust and have a voice in ensuring the best outcomes, procedures or resourcing is achieved across the Trust.

LGBs' delegated responsibilities include:

8.1 Vision

- To carry forward the Trust's vision, in a way that is appropriate to the individual Academy identity, ethos and community characteristics
- To ensure the implementation of actions required to comply with all statutory regulations
- To assist the Directors in complying with the provision of the Funding Agreements where requested

8.2 Governance

- To appoint a Chair and Vice-chair of the LGB in consultation with the Trust
- To manage the appointment of all community, staff and parent governors in line with the Trust policy
- To ensure that there is an induction of new Governors, tailored to reflect the individual structure of the Academy
- To oversee all of the Academy's activities
- To hold the Principal (as appropriate) and Academy leadership to account for the achievement, quality of teaching, behaviour and safety and leadership and management of the Academy
- To appoint Governors with specific areas of responsibility for
 - Safeguarding and Child Protection
 - Health and Safety
 - Financial & Pupil Premium Expenditure

8.3 Policies

- To comply with and adhere to the terms of any Trust protocol or any guidance issued by the Trust from, time to time
- To work with the Trust to set the curriculum and standards to be achieved by the Academy
- To implement all policies prepared and approved by the Trust
- To ensure provision of free school meals to those pupils meeting the criteria

8.4 Education Standards

- To work with the Trust to consider and evaluate Academy performance against key performance indicators set by the Trust
- To work with the Trust to determine the educational targets of the Academy including determination of the 'Academy Development Plan'
- To continually monitor and evaluate the 'Academy Development Plan' highlighting potential risks to the Trust

8.5 Recruitment

- To work with the Trust to appoint the Principal and any Vice or Assistant Principal of the Academy
- To seek the approval of the Directors for any senior appointment at the Academy
- To make other appointments of staff within their remit and in a way consistent with any policy or procedure as may be determined by the Trust

8.6 Human Resources and Performance Appraisal

- To monitor the local HR activity and policy, including the process for local performance/appraisal reviews for members of staff and ensure that it is within the parameters set for the particular Academy

- To consider whether any changes are required to staff hours or contracts, although the Governors may not make any amendments without the Directors' consent

8.7 Media and Public Relations

- To support the Trust and the Academy in relation to any public relations activities to project the activities of the Trust and the Academies to the wider community

8.8 Financial Management

- To ensure compliance with the overall financial plan for the Academy
- To observe appropriate levels of delegation and protocols, in conjunction with the Accounting Officer and Chief Finance Officer
- To prepare a resource plan, matched against the Academy Development Plan and submit this to the SRFP Committee for consideration in the Budget Planning process
- To inform the Trust of any need for significant unplanned expenditure and work with the Trust to identify available funding
- To review Budget Management Information at each LGB meeting and report back to the SRFP Committee regarding any significant variances which may have been highlighted in the report
- To develop appropriate risk management strategies and ensure that Academy level resources are applied appropriately
- To review risks at a local level, ensuring that significant risks are incorporated into the overall Exceed Learning Partnership Risk Register
- To ensure that recommendations from internal and external audit visits have been implemented effectively in a timely manner
- To track the Pupil Premium/Primary Sport premium ensuring that it fully meets the criteria set and that the local governing body can demonstrate impact

8.9 Procurement and Services

- To work with the Trust to determine the extent of the services provided to the Academy by the Trust and other providers
- To implement the Trust's procurement policies insofar as they impact on the Academy
- To enter into contracts on behalf of the Trust insofar as they relate to the Academy, provided that the LGB shall first obtain the written consent of the Directors to any contracts or expenditure
- To seek value for money and be able to demonstrate that value for money has been achieved

8.10 Assets and Premises

- To ensure the safety of the users of the Academy buildings and facilities

- To respond to and prepare an action plan in response to recommendations made following any internal H & S inspections or areas of weakness identified by the ELP Premises and External Inspection
- To notify the Trust of any changes to fixed assets used by the Academy
- To ensure that the Academy maintains an inventory of its assets
- To ensure that the premises and facilities are maintained to a good standard, ensuring that compliance with statutory risk assessments and procedures are put in place for managing:
 - A. Asbestos
 - B. Fire Risk Assessment (FRA)
 - C. Legionella
 - D. Other Risk Assessments related to premises maintenance and safety

8.11 Curriculum Standards – Teaching & Learning

The main function of the committee is to monitor and evaluate the standards and achievement of pupils and the impact of the quality of education provided. In all its business, the committee will take account of whether there has been a positive impact on the outcomes of the pupils.

In carrying out its functions, the committee will receive information and advice from the principal and other staff and will actively seek opportunities for wider consultation where appropriate.

This committee will hold a minimum of 6 meetings per year to generate high quality evidence for full governing body meetings and to inform the termly strategic reports produced by the Principal.

Quorum of a minimum of 3 committee members. The committee is responsible for:

- Discussing the targets set for all cohorts to ensure they are as aspirational as possible for all students/pupils
- Ensuring all governors have a good understanding of pupil achievement in relation to national standards and all schools nationally
- Monitoring pupil progress in relation to the targets set and with specific reference to particular groups
- Monitoring the impact/outcome of the curriculum and teaching on pupils' learning and achievement
- Monitoring progress in meeting the key issues identified by any internal or external quality assurance/monitoring
- Reviewing and evaluating the effectiveness of specific support and intervention;
- Receiving regular reports from the Principal on the monitoring of the quality of teaching and learning and how teaching and learning is impacting on key

improvement priorities

- Monitoring and evaluating the impact of the school's provision for vulnerable groups e.g. special educational needs, cared for pupils, pupils in receipt of support through pupil premium funding
- Monitoring the impact of the strategies developed to improve pupil attendance and progress towards attendance targets
- Monitoring and reviewing any curriculum developments in line with the evolving government agenda
- Reviewing and monitoring relevant areas of the Academy Development Plan
- Requesting and receiving reports, as and when required, from key members of staff e.g. Senior or Subject Leaders
- Ensuring that parents receive the results of statutory assessments, annual report on learner's educational achievements and information about the academy through the prospectus and school profile
- Ensuring that all learners receives the full statutory curriculum as agreed with the local governing body
- Reviewing, adopting and monitoring the impact of any relevant policies and or protocols

9. Further Information

9.1 Further information

The Trust has:

- 9.1.1 A wide range of policies and procedures published on its website <http://www.exceedlearningpartnership.co.uk>
- 9.1.2 A key document on here is the Trust's Scheme of Delegation, which includes important information for anyone involved in a governance role.
- 9.1.3 The Executive Principal is also a key point of information and support, and can be contacted via email at ExecutivePrincipal@ExceedLearningPartnership.com

Policy Agreed:

Signed Executive Principal:

Signed Chair of Directors:

Policy to be reviewed in autumn 2020

Appendix A

Member, Director & Governor Code of Conduct

Code of Conduct for all members of Exceed Learning Partnership Trust and its Local Governing Bodies

Legal Framework

This Code of Conduct has due regard to statutory legislation including, but not limited to, the following:

The Children Act 1989

The Children Act 2004

The Education Act 2011

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

The Childcare Act 2006

Protection of Freedoms Act 2012

The Data Protection Act 2018

The General Data Protection Act (GDPR)

This Code of Conduct also has due regard to guidance including, but not limited to, the following:

DfE Governance Handbook March 2019

DfE Academies Financial Handbook June 2019

DfE Keeping Children Safe in Education September 2018

DfE Disqualification under the Childcare Act 2006 August 2018

The Seven Principles of Public Life (Nolan Committee)

Role and Responsibilities

Members of Exceed Learning Partnership and its Local Governing Bodies will always be mindful of their responsibilities and to maintain the ethos and reputation of the Academies within the Trust.

Members of Exceed Learning Partnership and its Local Governing Bodies are responsible for determining, monitoring and keeping under review the policies, plans and procedures within which the Trust and its Academies will operate.

All members of Exceed Learning Partnership and its Local Governing Bodies will be required to make themselves familiar with Trust and Academy procedures, including the following:

Child Protection and Safeguarding Policy

Equality Policy

Health and Safety Policy

Behavioural Policy

Whistleblowing Policy

Assessment Policy

Data Protection Policy

Disciplinary Procedures

Complaints Procedures

This Code of Conduct will be reviewed by the Exceed Learning Partnership on an annual basis and will be signed by Directors and Governors at the first meeting held in the Autumn Term.

The Exceed Learning Partnership and its Local Governing Bodies have three core strategic functions: to ensure accountability, establish the strategic direction of the Trust and its Academies and to ensure financial probity.

Members of Exceed Learning Partnership and its Local Governing Bodies accept that they have no legal authority to act individually, except when the Board of Directors/Local Governing Body has given them delegated authority to do so in accordance with the Schemes of Delegation, therefore they will only speak on behalf of the Board of Directors/ Local Governing Body when they have been specifically authorised to do so.

Members of Exceed Learning Partnership and its Local Governing Bodies accept collective responsibility for all decisions made by the Board of Directors and Local Governing Body or its delegated agents, this means that they will not speak against majority decisions outside of any Trust Board/Local Governing Body meeting.

Members of Exceed Learning Partnership and its Local Governing Bodies have a duty to act fairly and without prejudice, and in so far as they have responsibility for staff, they will fulfil all that is expected of a good employer.

Members of Exceed Learning Partnership and its Local Governing Bodies will encourage open governance and will act appropriately.

Members of Exceed Learning Partnership and its Local Governing Bodies will consider carefully how their decisions may affect the community and other schools.

Members of Exceed Learning Partnership and its Local Governing Bodies will actively support and challenge the leadership of the Trust and Academies.

In making or responding to criticism or complaints Members of Exceed Learning Partnership and its Local Governing Bodies will follow the procedures established by the Board of Directors.

Under no circumstances will Members of Exceed Learning Partnership and its Local Governing Bodies speak against majority decisions outside of meetings.

Confidentiality

Members of Exceed Learning Partnership and its Local Governing Bodies will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside and outside school.

Members of Exceed Learning Partnership and its Local Governing Bodies will exercise the greatest prudence at all times when discussions regarding the Trust and Academy business arise outside a Board of Directors/Local Governing Body meeting.

Members of Exceed Learning Partnership and its Local Governing Bodies will not reveal details of any Board of Directors/Local Governing Body vote under any circumstance.

Directors and Local Governors accept that, in the interest of open government, their full names, date of appointment, terms of office, role, attendance record and any business/pecuniary interests they have will be published on the Trust/Academy website. In the interests of transparency, Directors and Governors accept that information relating to members of Exceed Learning Partnership and Local Governing Bodies will be logged on the Department of Education's national database (Edubase).

Commitment

Members of Exceed Learning Partnership and its Local Governing Bodies acknowledge that accepting office as a Member/ Director/ Governor involves the commitment of significant amounts of time and energy as the terms of office run for four years.

Members of Exceed Learning Partnership and its Local Governing Bodies will be involved actively in the work of the Board of Directors/ Local Governing Body, and accept their fair share of responsibilities, including service on committees or working groups.

Members of Exceed Learning Partnership and its Local Governing Bodies will make full efforts to attend all meetings. Where they cannot attend a meeting they will contact the Trust/Academy in advance to explain why they are unable to.

We will consider seriously our individual and collective needs for training and development, and undertake relevant training and inductions in a prompt and efficient manner.

Behaviour of Directors and Governors

The Chair of the Board of Directors and the Chairs of Local Governing Bodies are responsible for ensuring the appropriate conduct and behaviour of Directors and Governors at all times.

Members of Exceed Learning Partnership and its Local Governing Bodies will seek to develop open, honest and effective working relationships with the Executive Principal, Principals, staff members, parents/carers and the community.

Members of Exceed Learning Partnership and its Local Governing Bodies will strive to work as a team in which constructive working relationships are actively promoted.

Members of Exceed Learning Partnership and its Local Governing Bodies will always express their views openly, courteously and respectfully in all our communications with other Directors/Governors.

The Board of Directors and the Local Governing Bodies acknowledge the time, effort and skills demonstrated in the execution of delegated functions by other members of Exceed Learning

Partnership and the Local Governing Bodies.

Directors and Governors will take into account any concerns expressed about their delegated function, and will be prepared to answer questions from other Directors and Governors regarding their role.

When making decisions, Directors and Governors will carefully consider how their decisions and actions might affect those who are part of the school community and wider locally.

Conflicts of interest

Members of Exceed Learning Partnership and its Local Governing Bodies will act in the best interests of Partnership as a whole and not as a representative of any group or individual, even if elected to the Board of Directors/Local Governing Body.

Interest of those related or closely connected to a Director or Local Governor will be declared on the Register of Business Interests.

If any such conflict matter arises in a meeting Members of Exceed Learning Partnership and its Local Governing Bodies will leave the meeting for the appropriate length of time.

Members of Exceed Learning Partnership and its Local Governing Bodies will also declare any conflict of loyalty at the start of any meeting should the situation arise.

Attendance at Board of Directors/Local Governing Body and Committee meetings

A high level of attendance (70%) at meetings of the Board of Directors/Local Governing Body and their Committees is expected so that Directors/Governors can perform their functions properly. The minimum acceptable level of attendance will be more than half of the Board of Directors/Local Governing Body, or the Committee meetings which the Director/Governor is a member of, held in one academic year.

If unable to attend a meeting, Directors/Governors should notify the Trust or Academy and give as much notice as possible of their absence and the reason for the absence.

Giving an apology does not in itself protect a Director/Governor from disqualification for failing to attend any Board of Directors/Local Governing Body meetings in the relevant period. The Board of Directors/Local Governing Body has to consent to the reasons for absence.

A Director/ Governor will be disqualified if they fail to attend Board of Directors/Local Governing Body meetings - without the consent of the Board of Directors/Local Governing Body - for a continuous period of six months, beginning with the date of the first meeting missed.

A Director/ Governor disqualified for non-attendance is not eligible for re-appointment as the same category of Director/Governors for a period of twelve months from the date of disqualification.

Access to the Academy

Members of Exceed Learning Partnership and its Local Governing Bodies will take an active interest in the Trust, its Academies and its community.

Visits to the Academy will be arranged in advance with the Principal.

Exceed Learning Partnership and its Local Governing Bodies will adhere to the agreed framework in which all visits will be undertaken.

Directors and Governors will actively participate in the Academy community, and will respond to opportunities to be involved in Trust activities and events.

Suspension

If the need arises to use the sanction of suspending a Director/ Governor, Exceed Learning Partnership and its Local Governing Bodies will do so by following the Exceed Learning Partnership Articles of Association to ensure a fair and objective process.

Removal

Members of Exceed Learning Partnership and its Local Governing Bodies recognise that removing a Director/Governors from office is a last resort, and that it is the appointing bodies which have the power to remove those they appoint.

If the need arises to use the sanction of removing a Director/Governors, we will do so by following the Exceed Learning Partnership Articles of Association so as to ensure a fair and objective process.

Breaching this code of conduct

If a member of Exceed Learning Partnership or its Local Governing Bodies breaches this code of conduct, the issue will be raised with the Chair of the Board of Directors/Chair of Local Governing, who will investigate the concern. In the event that it is believed the Chair of the Local Governing Body has breached this code, the Chair of the Board of Directors/Local Governing Body will undertake the investigation. In the event that it is believed the Chair of the Board of Directors has breached this code, another Director will undertake the investigation, the Members will then hear this and the outcome will be the Members decision. Exceed Learning Partnership and its Local Governing Bodies will only suspend or remove a Director/Governor) from their post as a last resort.

Exceed Learning Partnership and its Local Governing Bodies will attempt to resolve any difficulties or disputes in a constructive manner before suspension or removal is considered.

Our mutual expectations of one another are that the Executive Principal and Principal

Share information with Directors/Governors, whether it is good or bad.

Trust Directors/Governors to act professionally regarding any information or discussion that may take place in Board of Directors/ Local Governing Body meetings or committee meetings. Be familiar with legislation to help Directors/Governors make the right decisions.

Encourage the Board of Directors/Local Governing Body to improve (through training and self-review) and be part of the planning process.

Know and value individual Director's/Governors' skills and talents.

Encourage all Directors/Governors, new and experienced, to participate fully in the business of the Board of Directors/Local Governing Body.

Promote the role of the Director/Governor in the Academy and within the community, so that staff and others understand the purpose and responsibilities of the Director/Local Governor.

The Director/Governor should:

Attend meetings regularly, making the Board of Directors/Local Governing Body meeting a priority.

Read any paperwork prior to the meeting.

Be prepared to be a member of at least one committee.

Observe confidentiality and never discuss an individual teacher or pupils at a meeting or the content of a discussion outside the Board of Directors/Local Governing Body.

Put the interests of the pupils and staff at the heart of his/her actions.

Be willing to learn by visiting the Academy in an appropriate manner.

Understand the difference between governance and management and never step over the "invisible line".

Be a supportive ear for parents but not the receiver of complaints.

Be committed to training and agree to undertake appropriate training in order to develop their own skills and support the development of the team of Directors/Governors.

Be an ambassador for Exceed Learning Partnership, publicly supporting its aims, values and ethos.

Never say or do anything publicly that would embarrass the Trust, its Academies, the Executive Principal, Principals, or the other members of the Board of Directors/Local Governing Body.

Based on the National Governors 'Association's Code of Conduct for Governing Bodies 2018 and The SchoolBus model Governing Body Code of Conduct September 2019

Appendix B

Member Role Description

Member role description

The members are akin to the shareholders of a company. They have ultimate control over the Trust, with the ability to appoint some of the trustees and the right to amend the trust's articles of association. Members meet at least 3 times a year to ensure that the Trust Board is held to account for the way in which it is managing and directing the work of the Trust.

The liability of the members of the Academy Trust is limited, as with any company limited by guarantee, by the amount of the guarantee undertaken by the member (this is set at £10 in the model Articles of Association).

The functions of the members of the Academy Trust include:

- Overseeing the achievement of the objectives of the company
- Taking part in annual and extraordinary general meetings
- Appointing some of the governors
- Signing off the company's financial accounts and annual report
- Power to amend the Articles of the company and, ultimately, to remove the directors

Seven principles of public life

All members are expected to adhere to the seven principles of public life. These are:

Selflessness	Holders of public office should take decisions solely in terms of the interest of the public. They should not do so in order to gain financial or other material benefits for themselves, their families 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 influence them in the performance of their official duties.
Objectivity	In carrying out public business, including making public appointments, awarding contracts, and recommending individuals for rewards and benefits, holders of public office should make choices on merit alone.
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.

Appendix B

Member Role Description

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 this.
Honesty	Holders of public office have a duty to declare any private interest relating to their public office 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.

Appendix C

Director Role Description

Director Role Description

Exceed Learning Partnership is guided by the individual and collective contribution of the Board of Directors. The work of the Board of Directors is the driving force for the success of the Trust and its member schools/academies, and Directors should feel that the job they do is rewarding and satisfying.

Duties of a Director

The role of the Director is a non-executive one (unless referring to the Executive Principal, who is ex-officio Director) and Directors are required to be as flexible as possible in the exercising of their responsibilities and duties, ensuring that their oversight of the Trust does not interfere with the day-to-day management, which is the responsibility of the Executive Leadership Team.

Under the Companies Act 2006, Directors have a number of general duties which are owed to the Academy Trust. These include:

- Duty to act within powers – obey the Academy Trust company’s constitution and decisions taken under it;
- Duty to promote the success of the Academy Trust – act in the Academy Trust’s best interests
- Duty to exercise independent judgement – remember you remain responsible for the work you give to others;
- Duty to exercise reasonable care, skill and diligence – be diligent and well informed about the Academy Trust’s affairs.
- Duty to avoid conflicts of interest – avoid situations where your interests conflict with those of the Academy Trust. When in doubt disclose potential conflicts quickly. In Multi Academy Trusts, Directors must ensure that there are no conflicts between their duty to the Academy Trust and to individual schools. A Director must ensure they consider and promote the needs of each individual school for the benefit of the Academy Trust and not simply focus on achieving the best outcome for one particular school.
- Duty not to accept benefits from third parties – be honest and remember that the Academy Trust’s property belongs to it and not to you or its Members;
- Duty to declare an interest in a proposed transaction or arrangement.

In addition, Directors of this MAT are expected to:

- Safeguard and promote the values of the of the MAT and the Academies it runs ;
- Ensure the quality of educational provision;
- Challenge and monitor the performance of the Academy(s) and keep the focus on school improvement;
- Support the Executive Leadership Team and be a critical friend;
- Employ senior staff and be involved in scrutinising staffing structures;

Appendix C

Director Role Description

- Be accountable for standards, attainment and outcomes for children and young people and ensure the Trust is accountable to the public for what it does;
- Contribute to the LGB's role in giving clear strategic direction and ensure that the member Academies respond to the needs of pupils, parents and the wider community;
- Critically evaluate the performance of the member Academies and hold the LGBs to account
- Establish clear and effective lines of communication with other Directors, Members and the LGBs;
- Ensure that all policies are regularly reviewed;
- Agree the financial budget and the auditing of Academy accounts, ensuring sound financial management;
- Carry out Board business effectively, including induction of new Directors and a commitment to the continued professional development of Directors.

Directors have a collective responsibility for the above but no Director has the authority to speak or act on the Trust Board's behalf unless specifically delegated to do so.

Directors must be free at all times to speak and act in what they believe to be the best interest of the Trust, in line with the Code of Conduct. They cannot be mandated by any group to express its views.

Director Person Specification

In seeking to fill any vacancy, the Trust Board endeavors to maintain a balance of skills and experience amongst its membership. The following general person specification outlines the skills that are required.

Key Skills	
Commitment to education	Able to demonstrate a commitment to lifelong learning and the role Exceed Learning Partnership plays in improving the lives of children and young people
Interpersonal skills and the ability to work as part of a team	Able to work positively with others and debate whilst maintaining a constructive atmosphere.
Communication skills and the ability to influence	Able to express ideas/plans in a clear manner and to listen actively to other views. Able to communicate effectively.

Appendix C

Director Role Description

Planning and Organisational skills	Able to quickly establish an effective course of action for self and others to achieve goals that can be monitored by realistic performance targets. To be visionary for the future plans of the Trust.
Determination and Drive	Able to create the required energy/enthusiasm and commitment necessary to be effective. To have the tenacity to overcome obstacles.
Strategic Perspective	Able to develop a broad-based view of issues and events and to perceive their long-term impact.
Intellectual and technical ability	Able to absorb sometimes complex information and to rationalise appropriately. Able to think laterally and arrive at a pragmatic solution.
Leadership	Able to demonstrate behaviour and skills that motivate others to achieve - to inspire confidence in others to achieve. To respect the views of others.
Experience	<ul style="list-style-type: none"> • Expertise in a field which is of relevance to the oversight of the affairs of the Trust. (Some vacancies or link roles may require specific qualifications or a particular skill or experience.) • Ability to demonstrate a full understanding and appreciation of the principles of governance, including collective responsibility, discharge of fiduciary duties and the seven principles of public life.
Circumstances	Available to attend scheduled meetings of the Trust Board (66% minimum) and its Committees.
Equal Opportunities/Investors in People	Commitment to equal opportunities

Appendix C Director Role Description

Seven principles of public life

All Exceed Learning Partnership Directors are expected to adhere to the seven principles of public life. These are:

Selflessness	Holders of public office should take decisions solely in terms of the interest of the public. They should not do so in order to gain financial or other material benefits for themselves, their families 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 influence them in the performance of their official duties.
Objectivity	In carrying out public business, including making public appointments, awarding contracts, and recommending individuals for rewards and benefits, holders of public office should make choices on merit alone.
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 this.
Honesty	Holders of public office have a duty to declare any private interest relating to their public office 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.

Appendix D

Governor Role Description

Governor Role Description

Exceed Learning Partnership values the experience and skills of its Local Governing Body Governors. It recognises the contribution that Governors make to the success of the Trust and its member schools/academies, and wants its Governors to feel that the job they do is rewarding and satisfying.

Duties of a Governor

The role of the Governor is a non-executive one, and Governors are required to be as flexible as possible in the exercising of their responsibilities and duties, ensuring that their oversight of the Academy/School does not interfere with the day-to-day management, which is the responsibility of the Principal(s) and the Executive Leadership Team.

The primary responsibilities of Governors are to:

- play an active role in the high level strategic planning process of the School/Academy by contributing to:
 - the development of the mission, vision and educational character;
 - the development of strategic priorities;
 - the setting of measurable targets to support the development and budget;
 - the monitoring of achievement against objectives;
 - the development of plans to address weaknesses;
- comply with the Articles of Association, Financial Handbook, Governors' Code of Conduct and any other related governance policies and procedures;
- contribute to the business of the Local Governing Body in an effective, efficient, open and transparent manner;
- attend Local Governing Body meetings, governor training and induction events as required;
- get to know the Academy/Trust through discussions with the Executive Leadership Group, Chair of Trust/Governing Body and staff, reading relevant papers, visiting the Academies and participating in events;
- help new Governors understand their role;
- act in the best interests of the school at all times.

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Governor Role Description

Governors have a collective responsibility for the above but no Governor has the authority to speak or act on the Governing Body's behalf unless specifically delegated to do so.

Governors must be free at all times to speak and act in what they believe to be the best interest of the school, in line with the Code of Conduct. They cannot be mandated by any group to express its views.

Governors' Person Specification

In seeking to fill any vacancy, the Local Governing Body endeavors to maintain a balance of skills and experience amongst its membership. The following general person specification outlines the skills that are required. Certain categories of Governors, e.g. link role, may require additional skills.

Key Skills	
Commitment to education	Able to demonstrate a commitment to lifelong learning and the role Exceed Learning Partnership plays in improving the lives of children and young people
Interpersonal skills and the ability to work as part of a team	Able to work positively with others and debate whilst maintaining a constructive atmosphere.
Communication skills and the ability to influence	Able to express ideas/plans in a clear manner and to listen actively to other views. Able to communicate effectively.
Planning and Organisational skills	Able to quickly establish an effective course of action for self and others to achieve goals that can be monitored by realistic performance targets. To be visionary for the future plans of the school.
Determination and Drive	Able to create the required energy/enthusiasm and commitment necessary to be effective. To have the tenacity to overcome obstacles.
Strategic Perspective	Able to develop a broad-based view of issues and events and to perceive their long-term impact.

Appendix D

Governor Role Description

Intellectual and technical ability	Able to absorb sometimes complex information and to rationalise appropriately. Able to think laterally and arrive at a pragmatic solution.
Leadership	Able to demonstrate behaviour and skills that motivate others to achieve - to inspire confidence in others to achieve. To respect the views of others.
Experience	Expertise in a field which is of relevance to the oversight of the affairs of the school. (Some vacancies or link roles may require specific qualifications or a particular skill or experience.)
Circumstances	Available to attend scheduled meetings of the Local Governing Body (66% minimum) and its Committees.
Equal Opportunities/Investors in People	Commitment to equal opportunities

SEVEN PRINCIPLES OF PUBLIC LIFE

All governors are expected to adhere to the seven principles of public life. These are:

Selflessness	Holders of public office should take decisions solely in terms of the interest of the public. They should not do so in order to gain financial or other material benefits for themselves, their families 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 influence them in the performance of their official duties.
Objectivity	In carrying out public business, including making public appointments, awarding contracts, and recommending individuals for rewards and benefits, holders of public office should make choices on merit alone.

Appendix D

Governor Role Description

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 this.
Honesty	Holders of public office have a duty to declare any private interest relating to their public office 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.

Appendix E

Chair Role Description

Chair role description

In addition to their function as a Member/Director/Governor, there are specific skills and qualities required of a Chair.

A chair is responsible for regularly liaising with the Executive Principal and/or the Principals(s) in order to ensure the Board/committee they chair conducts its business and is meeting the duties outlined to it in the scheme of delegation.

The chair is supported by the appointed clerk, who will provide coordination of the board's business to ensure that agendas are planned and reports are received and circulate at least 7 working days prior to the next scheduled meeting. The clerk will also liaise with the Executive Principal or Principal(s) and link governors to ensure that any required reports are submitted on time to ensure the board can exercise informed scrutiny and challenge.

The role of Chair is key strategic leadership role in the Exceed Learning Partnership, and is relative to both the Trust Board and individual schools.

Duties of a chair:	
Promote and maintain high standards of inclusion and achievement	By working closely the Executive Principal and Principals(s) to ensure the Board sets a clear vision, ethos and strategic direction in line with their delegated responsibilities. This will require officers of the Trust/academy to be held to account for the educational performance of pupils.
Provide oversight of performance in a range of areas	By ensuring that there is robust oversight of the financial performance of the Trust/academy and effective use of resources; that improvement plans are informed by objection evaluation; sharing the workload of the Board fairly and equally.
Lead effective governance	By facilitating group discussion and individual contributions of Directors/governors and Trust/academy staff to the work of the Board; providing clear direction in line with the Trust's priorities and plans; and by engendering a common understanding of how accountabilities should effectively be exercised individually and collectively.
Establish and maintain relationships	By meeting regularly with Trust/academy officers, other Directors/governors and academy staff acting as critical friend – offering support, challenge and encouragement optimizing use of the skills, knowledge and experience of others

Appendix E

Chair Role Description

Modelling accountability and integrity	By acting at all times in an open, honest and transparent way; by being responsive to communications and ensuring that the work of the Chair and the Board is subject to formal record and published in the line the expectations of the Public and the Trust.
Adapting the focus and approach based on the tier of governance	By ensuring that their personal approach and the approach taken by Members, Directors and Governors strives for healthy challenge whilst appreciating the importance of consistency across the Trust.

Whilst being a first amongst peers with a remit and responsibility to provide leadership and enable team working, the chair has no individual power. The Board is a corporate entity and its power and authority rest with the whole.

Appendix F Director Appointment Process Map

Process Map for Recruitment of new Directors

