



ACTIVATE LEARNING EDUCATION TRUST

GOVERNANCE PLAN

ALET Governance Plan 2017-18

1. Introduction

This Governance Plan outlines the Trust's vision, legal responsibilities, roles and responsibilities and a framework for decision making within The Activate Learning Education Trust (ALET) and its associated sub-committees and local governing bodies (LGBs). This plan applies to all Members, Trustees, LGB members, sub-contracted parties and any staff employed by the Trust.

At the present time, the ALET multi-academy trust has 5 schools – the Bicester School, Bicester Technology Studio, UTC Reading, UTC Oxfordshire and, from 1 September, UTC Swindon..

This governance plan also includes a decision matrix.

2. 2021 Vision: Activate Learning Education trust (ALET)

To deliver excellence in education and transform lives through our learning philosophy.

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

To establish 2 high performing school hubs – an *academic hub* and a nationally recognised *technical hub* characterised by a curriculum co-created with business that builds a talent pipeline for future careers.

Creating benefit to learners

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

Creating benefit to employers

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

Creating benefit to new school members

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

To deliver against this vision, ALET will:

- Support the delivery of excellent teaching, learning and assessment and a quality

learner experience, underpinned by high expectations and high aspirations;

- Support student progress, attainment AND preparation for progression to work/Apprenticeship/further/higher study. Our connectedness with employers and universities is very important in the delivery of this core purpose;
- Stay focussed on secondary education, with a specific specialisation in 14+ technical education aligned to the needs of business and economic sectors important in its regions;
- Be regional, not national. However, its region may be wider for those schools that are specialist, such as UTCs and studio schools;
- Recognise between 6-10 schools is needed to allow it to generate the cost efficiencies, school to school support mechanisms and service standards it aspires to;
- Share a mission to “transform lives through learning”; core values of empowerment, enterprise, connectedness and transformation; and a central “learning philosophy” with its Sponsor organisation, Activate Learning;
- Operate a highly (earned) delegated model of governance and leadership and locate the balance that needs to be struck between autonomy and sharing. What is sensible to do only once, it will do through the MAT: what is sensible to do locally within each school will be delegated;
- Recognise that all schools in the MAT, whatever their context, have something to GIVE and RECEIVE in the pursuit of improvement.

3. Structure of Activate Learning Education Trust

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

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

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

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

There will be up to 2 head teachers and up to 2 chairs of the school LGBs, each with a rotating term of office of 1 year. The remainder will be independent and appointed by the Members. The process by which heads and chairs are nominated will be by each separate peer group).

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

The Activate Learning Education Trust (ALET) Board will meet once per term and will have the option of holding 1 additional strategy or workshop (or away day) session each year. It will have the following sub-committees:

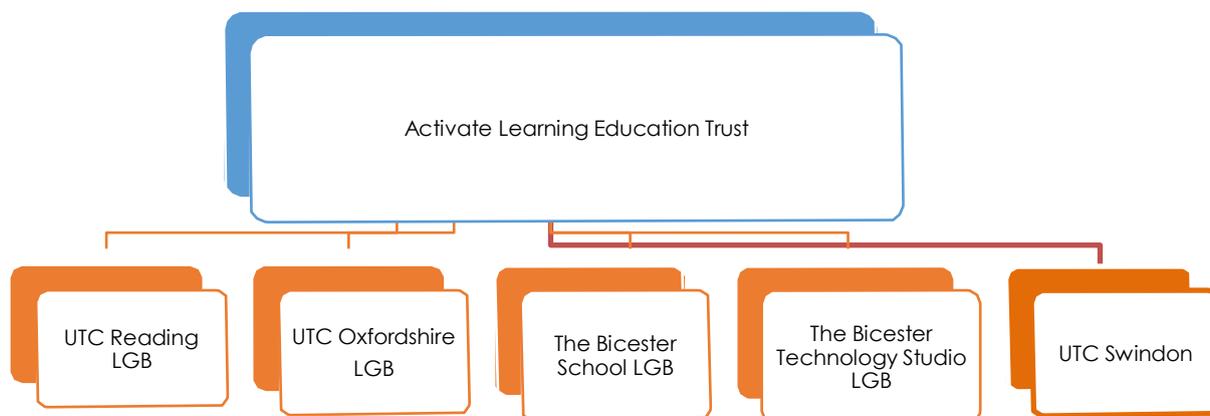
- A **Local Governing Body** (LGB) for each school with a maximum of 12 governors each, including staff (1) and parent (2) representatives. The LGB will meet at least 3 times per year, most likely each term. The LGB may choose how to manage its business, and may have sub-committees or linked advisory bodies, e.g. a Finance sub-committee in order to scrutinise performance more effectively, or an employer linked body to advise. LGBs may also have co-opted members to act in support of the school on specific matters.
LGBs for certain types of school may have specific designations. For example, UTCs will have a specific requirement for the majority of members to be drawn from employers and university representatives.

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

- nature of the school (UTC, studio school or secondary school);
- relative performance of the school. For example, a scheme of delegation will take the performance of the school into account. A good or outstanding school will have delegated authority to operate a LGB with a fuller scheme of delegation, whereas a school with academic or financial performance issues may operate with only a **local advisory council**, rather than an LGB, with delegated powers limited to being the 'eyes and ears' of the school and it's community (this approach is drawn from guidance from the NGA).
- There is the potential to operate a number of other strategic MAT sub-committees, each of which will meet once per year. For example:
 - **Education Standards Committee**, supported by external specialists to scrutinise schools' educational performance data (meets once per year)
 - **Resource & Audit Committee** to review accounts and receive the report from the auditor (meets once per year)
 - **Appointments and Remuneration Committee** The Committee will meet as appropriate to appoint head teachers, Trustees and chairs of governing bodies.
 - **Working groups or Task and Finish groups**, established by need, and at any time to review specific aspects of the Trust's work.

The organisation and representation of this structure is outlined in the diagram below.

Diagram 1: ALET structure



Key roles and responsibilities

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

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

Table 1: Key roles and responsibilities

| Role | Outline of role and responsibilities |
|---|--|
| ALET Board | <p>The Trust is responsible for the general control and management of the administration of the trust in accordance with the provisions set out in the memorandum and articles of association. The board of trustees is the accountable body for the performance of all schools within the trust and as such must:</p> <ol style="list-style-type: none"> 1. Ensure clarity of vision, ethos and strategic direction of the Trust 2. Hold the executive to account for the educational performance of the schools and their pupils, and the performance management of staff 3. Oversee the financial performance of the trust and make sure its money is well spent <p>The trust board is permitted to exercise all the powers of the academy trust. The trust board will delegate to the CEO responsibility for the day to day operation of the trust. The trustees can determine whether to delegate any governance functions.</p> <p>The trust has the right to review and adapt its governance structure at any time.</p> |
| ALET CEO | <p>The CEO is the individual nominated or appointed or individuals delegated to take on the responsibilities of the executive function of the ALET Board. The CEO function has the delegated responsibility for the operation of the trust including the performance of the trust's academies. The CEO function performance manages the academy principals/heads. As there is delegation to a local governing body or committee (LGB/C) this is usually with the LGB/C chair alongside.</p> <p>The CEO function is the accounting officer so has overall responsibility for the operation of the academy trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money.</p> <p>The CEO function can delegate executive management functions to others and is accountable to the trust board for the performance of leaders in the Trust to which executive functions are delegated.</p> |
| <p>The ALET board, through the executive leadership of the ALET CEO function, will fulfil these responsibilities by:</p> <ul style="list-style-type: none"> • Defining Trust vision, values, our core learning philosophy and strategic ambitions over a 7-10 year period; • Appointing Head Teachers, and fulfilling its role in succession planning; • Creating and operating a Trust model of providing Group Services support to schools, ensuring these are at cost and provide best in class service standards; • Annual performance reviews of principals/head teachers and other senior appointments made | |

by the Trust;

- Reviewing medium to long term financial planning and making strategic responses that allow the trust to operate sustainably, and efficiently and plan for longer term investment in facilities to support teaching, learning and assessment;
- Reviewing medium to long term aspects of school development planning and making strategic responses that allow the trust to achieve high levels of performance and plan for longer term investment in facilities to support teaching, learning and assessment;
- Approving the annual Trust budget and individual school budgets for the LGBs to monitor locally;
- Defining Trust policies and how LGBs implement these or set local procedures to operate policies and/or report on them;
- Maintaining the risk register for the Trust, incorporating the key individual school risks;
- Defining a standardised reporting structure for KPIs (the “KPI Dashboard”) that is used for reporting on each school’s performance to the Trust board and thereby holding each school to account.

LGB

The trust board will establish LGBs, appoint the chairs, ensure two parents are elected and will determine what will be delegated.

Typically, responsibilities may include:

- Building an understanding of how the school is led and managed
- Monitoring whether the school is:
 - working within agreed policies and the principles set out in the governance plan
 - is meeting the agreed targets for progress and attainment of pupils
 - managing its annual budget effectively
- Engaging with stakeholders
- Reporting to the board, within defined templates

As a committee of the board, delegation can be removed at any time, such as when the risk register identifies a significant and systemic performance issue at the school – in which case the trust board can set up a **local advisory board** in place of the LGB and with limited powers of delegation.

The **LGB**, through the **Chair of the LGB**, will fulfil these responsibilities by:

1. Managing its agendas and cycle of business, with the support of the Clerk, to ensure that the Trust’s cycle of business and appropriate reporting to Trustees can take place using defined reporting templates and frameworks
2. Ensure compliance and statutory responsibilities delegated to the LGB are met.
3. Providing local support and challenge to the Principal/ head teacher and senior team
4. The creation of strategic goals for a 3 year period consistent with the Trust vision, values and strategic ambitions, with targets that capture outputs from the strategic goals. These are developed with the Trust CEO function and ratified by the Trust board.
5. Supporting the Principal/head teacher and their senior leadership team, in the development of a three year high level School Development Plan (SDP) and an annual detailed SDP action plan - taking into account the school’s strategic goals, and the context of the Trust vision, values and strategic ambitions.

The SDP includes targets term by term that are then reported against the Principal/head teacher report. LGBs, led by the local chair of the LGB, are specifically required to scrutinise performance (through appropriate support and challenge of the Principal/head teacher)

against the three year high level SDP and the individual targets on an annual basis. The Chair shall adopt the embedding of sections of the development plan through link governors working with link SLT members.

- 6. Supporting the Principal/head teacher in the development of an annual budget, in the context of longer time horizon planning principles agreed by Trustees. The LGB must set a balanced budget and shall operate sustainably. It will carry forward any surplus/deficit; is responsible for investing surpluses to the benefit of school pupils and agreeing a plan with the Trust board for financial recovery following any period of unplanned deficit. This shall take place along with Trust CEO function and a nominated appointed Trustee with finance experience. This annual budget and any associated investment/recovery plans will be ratified by the Trust board.
Scrutinising monthly/quarterly management accounts and providing appropriate support and challenge to ensure that the school operates within its annual budgeting constraints.
- 7. Maximises the benefits of working alongside other chairs/schools in the Trust and in the value extracted through group core service functions and school to school improvement through both 'giving' and 'taking'.
- 8. Ensuring that the LGB operates within the policies of the Trust, for example to operate local disciplinary and exclusion panels, as required.

Principal

The academy principal is responsible for the leadership and management of the school/academy and is managed by the CEO function but reports to the LGB on matters which have been delegated to the LGB

The **Principal/Head Teacher** will fulfil these responsibilities by:

- 1. Providing leadership for the school in the delivery of the strategic vision for the school
- 2. Delivery of high quality teaching, learning and assessment within the school
- 3. Providing targeted student support strategies that allow all learners to make progress and achieve qualifications
- 4. Development and delivery of a curriculum that meets the strategic vision for the school and the requirements of pupils
- 5. Creating an environment that supports a good attitude learning and minimises poor pupil behaviour
- 6. Developing effective relationships with stakeholders such as parents, employers, the community
- 7. Developing extra-curricular activities that enrich the school experience
- 8. Work with the CEO function of the Trust and the LGB and report to the Trust board as required
- 9. Ensuring that the academic and financial targets are met
- 10. Lead and manage effectively and efficiently all financial resources allocated to the school and maintain robust performance.
- 11. Lead and manage the development and maintenance of the estate and other resources.
- 12. Lead and manage and develop all staffing resources.
- 13. Manage risk effectively
- 14. Promote and ensure sustainability and value for money
- 15. Maximise the value to be gained from operating within a family of schools drawing effectively on group core services and school to school improvement.

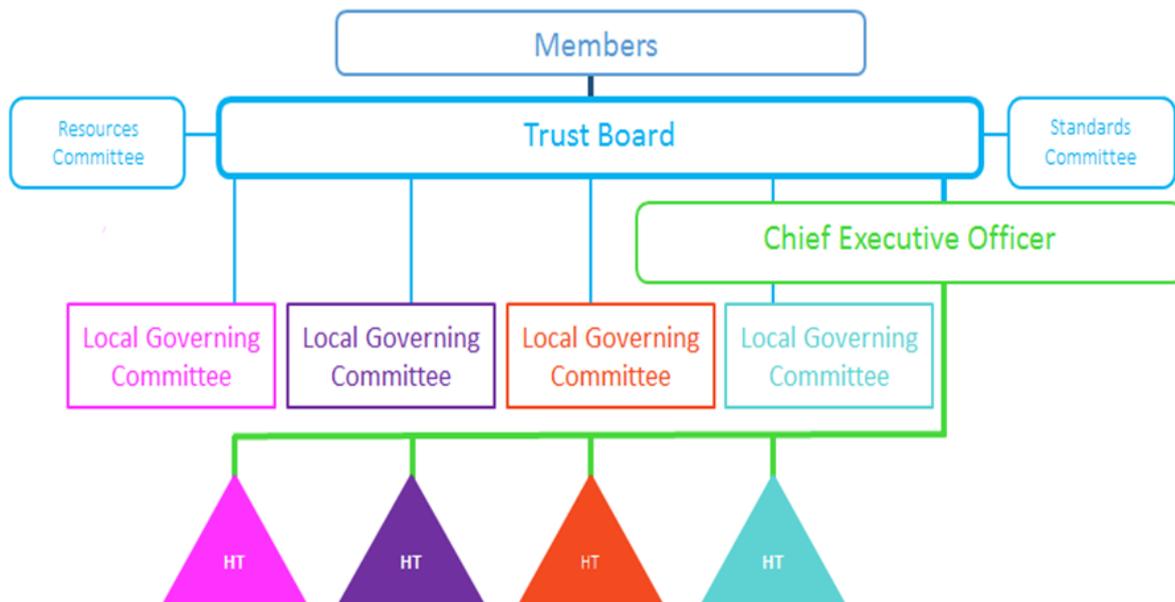
Chair of Governors and CEO function working together

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

The Principal will report to the LGB on matters delegated to the LGB by the MAT Board. These meetings should focus on the six key elements from the table above and should take place one per half term, timing to be arranged to coincide with the meeting schedule to ensure agendas and papers reach the Clerk in good time for circulation to the LGB. The table below has been drawn up to support the Chair of the LGB and Principal in these meetings.

Diagram 2: Lines of accountability (source: NGA governance structures, model 1)

The governance structure and lines of accountability is reflected in the diagram below



LGBs can organise sub-committees or linked bodies if they consider this to be helpful in managing their business.

4. **Operating the Trust: building capacity and expertise**

The Trust's cultural approach to operating a MAT is to ensure that leadership capacity and capability is built from within and doesn't rely heavily on external 'professionals' to prop up schools or inform trustees of what is good/better or requires improvement.

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

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

School to school support refers to the wider deployment of expertise and the sharing of best practice across schools - fundamental to our growth and development.

We will actively seek to succession plan and develop our middle leaders as means of building capacity and validating practice in and across our schools. At present, school to school support is focussed on middle leadership development; a common data dashboard project using the MIS system used by all schools, internal Ofsted visits across schools, but is not limited to these initial projects being funded by the DfE Sponsor Capacity Fund and schools development fund.

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

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

Our business model: providing business process support to schools through Group Services

Our business model is based on school leaders being able to focus on teaching, learning and assessment and the learner experience. To support this focus, back office services will be provided by the Sponsor's appointed Group Services teams which are being established by the Sponsor to support the schools and colleges in the Activate Learning group and an increasing number of commercial customers (such as 8 UTCs now buying marketing services from this function).

Schools in the MAT will benefit from a range of back office services that are supplied at cost by the Activate Learning Group Services division. Activate

Learning Education Trust will tender for and contract these services from Activate Learning and will market test these services every 3 years to ensure they are provided at cost and provide value for money. The cost of providing these services will be covered from an element of the 'core' GAG retained by the Trust for this purpose.

Schools in the ALET Trust will draw from Group Services relating to:

Trust operations; education strategy; policy development; corporate clerking services; finance; marketing & communications; HR; MIS, data and exams; property & estates.

This allows school heads to access specialist support and expertise from Group Services, whilst they are free to focus on the core business of teaching and learning. Group Services supporting these business functions will provide services through dedicated professionally qualified school business partners. This model will allow the Trust to operate and fulfil its statutory responsibilities.

Mechanisms will exist to demonstrate that services are provided at cost and remain competitive. Leaders across the Trust and providers of Group Services will work together to improve the cost effectiveness and service levels as these services to schools are enhanced and developed. The Trust will also seek to sell these services to third party schools to help improve the cost effectiveness, range and depth of these services. If service provision standards fall, the CFO function responsible for Group Services within Activate Learning will intervene and seek to raise standards to those defined in service level agreements.

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

Periodic review of governance arrangements: review of performance of LGB

The Trust Board will look at the extent to which the local governing bodies:

- align with the vision and values of the Trust
- contribute to the school's self-evaluation and understand of its strengths and weaknesses, including the impact of their own work
- support and strengthen school leadership, including by developing their own skills
- provide challenge and hold the head teacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results
- engage with key stakeholders
- use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics.

Periodic review of governance and service provision arrangements: review of performance of MAT board, CEO function and Chair, and Group Services provision:

An effective board will provide good governance and leadership by:

- Ensuring all parties understand their role
- Ensuring delivery of organisational purpose
- Working effectively both as individuals and as a team
- Exercising effective control
- Behaving with integrity
- Being open and accountable
- Ensuring that the business model of providing services is operating effectively

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

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

The Evershed's Code of Conduct and associated appendices, adopted by the Trust, are included in this Governance Plan at Appendix 1.

Frequency of meetings

- Trust Board: one meeting per term plus one optional full day strategy session per year
- Audit Committee: one meeting per year
- Education Standards Committee: one meeting per year if all MAT schools are high performing; more often if necessary
- Appointments and Remuneration Committee: one meeting per year (and more often if required for appointments)
- LGB: at least one meeting per term.

Organisation and Clerking: The Sponsor, Activate Learning, through its supply of business services, will nominate an experienced clerk who will clerk the MAT board and its sub-committees including the LGBs. A calendar of meetings is organised to ensure that agendas for each meetings are organised around the calendar of the education year (academic results, budget setting etc).

Work plan for the academic year for Trust board, sub-committees and LGBs

The standard work flow plan of business is illustrated in the following Table 2. It is the responsibility of the Trust board chair and the LGB chairs, supported by the clerking service, to ensure that this pattern is followed and that the expected business and reporting from the principal is compliant with agreed practices,

templates and timeframes.

Skills Audit

The appointed Trustees will have experience of primary and secondary school governance; setting up new schools; being head teacher of a successful school; legal matters; finance; business; restructuring; organisation growth; mergers & acquisitions; and HR.

As Trustee (and Local Governor) positions become vacant, new appointees will be recruited through an open and transparent recruitment process and potential applicants will be interviewed and appointed by the CEO/Chair and presented to the Members of the Trust and Trustees as appropriate, depending on the vacant position. Recruitment will be based on the requirements of the Articles of Association and also the Governor Skills Audit provided by the National Governors Association (NGA). Where there is a 'skills deficit', efforts will be made to recruit new Trustees and Governors with those skills to ensure The Activate Learning Education Trust (ALET) has a Trust Board and Local Governing Bodies with the necessary range of skills and attributes. The NGA skills audit will also provide direction for targeted training opportunities so that Trustees and Governors are able to carry out their duties appropriately (see Appendix I for the scope of the audit).

All new Trustees and Local Governors will go through an induction and training process whereby they will be given a clear indication of their responsibilities. It is vitally important that Trustees and Governors fully understand the workings of a Multi Academy Trust and its academies and the systems and processes designed to help improve performance. All training will be high quality and courses will be NGA accredited wherever appropriate. Governor training will be a 'line' in the Multi Academy Trust budget and will be provided on key areas including the Academies Financial Handbook and academy performance including the Ofsted inspection process and 'RAISE online' plus relevant safeguarding and PREVENT requirements. Training will also be provided on such matters as the academy action plan and Self Evaluation (SEF). This will ensure that all Trustees and Governors are able to challenge and support performance improvement.

Table 2: Year planner for Trust Board, sub-committees and LGBs

| Month | LGB | MAT sub-committee | MAT Board |
|--------------|---|---|--|
| September | <p><i>Main agenda:</i></p> <ul style="list-style-type: none"> • <i>Review 1 year School Development Plan with regard to targets, taking into account summer exam results</i> • <i>Policies Review</i> • <i>Attendance Monitoring</i> • <i>Management Accounts</i> • <i>Examination results</i> • <i>Risk register</i> • <i>Receive reports and recommendations from working groups/advisory groups</i> <p><i>Principal/Head report:</i></p> <ul style="list-style-type: none"> • <i>Attendance, Behaviour, Exclusions</i> • <i>Staffing, Safeguarding, Health and Safety, Risk Assessment</i> • <i>Academic Profiles</i> • <i>Application Numbers</i> • <i>Academic attainment</i> • <i>Examination Results</i> • <i>Value Added</i> • <i>Pupil Premium, how spent and impact in previous year</i> | | |
| November | | <i>Audit committee: Review Audited Annual Accounts and report review/approval including any audit recommendations</i> | |
| December | <p><i>Main agenda:</i></p> <ul style="list-style-type: none"> • <i>Pay committee: receive report from task group on pay progression recommended by the Principal/Head, receive report from Head teacher on performance review panels and consider recommendations, consider pay progression of</i> | | <i>Receive CEO report on main achievements and risks and Data dashboard performance across schools</i> |

| Month | LGB | MAT sub-committee | MAT Board |
|----------------|---|--|--|
| | <p><i>central staff</i></p> <ul style="list-style-type: none"> • <i>Appointment of parent and staff Governor(if appropriate)</i> • <i>Management Accounts</i> • <i>Risk register</i> • <i>Health & Safety Annual Report</i> • <i>Equality and Diversity Report</i> • <i>LGB delegated Policies Review</i> • <i>Development Plan Priorities, progress and impact</i> • <i>Receive reports and recommendations from working groups/advisory groups</i> <p><i>Principal/Head report:</i></p> <ul style="list-style-type: none"> • <i>Attendance, Behaviour, Exclusions</i> • <i>Staffing, Safeguarding, Health and Safety, Risk Assessment</i> • <i>Academic Targets and projections</i> • <i>Appraisal/Performance Management report</i> • <i>Pupil Premium spend and impact</i> | <p><i>including those around the Trusts internal controls and financial management systems</i></p> | <p><i>Receive reports from LGBs on progress against plans.</i></p> <p><i>Receive and approve Audit committee and Appointments and Pay/Remuneration committee recommendations.</i></p> <p><i>Approve annual report and accounts;</i></p> <p><i>Annual Financial Statements [to be filed to Charity Commission, Secretary of State and Principal Regulator and Accounts Return, Companies House and be published on Academy website</i></p> <p><i>Financial Management and Governance Self-Assessment Questionnaire</i></p> <p><i>Review Trust policies</i></p> <p><i>Financial Plan</i></p> |
| <i>January</i> | <i>RAISE online review and first term performance review; review LGB policies</i> | | |
| <i>January</i> | <i>Main agenda:</i> | | <i>Trust Strategy Day</i> |

| Month | LGB | MAT sub-committee | MAT Board |
|-----------------|--|---|--|
| <i>February</i> | <ul style="list-style-type: none"> • <i>Midyear Financial Forecast (in year)</i> • <i>Management Accounts</i> • <i>Review of annual training plan and development requirements for governors</i> • <i>Review of internal audit reports/ regulatory audit/Governors annual assurance report</i> • <i>LGB delegated Policies Review</i> • <i>Development Plan Priorities, progress and impact</i> • <i>Annual Strategic Review</i> • <i>Receive reports and recommendations from working groups/advisory groups</i> <p>Principal/Head report:</p> <ul style="list-style-type: none"> • <i>Attendance, Behaviour, Exclusions</i> • <i>Staffing, Safeguarding, Health and Safety, Risk Assessment</i> • <i>Academic Targets and Projections</i> • <i>Benchmarking Data, Raise Online, League Tables, Data Dashboard.</i> • <i>Review of staff, student and parent surveys</i> | <p><i>Trust Education Standards Committee: review LGB reports, school exam performance against targets for pupil progress and attainment; RAISE Online and first term performance; scrutinize KPI validity; consider appropriate any KPI refinements for subsequent year.</i></p> | |
| <i>March</i> | | | <p><i>Receive CEO report on main achievements and risks and Data dashboard performance across schools</i></p> |
| <i>April</i> | | | <p><i>Receive reports from LGBs on progress against plans.</i></p> <p><i>Receive report from Education Standards Committee</i></p> <p><i>Review financial performance; set high level assumptions for next year MAT budget</i></p> |

| Month | LGB | MAT sub-committee | MAT Board |
|--------------|--|--------------------------|--|
| | | | <p><i>Review of annual training plan and development requirements for governors</i></p> <p><i>Review of internal audit reports/ regulatory audit/Governors annual assurance report</i></p> <p><i>Review of Group Services contract with Activate Learning</i></p> <p><i>Review of policies</i></p> |
| May | <p><i>Main agenda:</i></p> <ul style="list-style-type: none"> • <i>Budget review and draft of next year budget taking into account MAT assumptions</i> • <i>Management Accounts/Financial Forecast</i> • <i>Risk register</i> • <i>Membership of Committees (if required)</i> • <i>Principal's performance against targets mid-term review.</i> • <i>Estates maintenance plan</i> • <i>LGB delegated Policies Review</i> • <i>Development Plan Priorities, progress and impact</i> • <i>Draft SDP for subsequent year with targets; update school risk register</i> • <i>Receive reports and recommendations from working groups/advisory groups</i> <p><i>Principal/Head report:</i></p> <ul style="list-style-type: none"> • <i>Attendance, Behaviour, Exclusions</i> | | |

| Month | LGB | MAT sub-committee | MAT Board |
|--------------|---|--------------------------|--|
| | <ul style="list-style-type: none"> • <i>Staffing, Safeguarding, Health and Safety, Risk Assessment</i> | | |
| <i>June</i> | | | <p><i>Receive CEO report on main achievements and risks and Data dashboard performance across schools</i></p> <p><i>Receive reports from LGBs on progress against plans.</i></p> <p><i>Review and approve school budgets</i></p> <p><i>Review and approve school Development Plans and headline target assumptions</i></p> <p><i>review risk register</i></p> <p><i>Internal Audit Strategy</i></p> <p><i>External Audit Strategy and Planning Memorandum</i></p> <p><i>Review of policies</i></p> |