

Activate Learning Education Trust (ALET) Governance Plan 2023-24

Introduction

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

At time of publishing, the ALET multi-academy trust comprises 6 schools.

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

Vision

Transforming lives through learning.

Mission

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

Values

Empowerment, enterprise, connectedness, and transformation.

www.alet.org.uk

Strategic Objective 2020-2025

To grow our trust to 'transform lives through learning', impacting more learners, staff and other members of our communities.

This will be activated through:

- Embedding Our Learning Philosophy
- Ensuring our schools are all full
- Staff wanting to work for our trust and stay with us through their careers
- Working more closely with local primary schools,
- Building closer relationships with other MATs
- Working closely with our local community of employers to ensure our students have the right skills for employment at the end of their studies

Schools of choice for students and parents

- Uncompromising high standards achieved through our learning philosophy
- Variety of educational opportunities for students, from primary through to Post 16 and beyond with our wider college group and employer network

Employers of choice for staff

- An organisation known for its clear purpose, an unrelenting focus on 'transforming lives through learning'
- Known as an employer who cares about their staff development and wellbeing

Providers of choice for the workplace – A pipeline to employers (directly or via Higher

Education)

- Employers choose to engage with our Trust as they trust the quality of education and skills
- Opportunities to influence the skills, knowledge, and attributes of the next generation of employees

Our schools have strong commitments to work based learning and this is reflected in all staff taking deliberate actions to embrace and embed our attributes in the student's curriculum experience

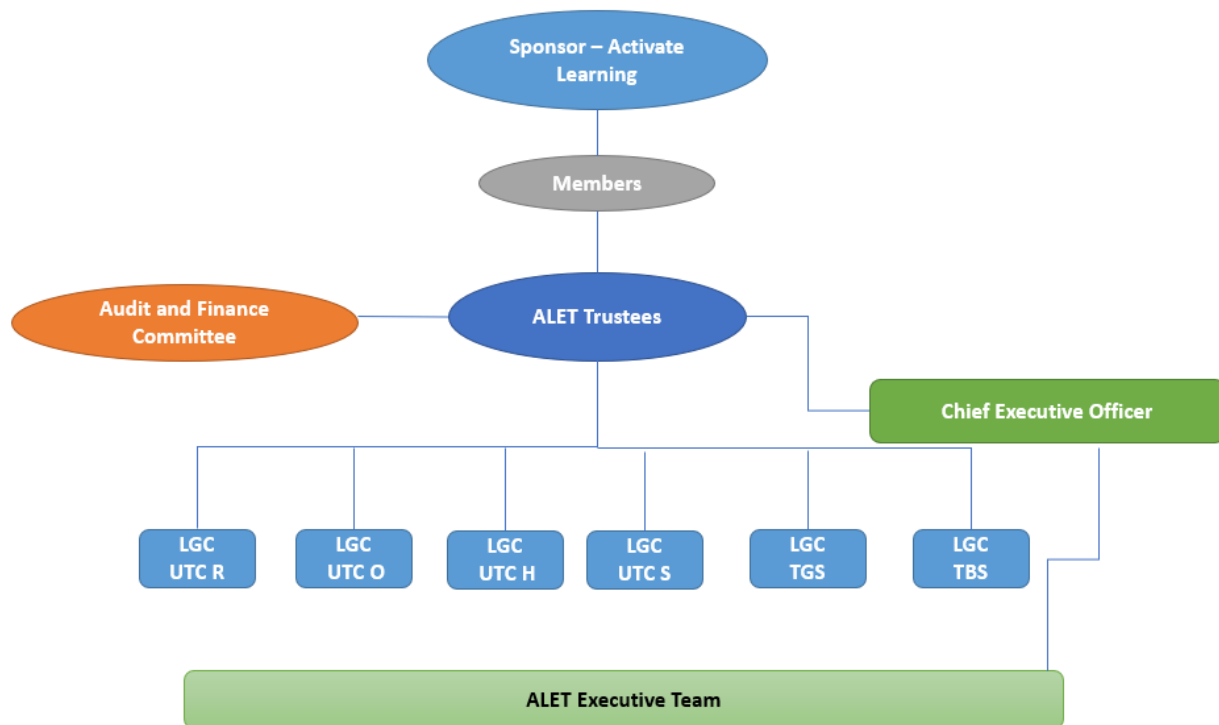
Key Performance Indicators – Measures we will use to know we are making progress against our three key areas of the Strategic Plan

Schools of choice for students and parents	What measure will be used to know this?
All Schools are at least good schools	Ofsted rated at least Good
KS4 Performance is at least at National Average and in top 20% in our specialisms	DfE Performance Tables?
KS5 Performance is at least at National Average and in top 20% for our specialisms	DfE Performance Tables?
Destinations data shows our students progress to high quality destination with no or rare NEETs	Internal data tracking/Alumni network
All Schools are full or on a trajectory to being full, hitting recruitment targets or oversubscribe each year.	Number on roll, application data
All schools are financially sustainable within their annual DfE grants with small surplus generated.	Audited Accounts

Employers of choice for staff	What measure will be used to know this?
Staff feel that they contribute to the vision and understand their part in 'transforming lives through learning'	Annual Gallup survey
Strong application numbers/quality for advertised posts	Application data
Strong succession planning/Talent spotting	Internal development data
Staff report that their wellbeing is supported	Annual Gallup survey
Staff reporting that their view counts and that they receive praise	Annual Gallup survey
Staff report that they have regular discussions regarding their development	Annual Gallup survey

Providers of choice for the workplace – A pipeline to employers	What measure will be used to know this?
Number of employer interactions with students, of which are profound	Internal data tracking
Destination data show that our students can progress to high quality destinations with our partners.	Destination Tracking
Number of employers working across the trust is evidence that we are ensuring our students have the knowledge, skills and attributes employers seek in their future employees.	Employer tracker
Students leave our schools with a strong attributes profile	Attribute tracking
All staff understand their role in developing attributes and positively contribute	Appraisal

Activate Learning Education Trust Governance structure



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

Sponsor: The academy sponsor is an organisation or person who has received approval from the Department for Education (DfE) to support a group of schools. Sponsors work with the academies they sponsor through the academy trust. The sponsor, Activate Learning, is a forward-thinking education group comprising a range of education provisions all centered around and driven by the Learning philosophy. The group includes secondary, further, and higher education, apprenticeships and workforce training, consultancy, international and learning companies, all united by the common purpose to ‘transform lives through learning’. The sponsor is responsible for setting up the academy trust, appointing the leadership team, selecting the governing body, monitoring the academy’s performance and taking action where necessary, reporting to the DfE about the academy’s performance, involving parents and the wider community in the academy’s work through events, mentoring and business links, making sure its academy spends its funding effectively, working with the academy trust, governing body, and senior leadership team.

Members of the Trust: Members are the custodians of the governance of the trust and constitutes the top tier of governance. Members play a limited but crucial role in safeguarding academy trust governance. While they must ensure they do not stray into undertaking the Academy Trustees’ role, they should assure themselves that the governance of the trust is effective, that Academy Trustees are acting in accordance with the trust’s charitable object(s) and that they, the Members, use their powers to step in if governance is failing. Members help to ensure that Academy Trustees are exercising effective governance by utilising a range of powers including:

- Appointing and removing Academy Trustees.
- Appointing and removing Members.
- Directing Academy Trustees.
- Amending the Academy trust’s Articles of Association.
- Appointing and removing Auditors.

Trustees: The trust board is the strategic decision-making body of the academy trust and is accountable and responsible for the academy (or all the academies equally) within the academy trust. The academy trust is the employer of any central staff and those within its academies. Everyone in governance should be aware of and accept '*The seven principles of public life*' as set out by Lord Nolan. Academy Trustees are both the charity trustees and company directors of the academy trust. The trust board must operate and make decisions to further the academy trust's charitable object, ALET's charitable object is 'to advance for the public benefit education in the United Kingdom'. The Trustees have statutory duties to exercise care, skill and diligence and avoid conflicts of interest.

The Trust board has three core functions:

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

Trust boards should have regard to the need for the Executive Leaders to be able to achieve a satisfactory work-life balance, and through their strategic role, should provide support and challenge to reduce unnecessary burdens, for example, in relation to the number of data requests that are made.

As the trust's key strategic decision-maker, the board may delegate certain responsibilities to the Executive Leader, a committee, or an individual, but the trust board is accountable and is responsible for all decisions made. Details of delegated responsibilities are documented within the trust's scheme of delegation.

Executive Leader The trust board must appoint an Executive Leader; the Executive Leader will be the Chief Executive Officer (CEO) or equivalent. The academy trust must also appoint an accounting officer, who should be the Executive Leader. Providing that the CEO agrees to act, the Members may by ordinary resolution appoint the CEO as a Trustee. The board will also appoint Principals/Headteachers of the academies.

The role of the Executive leader is to implement the strategic framework established by the trust board, which they will help develop either as an Academy Trustee or in supporting the trust board with the necessary information. It is the Executive Leader, not the trust board, who is responsible for the operational and day-to-day running of the academy trust, although the trust board may intervene in certain circumstances.

It is the Executive Leader's responsibility to provide information to the trust board so that the trustees can meet their three core objectives and strategic function. Trustees should agree with the Executive Leader the data and information they need in order to fulfil their duties, avoiding duplication and unnecessary additional workload.

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

Chief Financial Officer: The Trust must appoint a Chief Financial Officer (CFO), to whom the trust's detailed financial procedures is delegated whilst the accountability for financial matters remain with the Accounting Officer.

Clerk-governance professional All academy trusts must appoint a governance professional to support the board. The role should be a discrete and independent function but remains accountable to the Chair. The Clerk's role is about helping the Trust board understand its role and provide clear impartial advice to the trust board around their compliance with the Articles of Association, funding agreement and relevant legislations and regulations and support the Chair to enable and facilitate strategic debate and decision making.

The Activate Learning Education Trust (ALET) Board will meet **6 times** per year including two strategy events. There will also be a Trust wide Governance Conference per year.

The quorum for a meeting of the Trustees, and any vote on any matter shall be any three Trustees or where greater, any one third (rounded up to a whole number) of the total number of Trustees holding office at the date of the meeting. trustees holding office at the date of the meeting. (Independent Trustees should be in the majority).

The ALET board will have the following committees and sub committees.

- **Finance and Audit Committee**, this will meet prior to each trust board meeting to review the management accounts, end of year forecast and risk register. The Statutory accounts will be received at the December meeting along with the report from the auditors. Trustees will receive the management accounts monthly.

Other strategic committees may be introduced as and when required

- **Appointments and Remuneration Committee.** The Committee will meet as appropriate to appoint the Chief Executive Officer and other senior post holders within the Trust.
- **Working groups or Task and Finish groups**, established by need, and at any time to review specific aspects of the Trust's work.
- A **Local Governing Committee (LGC)** will be established for each school or where appropriate a group of schools as directed by the trust board. The committee will comprise a maximum of 12 local governors, including staff (1) and parent (2) representatives and (up to 2) sponsor governors. The LGC will meet at least 4 times per year. The LGC will appoint Link Governors aligned to the main Ofsted areas to scrutinise performance more effectively. Standard terms of reference and reporting templates shall be used consistently during these link governor meetings to report back to the full local governing committee.

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

A **Scheme of delegation** will operate between the Trust and individual schools.

These may be adapted to reflect

- nature of the school (UTC, studio school or secondary school);
- relative performance of the school. For example, the scheme of delegation will take the performance of the school into account. A good or outstanding school will have delegated authority to operate the LGC with a fuller scheme of delegation, whereby the board of Trustees may take swift intervention with a school facing academic or financial performance issues removing the local governing committee and replacing it with an **Interim Executive Committee**.

Annual cycle of Local Governing Committee meetings and quality assurance visits.

- 3 Local Governing Committee meetings
- 3 link governor visits for each Link governor role
- 3 Governance meetings with Chair of LGC, Principal/Head Teacher and Head of Governance.
- 1 Local Governing Committee Strategic Event
- Chairs will be invited to attend two Trust board Strategic Events
- 1 x Annual Trust wide Governance Conference

Key roles and responsibilities

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

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

Roles	Outline of roles and responsibility
Members	<p>Activate Learning Education Trust is an exempt Charity limited by guarantee, (the "Trust"). The Trust has both Members and Trustees. The Members of the Trust are responsible for safeguarding the governance of the trust, ensuring that the academy Trustees are acting in accordance with the trust's charitable object.</p> <p>Members help to ensure that Academy Trustees are exercising effective governance by utilising a range of powers as detailed above.</p>
ALET Board "Trustees"	<p>The trust board is the decision-making body of the academy trust and is accountable and responsible for all the schools within the trust. The academy trust is the employer of all central staff and those within its academies. The role of Academy Trustees is voluntary. As academy trusts have charitable status, payments to Trustees are by exception only and subject to very specific legal restrictions.</p> <p>All trust boards have three core functions.</p> <ol style="list-style-type: none"> 1. Ensure clarity of the vision, ethos, and strategic direction. 2. Hold the Executive Leaders to account for the educational performance of the school(s) and its pupils and the effective and efficient performance management of staff. 3. Overseeing the financial performance of the school(s) and making sure that its money is well spent. <p>The board is the academy trust's key strategic decision maker. It may delegate certain responsibilities to the Executive Leader (in some circumstances) and in accordance with the academy trust's scheme of delegation, a committee or individual, but the trust board remains accountable and is responsible for all decisions made.</p> <p>The trust board has the right to review and adapt its governance structure at any time.</p>

<p>ALET CEO Chief Executive Officer</p>	<p>The CEO is the individual appointed by the trustees to implement the strategic framework established by the trust board. The CEO is responsible for the operational and day to day running of the academy trust, although the trust board may intervene in certain circumstances.</p> <p>The Academy trust is required by its funding agreement with the Secretary of state for education to designate a named individual as the ‘accounting officer’, this delegation confers legal responsibilities for financial and administrative matters. The delegation is made to the CEO within a multi academy trust.</p> <p>The Accounting officer is personally responsible to parliament for</p> <ul style="list-style-type: none"> • Ensuring regularity • Ensuring propriety • Ensuring value for money • Keeping proper financial records and accounts • Risk management and ensuring opportunities are not overlooked <p>Whilst the accountability for financial matters cannot be delegated, the day-to-day financial management of the trust needs to be provided by a Chief Financial Officer (CFO) which the Academies Financial Handbook requires the trust board to appoint.</p> <p>The CEO function can delegate executive management functions to others and is accountable to the trust board for the performance of leaders in the Trust to which executive functions are delegated.</p> <p>The ALET board through the executive leadership of the ALET CEO function, will fulfil these responsibilities by:</p> <ul style="list-style-type: none"> • Defining the Trust’s vision, mission, values and core learning philosophy and strategic ambitions over a 7 to 10-year period. • Appointing Principals/Head Teachers and fulfilling their roles in succession planning. • Maintaining high standards of teaching, learning and assessment and educational outcomes in the Trust’s schools. • Creating and operating a Trust model of providing business support, ensuring this is at cost and provide best in class service. • Annual performance reviews of principals/head teachers and other senior appointments made by the Trust. • Reviewing annual budgeting and medium, and long-term financial planning and making strategic responses that allow the trust to operate sustainably, and efficiently and plan for longer term investment in facilities to support teaching, learning and assessment. • Approving the annual Trusts budget and individual schools’ budget. • Defining Trust policies and how LGC’s implement these or set local procedures to operate policies and/or report on them. • Maintaining the risk register for the Trust, incorporating the key individual school risks. • Defining a standardised reporting structure for KPI’s (the Data Dashboard) that is used for reporting on each school’s performance to the Trust board and thereby holding each school to account.
<p>Local Governing Committee (LGC)</p>	<p>The Trust board will establish local governing committees, these may be set up to oversee an individual school or group of schools within the trust. The trust board will set up the constitution of the local committees which will include two parent local governors. Local parent governors bring an important perspective whilst having the same responsibilities and require the same skills. Trust boards need assurances that mechanisms are in place for the schools to engage meaningfully with all parents and carers outside of the</p>

	<p>local governing committees.</p> <p>Delegation of governance functions will be made by the Trustees. The Local Governing Committees are a full and formal part of the governance structure and can:</p> <ul style="list-style-type: none"> • Support the effective operation of the trust and its policies. • Provide support and challenge to the school’s senior executive (noting that line management is directly to the CEO not the LGC). • Provide a vehicle for trust board engagement with the school, its parents and local community, to help ensure that Trustees stay connected. • Brings issues and risks to the attention of the trust board. • Provide constructive feedback to the board where a policy may not be effective in the local context and suggest alternative approaches. • Help to ensure that the trust works as one entity, in the interests of all its schools equally. <p>The LGC shall work closely with and shall promptly implement any advice or recommendations made by the Trustees. In the event that intervention is either formally threatened or is carried out by the Secretary of State, the Trustees expressly reserve the right to review or remove any delegations made to the Local Governing Committee under the Trust’s policies or Scheme of Delegation.</p> <p>Local Governing committee members should refer to the Key accountabilities within a two-tier system document within this handbook.</p> <p>The Local Governing Committees are responsible for:</p> <ul style="list-style-type: none"> • Appointing Link governors to support and challenge key areas of the School Development Plan. • Ensuring Link governor in each area take place once per term and are reported back to the Local Governing Committee meeting. • Build an understanding of how the school is led and managed. • Completing an annual Governance review of impact and progress (GRIP) • Monitoring whether the school is: <ul style="list-style-type: none"> - Working with agreed policies and the principles set out in the governance handbook. - Meeting the agreed targets for progress and attainment of pupils. - Engaging with stakeholders - Reporting to the Trust board within defined templates <p>As a sub-committee of the board, delegation can be removed at any time, such as when the risk register identifies a significant and systematic performance issues at the school – in which case the Trust board can set up an Interim Executive Committee in place of the Local Governing Committee with executive responsibilities.</p>
Chair of the LGC	<p>The LGC through the Chair of the LGC will fulfill its responsibilities by:</p> <ul style="list-style-type: none"> • Managing its agendas and cycle of business, with the support of the Clerk, to ensure that the Trust’s cycle of business and appropriate reporting to Trustees can take place using defined reporting templates and frameworks. • Ensure compliance and statutory responsibilities delegated to the LGC are met. • Provide local support and challenge to the Principal/Head Teacher and Senior team. • The creation of strategic goals for a three-year period consistent with the Trust’s vision, mission, values, and strategic ambitions.

	<p>(Developed by the Trust's CEO function and ratified by the Trust board).</p> <ul style="list-style-type: none"> • Supporting the Principal/Head Teacher and the Senior Leadership Team in the development of a three-year high-level School Development Plan with an annual detailed School Improvement action Plan. (Considering the schools' strategic goals and the context of the Trust's vision values and strategic ambitions. • The School's Development Plan should include targets that are then reported against in the Principal/Head Teachers report • The LGC's led by the local Chair are specifically required to scrutinise performance (through appropriate support and challenge of the Principal/Head Teacher) against the three-year School Development Plan and the individual targets on an annual basis. • The Chair shall adopt the embedding of sections of the development plan through link governors working with the link SLT members. • Maximise the benefits of working alongside other chairs/schools in the Trust and in the value extracted through group core service functions and school to school improvement through both "giving" and "receiving". • Ensuring the LGC operates within the policies of the Trust. • The LGC must ensure there is value for money and scrutinise grants received for example Pupil Premium, SEND and catch up funding. • Approve the school's curriculum intent and hold the senior leadership team to account for its implementation and impact, • Complete the annual ICE (Impact, Challenge, Evidence) pack. • Complete the annual Local Governing Committee self-assessment using the GRIP (Governor's Review of Impact and Progress).
<p>Executive Principal/Headteacher (regarding governance)</p>	<ul style="list-style-type: none"> • To work with the Governance Professional and Chair of the LGC to produce an agenda in line with the schedule of business. • To ensure all papers are submitted on time • To support the Chair of the LGC to ensure the meeting runs smoothly and in line with the expected behaviours and attributes of the Trust • To respond to any Trust wide questions or items • To bring back to the Executive Team any areas that could be useful for wide discussions across the Trust.
<p>Head of School</p>	<ul style="list-style-type: none"> • To ensure all link governor visits take place according to the schedule of business (read, comment, sign off the link governor visit report and send to the governance professional) • To attend each LGC meeting and strategy event, inviting other leaders as appropriate for the agenda • Working with the Executive Principal/Headteacher to ensure all the papers are submitted on time.
<p>Chair of Local Governing Committee and CEO function working together. The Principal/Head Teacher is accountable to the CEO (or others with delegated executive functions). Line management meetings between the Principal/Headteacher and CEO will take place on a weekly/bi-weekly basis, dependent upon the experience of the Principal/Head Teacher and the support required.</p> <p>The Principal will report to the LGC on matters delegated to the LGC by the ALET board. These meetings should focus on the responsibilities of the LGC as detailed above and should take place once per half term, arranged to coincide with the meeting schedule to ensure agendas and papers reach the Clerk in good time for circulation to the LGC meeting. (Please refer to the Governance structure diagram which shows lines of accountability).</p>	
<p>Operating the Trust: building capacity and expertise The Trust's cultural approach to operating the multi academy trust is to ensure that leadership and capacity is built from within.</p>	

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

The Trust's Leadership Group (CEO, Headteachers, Principals and members of School Team) lead on all Trust priorities and are responsible for delivering the vision, strategic plan and KPIs as defined by the Trust Board.

School to school support.

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

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

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

External Education Professional(s):

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

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

Our business model: Providing business support.

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

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

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

Periodic review of governance arrangements:

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

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

Periodic review of governances and service provision arrangements:

An effective board will provide good governance and leadership by:

- Executing the core functions of the board's role; Strategic leadership and accountability.
- Having people with the right skills, experience, qualities and capacity.

- Ensuring structures are in place that reinforce clearly defined roles and responsibilities.
- Ensuring compliance with statutory and contractual requirements.
- Evaluation to monitor and improve the quality and impact of governance.
- Convene an external review of governance every 4-5 years.

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

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

Frequency of meetings:

- The Trustees shall hold four full board meetings in every school year.
- The Trust board will hold two full strategy events in every school year.
- The Finance Committee shall meet 6 times per year, with management accounts made available to the Trustees monthly.
- The Audit and Finance Committee will meet once per year in December.
- The Local Governing Committees will meet three times per year.
- The Link Governor and Link SLT visits for each link governor area will take place each term for each Link governor role.
- Each Local Governing Committee shall hold a strategy event once per school year.

Clerking.

The Trust board will appoint a Governance Professional to provide and oversee the clerking service for the Trust board, sub-committees, and Local Governing Committees.

Calendar of Meetings and Schedule of Business.

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

Skills Audit

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

Recruitment

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

Recruitment will be based on the requirements of the Trust board/local committees and will follow the guidelines within the Articles of Association.

Induction/Training

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

- Training will be of high quality accredited by the NGA or other training provider where appropriate.
- Training will be deployed within the constraints of the ALET budget.
- Training will include mandatory Safeguarding and Prevent training and Keeping Children Safe In Education.

All Trustees and local governors are required to complete the Training provided by the Trust.

Related documents:

This Governance Plan should be read in conjunction with the following items all contained within this handbook.

- Role of the Sponsor
- Key accountabilities in a two-tier system
- Terms of Reference
- Scheme of delegation
- Schedule of business
- The Nolan Seven Principles of Public Life
- Effective Governance
- Policy Register
- Governors Code of Conduct

Other documents available include:

- The Articles of Association
- DfE Academy Trust Handbook
- DfE Governance Handbook
- Education Inspection Framework
- School Inspection Handbook
- Governors Code of Conduct
- ALET Link Governor Handbook
- Link Governor Visit forms
- Governors Expense Policy and Claim form
- Trust board Governance Review of Accountability Support and Progress
- Local Governing Committee - Governance Review of Impact and Progress
- Local Governor Impact, Challenge and Evidence (ICE) pack
- An ALET guide to acronyms

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

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

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

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

The Role of the Sponsor

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

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

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

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

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

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

How does the Activate Learning sponsor and ALET work together?

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

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

As Sponsor, Activate Learning will:

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

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

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

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

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

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

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

This update proposes two recommendations:

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

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

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

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

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

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

The recommendations were approved and adopted July 2019

Key Accountabilities in a two-tier governance

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

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

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

Purpose

The Activate Learning Education Trust (ALET), as a multi academy trust, has three core functions:

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

Activate Learning Education Trust will fulfil these responsibilities by:

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

Membership

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

The number of Trustees shall be up to 10 Trustees.

Quorum

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

Responsibilities

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

Term of Office

The term of office for any Trustee shall be four years, save that this time limit shall not apply to any post which is held ex officio. Subject to remaining eligible to be a Trustee, any Trustee may be reappointed or re-selected with approval from the Members.

Review

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

Meetings of the Trust board.

The Trust board shall meet 6 times per year.

Equality Duty

The Trust must have due regard to the need to:

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

Protected Characteristics

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

Activate Learning Education Trust (“the Trust”)

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

Purpose

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

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

Core Function

Ensuring Clarity of Vision, Ethos and Strategic Direction

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

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

- Ensuring the School's curriculum is fit for purpose and board set targets are reached.
- Support and Challenge of the quality of the provision.
- Accountability for the quality of the provision.
- Support and challenge the school leadership to achieve Trust set targets.
- Provide support and challenge for senior leaders.
- Appoint Link Governors who complete their link governor visits once per term.

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

- Approve school level incremental lift from appraisals.
- Accountability for value for money for Pupil Premium, Year 7 catch up and SEN funding and other funding grants as appropriate.

Membership

The constitution of the committee will include up to a maximum of 12 governors, including staff (1) and parent (2) representatives and (up to 2) sponsor governors. The LGC will meet at least 3 times per year with one Strategy event. Each Local Governing Committee will appoint Link Governors aligned to the main Ofsted areas to scrutinise performance more effectively. Standard reporting templates shall be used consistently for reporting back to the full governing committee.

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

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

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

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

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

Each member of the local governing committee shall have one vote.

Term of Office

The term of office for any Governor shall be four years, save that this time limit shall not apply to any post which is held ex-officio. Subject to remaining eligible, a Governor may be reappointed by the Trustees.

Attendance

Unless there are mitigating circumstances, attendance of less than 50% will lead to disqualification.

Responsibilities

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

Intervention and Removal of Powers

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

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

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

Quorum

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

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

Meetings of the Local Governing Committee

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

The LGC shall meet 3 times per year with an additional strategy event. Meetings of the LGC shall be convened by the Head of Governance or the clerking function. In exercising their functions under the scheme of delegation, the Head of Governance or their function shall comply with any directive given by the Trustees, the LGC, the Chair of the LGC or in her/his absence the Vice-Chairman of the LGC, so far as any such direction is not inconsistent with any direction given as mentioned above.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Indemnity

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

Review

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

The LGC shall complete an annual self-review using the Impact, Challenge, Evidence (ICE) report and the Governor's Review of Impact and Progress (GRIP).

Equality Duty

The LGC must have due regard to the need to:

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

Protected Characteristics

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

Activate Learning Education Trust (“the Trust”)

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

Purpose of the Finance and Audit Committee

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

Duties

The duties of the Finance and Audit Committee are to:

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

Membership

3 members comprising of:

- 3 members of the ALET board.

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

The Chair will be appointed by the Trust board.

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

Term of Office

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

Membership shall cease by:

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

Administration

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

- The Chair of the Trust Board cannot be a member of the Audit Committee.
- The Chair of the Audit Committee will be a Trustee of the Trust.
- The Accounting Officer and any other paid staff will have no voting rights and cannot chair the Committee.
- Agendas will be agreed in advance by the Chair of the Finance and Audit Committee, supported by the appointed Governance Professional with all required papers and reports circulated at least five working days in advance of the meeting.

Quorum

At least one committee member and the Chair.

Authority

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

The Finance and Audit Committee is authorised to obtain outside legal or independent professional advice it considers necessary, normally in consultation with the Accounting Officer and Chair of the Trust Board, however the Audit Committee may not incur expenditure in excess of £12,500 in any single financial year without the prior approval of the Trust Board.

Activity	Members	ALET Board	Finance and Audit Committee	Pay Committee	CEO	ALET Executive Team	Headteacher/ Head of School	Central Team	Local Governing Committee
Strategy									
Appointing and Removing Members	A								
Appointing Trustees	A	R							
Removing Trustees	A								
Appointing and removing Co-opted Trustees		A							
Appointing and removing Chairs of Local Governing Committees		A							
Ratify the appointment or removal of governors to and from the Local Governing Committee		A						R	R
Appointing and removing Co-opted Governors		A							R
Appointing Auditors - 3 - 5 years	A								
Signing Auditor Letter of Engagement		A							
Setting the values, vision and strategic aims of the Trust		A			R	R			
Setting the school's mission, within the values, vision and strategic aims of the Trust						R	R		A
Ensuring the Trust complies with Charity Law and Company Law		A				R		R	
Operating the Trust in accordance with the Funding Agreement signed by the Secretary of State		A			R	R		R	
Establishing the scheme of Financial delegation for each school			A						
Procedures for the establishment or dissolution of Local Governing Committee's		A						R	
Deciding the Committee Structure for the Board and sub committees		A							
Agreeing Terms of Reference for all Committees		A							
Ensure quality of education provision and oversee standards and outcomes across the Trust		A			R	R			R
Oversee Educational performance of the school		R			R	A	R		R
Developing the format of each school's Development Plan (School Improvement Plan)						A	R		
Approving each School's Development Plan(School Improvement Plan)						R	R		A
Approving Trust Development Plan		A			R	R			
Developing format for each School's Self Evaluation Form (SEF)						A	R		R
Approving each school's Self Evaluation Form (LG Report)						R	R		A
Reviewing and Challenging the Head Teacher's Reports						R			A
Planning the Schedule of Work for the Board		A			R			R	
Providing model schedule of work for the Local Governing Committees					R			R	
Contextualise the Schedule of Business for the Local Governing Committee					R			A	A
Quality Assure the Schedule of Business for the Local Governing Committees		A							
Ratification of delegation of responsibilities to Local Governing Committees, working groups or individuals		A			R			R	
Define the School Day						R			A
Define the School Year		A			R	R			
Transition to blended or online learning					A	R			
Change in Specialism		A				R			R
Quality assure, evaluate and develop the quality of governance across the Trust.		A			R			R	
Local Governing Committee Self Assessment - GRIP								R	A
Trust Board Self Assessment GRASP		A							
Strategic Leadership and External Partnership									
Promote collaboration within the Trust and Externally		A			R	R		R	R
Promote the development of strategic partnerships that support the vision of the Trust		A			R	R		R	
Provide Challenge and Support to the CEO		A	R						
Provide Challenge and Support to the Head Teacher/Principal					A	R			R
Consider Threats and Opportunities in relation to the School					A	R	R		R

Activity	Members	ALET Board	Finance and Audit Committee	Pay Committee	CEO	ALET Executive Team	Headteacher/ Head of School	Central Team	Local Governing Committee
Approval of Pay recommendations of Leadership Group (including CEO)		R		A	R				
Performance Mananagement of Executive Team & Pay recommendations (excluding CEO)					A				R
Suspension or dismissal of Executive Team Member (Excluding CEO)		A			R				
Suspension or dismissal of School SLT					A	R			
Performance Management of Schools Team (excluding Governance Professional)					A	R			
Recommending Staffing structure of each school						A	R		
Approval of Staffing Structure for each school					A	R	R		
Develop and adopt a set of HR policies and contracts to be used by all schools		A			R			R	
Establish Disciplinary/capability procedures		A			R			R	
Validating and challenging re teaching and support staff pay in each school						R			A
Suspend or dismiss teachers or support staff					R	A	R		
Approve leaving payments to CEO, redundancy, dismissal, early retirement in accordance with policy.		A							
Approve leaving payments to Executive Team, redundancy, dismissal, early retirement in accordance with policy.		A			R			R	
Approve leaving payments to School SLT, redundancy, dismissal, early retirement in accordance with policy.					A	R		R	
Policies and Statutory requirements									
Policy and Key Documents Register Approval and Oversight		A			R			R	
Policies - See Policy schedule for delegation		A			R			R	
Drafting statutory Trust wide policies						A	R	R	
Approve Statutory Policies for use across the Trust		A			R	R		R	
Ensure that all statutory policies are in place across the Trust		A			R	R		R	
Monitor the implementation and evaluating the impact of all statutory policies		A			R	R	R	R	
Ensure publication of statutory information on websites					A	R	R	R	
Buildings and Personal Liability Insurance Portfolio		R	A		R			R	
Submit Budget to ESFA					A			R	
Audited Annual Accounts to ESFA					A			R	
Annual Accounts Return to ESFA					A			R	
Publish Accounts on Website								A	
File Accounts with Companies House								A	
External Audit	A	R	R		R			R	
Internal Audit		A	R		R			R	
Looked After Children (LAC) Report						R	R		A
SEND Report						R	R		A
Pupil Premium Report						R	R		A
Authorisation of Local School Procedures linked to statutory policies						R		R	A

A Authority for aproval

R Recommend/Review - responsible for implementation

Activity	Members	ALET Board	Finance and Audit Committee	Pay Committee	CEO	ALET Executive Team	Headteacher/ Head of School	Central Team	Local Governing Committee
Strategy									
Appointing and Removing Members	A								
Appointing Trustees	A	R							
Removing Trustees	A								
Appointing and removing Co-opted Trustees		A							
Appointing and removing Chairs of Local Governing Committees		A							
Ratify the appointment or removal of governors to and from the Local Governing Committee		A						R	R
Appointing and removing Co-opted Governors		A							R
Appointing Auditors - 3 - 5 years	A								
Signing Auditor Letter of Engagement		A							
Setting the values, vision and strategic aims of the Trust		A			R	R			
Setting the school's mission, within the values, vision and strategic aims of the Trust						R	R		A
Ensuring the Trust complies with Charity Law and Company Law		A				R		R	
Operating the Trust in accordance with the Funding Agreement signed by the Secretary of State		A			R	R		R	
Establishing the scheme of Financial delegation for each school			A						
Procedures for the establishment or dissolution of Local Governing Committee's		A						R	
Deciding the Committee Structure for the Board and sub committees		A							
Agreeing Terms of Reference for all Committees		A							
Ensure quality of education provision and oversee standards and outcomes across the Trust		A			R	R			R
Oversee Educational performance of the school		R			R	A	R		R
Developing the format of each school's Development Plan (School Improvement Plan)						A	R		
Approving each School's Development Plan(School Improvement Plan)						R	R		A
Approving Trust Development Plan		A			R	R			
Developing format for each School's Self Evaluation Form (SEF)						A	R		R
Approving each school's Self Evaluation Form (LG Report)						R	R		A
Reviewing and Challenging the Head Teacher's Reports						R			A
Planning the Schedule of Work for the Board		A			R			R	
Providing model schedule of work for the Local Governing Committees					R			R	
Contextualise the Schedule of Business for the Local Governing Committee					R			A	A
Quality Assure the Schedule of Business for the Local Governing Committees		A							
Ratification of delegation of responsibilities to Local Governing Committees, working groups or individuals		A			R			R	
Define the School Day						R			A
Define the School Year		A			R	R			
Transition to blended or online learning					A	R			
Change in Specialism		A				R			R
Quality assure, evaluate and develop the quality of governance across the Trust.		A			R			R	
Local Governing Committee Self Assessment - GRIP								R	A
Trust Board Self Assessment GRASP		A							
Strategic Leadership and External Partnership									
Promote collaboration within the Trust and Externally		A			R	R		R	R
Promote the development of strategic partnerships that support the vision of the Trust		A			R	R		R	
Provide Challenge and Support to the CEO		A	R						
Provide Challenge and Support to the Head Teacher/Principal					A	R			R
Consider Threats and Opportunities in relation to the School					A	R	R		R

Activity	Members	ALET Board	Finance and Audit Committee	Pay Committee	CEO	ALET Executive Team	Headteacher/ Head of School	Central Team	Local Governing Committee
Write off debts		A	R						
Determine and evaluate levels of risk		R	R		A	R			
Develop and Establish Business Continuity Plans			R		A	R		R	
Authorise signatories for each school					A				
Implement charging and remissions policy inline with Trust's overarching Policy guidelines		A				R			
Enter into contracts up to limits of delegation and within agreed budget		A			R	R		R	
Make payments within Financial Limits		A			R	R		R	
Fundraising and income generation at school level						A			R
Implementation of Trust's Financial Procedures at school level					A	R		R	
Oversee the Financial Performance of the School					A	R		R	
Oversee the Financial Performance of the Trust			A		R	R		R	
Establish and implement procedures for staff, Trustees and Governors to claim expenses								A	
Approve Procedures for trustees and governors to claim expenses		A	R						
Approve Procedures for staff to claim expenses					A	R		R	
Risk Management									
Ensure appropriate Risk Management Policies are in Place		A	R		R			R	
Review Trust Risk Register		A	A		R	R			
Review School Risk Register					R	R			A
Carry out Due Diligence regarding further schools joining the Trust					A	A		R	
Make decisions regarding further schools joining the Trust		A			R	R			
To monitor, review and amend as necessary, the Trust's actual Financial performance throughout the year and at year end.			A		R	R		R	R
Approving Lettings Policy		A			R			R	
Ensure debt write offs comply with the financial procedures			A		R	R		R	
Ensure all procurement processes and resulting contracts conform with the financial procedures		A			R	R		R	
Comply with VAT (Value Added Tax) and CIT (Corporation Income Tax) regulations			A					R	
Premises and Estates									
Establish and implement a Buildings and Maintenance strategy						A	R	R	
Maintain a strategic oversight of the Buildings Maintenance strategy			R		A				
Where appropriate raise funds, approving of grant applications put forward by the CEO and the LGC			A		R	R		R	
To ensure compliance with Health and Safety legislation		A			R	R	R	R	R
School Health and Safety reporting						R	R	R	A
Oversight of all Health and Safety		A	R		R	R		R	R
Appointments and Performance Managements									
Develop and establish a Pay Policy		A			R			R	
Establish an Appraisal Policy		A			R			R	
Appointment/Dismissal of CEO and Trust's senior staff		A							
Performance Management of CEO		A							
Appointment of Governance Professional		A							
Performance Management of Governance Professional		A			R				
Recruitment and Appointment of Executive Team		A			R				
Recruitment and Appointment of School based SLT (Including Headteacher/Head of School					A	R			R
Recruitment and Appointment of School based staff (excluding SLT and above)						A	R		

Activity	Members	ALET Board	Finance and Audit Committee	Pay Committee	CEO	ALET Executive Team	Headteacher/ Head of School	Central Team	Local Governing Committee
Approval of Pay recommendations of Leadership Group (including CEO)		R		A	R				
Performance Mananagement of Executive Team & Pay recommendations (excluding CEO)					A				R
Suspension or dismissal of Executive Team Member (Excluding CEO)		A			R				
Suspension or dismissal of School SLT					A	R			
Performance Management of Schools Team (excluding Governance Professional)					A	R			
Recommending Staffing structure of each school						A	R		
Approval of Staffing Structure for each school					A	R	R		
Develop and adopt a set of HR policies and contracts to be used by all schools		A			R			R	
Establish Disciplinary/capability procedures		A			R			R	
Validating and challenging re teaching and support staff pay in each school						R			A
Suspend or dismiss teachers or support staff					R	A	R		
Approve leaving payments to CEO, redundancy, dismissal, early retirement in accordance with policy.		A							
Approve leaving payments to Executive Team, redundancy, dismissal, early retirement in accordance with policy.		A			R			R	
Approve leaving payments to School SLT, redundancy, dismissal, early retirement in accordance with policy.					A	R		R	
Policies and Statutory requirements									
Policy and Key Documents Register Approval and Oversight		A			R			R	
Policies - See Policy schedule for delegation		A			R			R	
Drafting statutory Trust wide policies						A	R	R	
Approve Statutory Policies for use across the Trust		A			R	R		R	
Ensure that all statutory policies are in place across the Trust		A			R	R		R	
Monitor the implementation and evaluating the impact of all statutory policies		A			R	R	R	R	
Ensure publication of statutory information on websites					A	R	R	R	
Buildings and Personal Liability Insurance Portfolio		R	A		R			R	
Submit Budget to ESFA					A			R	
Audited Annual Accounts to ESFA					A			R	
Annual Accounts Return to ESFA					A			R	
Publish Accounts on Website								A	
File Accounts with Companies House								A	
External Audit	A	R	R		R			R	
Internal Audit		A	R		R			R	
Looked After Children (LAC) Report						R	R		A
SEND Report						R	R		A
Pupil Premium Report						R	R		A
Authorisation of Local School Procedures linked to statutory policies						R		R	A

A Authority for aproval

R Recommend/Review - responsible for implementation

Debts

No debts should be written off without the appropriate approval as stated in the table below. The Chief financial officer will also notify the Board of any write-offs over £1,000 which should be authorised as being non-collectable.

Value of Debt	Approval Required
Up to £1,000	Principal/Head Teacher
Over £1,000 up to £5,000	CEO or deputy CEO
Over £5,000 up to £45,000 (or 1% of income, whichever limit is lower shall apply)	Board of Governors
Either over £45,000 <u>or</u> over 1% of income – being all other proposed write offs	Secretary of State

For full detail please refer to GOV031_V3_Finance Policy

Ordering

Below is a table showing the expenditure authority limits which the Trust's employees are required to comply with. Where a role does not exist at an academy, e.g. Vice Principal then the College Principal must approve in their place. Authority for approving expenditure cannot be delegated downwards.

Value of order – between £ and £	Authoriser required
From £0 to £1,000	Budget Holder
From £1,001 to £5,000	As delegated by leadership group member
From £5,001 to £25,000	Leadership Group Member
From £25,001 to £75,000	CEO or Deputy CEO
Over £75,000	Board of Governors
Large purchases over EU procurement threshold	Compliance with EU procurement rules, including advertising in the Official Journal of the European Union, will be necessary.

For full detail please refer to
GOV031_V3_Finance Policy

Quotes and Tenders

5.3.1 The key requirements for quotes and tenders are:

Purchases under £5,000	Value for money must be sought in such purchases. Quotes may be obtained if appropriate. A preferred supplier should be used where possible. Evidence of three written quotes with these documents attached to the purchase order requisition. If three quotes have not been received, evidence of suppliers who were offered but declined to quote should be submitted.
Purchases between £5,001 and £25,000	The Trust's tendering procedures must be applied. Where this is not practical. I.e. there is only one potential supplier, such as renewed contracts, this situation should be documented and approved by the finance manager and reported to the Board.
Purchases over £25,000	Compliance with EU procurement rules, including advertising in the Official Journal of the European Union, will be necessary.
Large purchases over EU procurement threshold	

For full detail please refer to GOV031_V3_Finance Policy

Petty Cash

7.4.4 No more than £1,000 will be held in petty cash at any Academy.

For full detail please refer to GOV031_V3_Finance Policy

Inventories

9.3.4 Discrepancies between the physical count and the registers are investigated by the schools under the instruction of the Financial Controller. Any discrepancies over the value of £1,000 are reported to the Trust Board.

9.3.5 The Board will authorise the disposal of individual items of equipment and materials with an original purchase value of more than £5,000 and the Local Governing Body should authorise those with an individual value of less than £5,000.

For full detail please refer to GOV031_V3_Finance Policy

10.4 Receiving gifts or hospitality

10.4.4 When it is not easy to decide between what is and is not acceptable in terms of gifts or hospitality, the offer should be declined or advice sought from the relevant head of department. Guidance on acceptable hospitality is contained in the detailed financial procedures. For the protection of those involved, the Head of Compliance will maintain a register of gifts and hospitality received where the value is in excess of £50. Members of staff in receipt of such gifts or hospitality are obliged to notify the Head of Compliance promptly.

For full detail please refer to GOV031_V3_Finance Policy

Fraud and Corruption

10.5.3 All instances of fraud or theft committed against the Trust, whether by employees or trustees or third parties, above £5,000 must be reported by the Trust to the funding body. (Lower thresholds may apply to certain categories of fraud e.g. bursary fraud.) Any unusual or systematic fraud, regardless of value, must also be reported.

For full detail please refer to GOV031_V3_Finance Policy

Severance Payments

10.7.5 Where the Trust is considering severance payments in excess of the statutory or contractual entitlement by the threshold set by the funding body (£50,000 by the funding body in the Academies Trust Handbook 2023), prior approval must be sought from HM Treasury via the funding body.

For full detail please refer to GOV031_V3_Finance Policy

ALET Trust Board Schedule of Business 2023 - 24					
Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6
October	December	February	March	May	July
		Strategy			Strategy
Governance update Governors Code of Conduct for approval ALET Register of business interests ALET Register of Membership and Attendance DfE guidance updates as required - AFH 2023 Policy approvals as required	Governance update As required	Governance update As required	Governance update As required	Governance update As required Health and Safety Compliance Audit	Governance update Policy approvals as required ALET Governance Handbook ChildProtection and Safeguarding Policy KCSIE
Safeguarding To receive update report (progress against actions, good practice, stakeholder engagement, external reviews)	Safeguarding To receive LGC Safeguarding report	Safeguarding To receive update report (progress against actions, good practice, stakeholder engagement, external reviews)	Safeguarding To receive update report (progress against actions, good practice, stakeholder engagement, external reviews)	Safeguarding To receive LGC Safeguarding report	Safeguarding To receive LGC Safeguarding report
UTC Reading update	UTC Reading update	UTC Reading update	UTC Reading update	UTC Reading update	UTC Reading update
Deep Dive Destinations Exam results v Board Targets Student Recruitment	Deep Dive	Strategy Event - Actions	Deep Dive Future Plan - Long term facilities plan - Academic Performance against target	Deep Dive Student Voice - Alumni	Strategy Event - Actions
CEO report	CEO report		CEO report	CEO report	
Finance Committee Feedback Pay Increase Consideration Budget update based on actual student numbers	Finance Committee Feedback Annual Report and Financial Statements for approval				Finance Committee Feedback Approve Budget
To approve Governance Review of Accountability Support and Progress Actions To approve Local Governing Committee Actions	Governance Review of Accountability Support and Progress Progress of Actions		Governance Review of Accountability Support and Progress Progress of Actions	Governance Review of Accountability Support and Progress Progress of Actions	
Risk Register Deep Dive			Risk Register Deep Dive		

ALET Finance Committee Schedule of Business 2022 - 23					
Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6
Governance update As required Policy updates as required	Governance update As required Policy updates as required	Governance update As required Policy updates as required School's Resource Management Self Assessment (for review prior to submission)	Governance update As required Policy updates as required	Governance update As required Policy updates as required Insurance portfolio approval	Governance update External Auditors audit strategy DFE guidance updates
CFO Report Management Accounts for period 12 Updated Budget for 2023-24 with actual student numbers Pupil Number Adjustments	CFO Report Management Accounts for period X	CFO Report Management Accounts for period X	CFO Report Management Accounts for period 6 Mid Year review of budget against year end.	CFO Report Management Accounts for period X	CFO Report For Information and discussion Management Accounts for X ALET 21/22 Full year forecast For recommendation to Trust board ALET 3 year budget for Financial Year 23 - 25 (Budget forecast return outturn annual submission Approval of ALET 5 year financial plan Financial Year End 31.08.26 Integrated Curriculum Financial Planning Budget 22/23
Pay Award for consideration	Presentation from External Auditors For recommendation to the Trust board for approval - Draft Financial Statements for the Y/E 31st August 2022 For information and action: - To receive External audit completion report			Internal Audit Reports To receive internal audit reports for review and action	
	Risk Register For review and recommendation to Trust board	Risk Register For review and recommendation to Trust board		Risk Register For review and recommendation to Trust board	Risk Register For review and recommendation to Trust board

Meeting 1 December	Meeting 2 March	Meeting 3 July
Safeguarding To discuss any key trends across the Trust. To discuss Trust wide actions.	Safeguarding To discuss any key trends across the Trust. To discuss Trust wide actions.	Safeguarding To discuss any key trends across the Trust. To discuss Trust wide actions.
Governance To receive updates from Trust Board LGC Dashboards Compliance requirements	Governance To receive updates from Trust Board LGC Dashboards Compliance requirements	Governance To receive updates from Trust Board LGC Dashboards Compliance requirements
CEO update/observations	CEO update/observations	CEO update/observations
Chair of Trustees update	Chair of Trustees update	Chair of Trustees update
Information update	Information update	Information update

LGC Meeting 1 November	LGC Meeting 2 March	LGC Meeting 3 June	Strategy Event(s) Chair to confirm
Safeguarding To receive Safeguarding link governor report & feedback. To receive Standard Safeguarding report. To include attendance	Safeguarding To receive Safeguarding link governor report & feedback. To receive Standard Safeguarding report.	Safeguarding To receive Safeguarding link governor report & feedback. To receive Standard Safeguarding report.	GRIP Action Plan Committee Recruitment
Governance Update Info as required LGC Datadashboard of compliance Statutory Policy updates Local School Policies for Approval Local procedures for approval. Strategy Event day confirmation	Governance Update Info as required LGC Datadashboard of compliance. Statutory Policy updates Local School Policies for Approval. Local procedures for approval.	Governance Update Info as required LGC Datadashboard of compliance. Statutory Policy updates. Local School Policies for approval. Local procedures for approval.	
Pay Committee - feedback - request for volunteers			
Student Discipline Committee - feedback if required	Student Discipline Committee - feedback if required	Student Discipline Committee - feedback if required	
Senior Leadership Report (Self Evaluation Form) Final School Development Plan for approval	Senior Leadership Report (Self Evaluation Form)	Senior Leadership Report (Self Evaluation Form) Draft School Development Plan for comment	
Annual Reports for approval Admissions Procedure Pupil Premium Grant Report Safeguarding Audit Report Safeguarding Local Procedure Provider Access Procedure	Annual Reports for approval Special Educational Needs and Disabilities Report Special Educational Needs Information Report Staff Survey results	Annual Reports for approval Equality and Diversity Review of School Intent Statement Stakeholder Feedback (Students and parents) Health and Safety	
Quality Assurance - Link Governor Feedback Quality of Education Impact Effectiveness of 16 – 19 Programme Specialism and Local Strategy	Quality Assurance - Link Governor Feedback Quality of Education – Implementation Behaviour and Attitudes Personal Development	Quality Assurance - Link Governor Feedback Overall Effectiveness Effectiveness of Leadership and Management Quality of Education Intent Environment and Resources	
To receive all link governor reports	To receive all link governor reports	To receive all link governor reports	
Governance Review of Impact and Progress (2yr cycle) Yr1 - Questions 1 to 3 Yr 2 - Progress against actions	Governance Review of Impact and Progress (2yr cycle) Yr1 - Questions 4 to 6 Yr 2 - Progress against actions	Governance Review of Impact and Progress (2yr cycle) Yr 1 - Approve Action plan for submission to Trust board Yr 2 - Final progress against actions for submission to Trust board	
Risk Register Review, update and approval Using Trust template - add anything relevant to your school	Risk Register Review, update and approval Using Trust template - add anything relevant to your school	Risk Register Review, update and approval Using Trust template - add anything relevant to your school	

The Seven Principles of Public Life (also known as the Nolan Principles)

The Seven Principles of Public Life outline the ethical standards those working in the public sector are expected to adhere to. They were first set out by Lord Nolan in 1995 in the first report of the Committee on Standards in Public Life.

1. Selflessness

Holders of Public Office should act solely in terms of the public interest.

2. Integrity

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

3. Objectivity

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

4. Accountability

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

5. Openness

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

6. Honesty

Holders of public office should be truthful.

7. Leadership

Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour whenever it occurs.

Effective Governance

The key features of effective Governance. In accordance with the Governance Handbook (October 2020) Boards must be ambitious for all children and young people and infused with a passion for education and a commitment to continuous school improvement that enables the best possible outcomes. Governance must be grounded in reality as defined by both high-quality objective data and a full understanding of the views and needs of pupils/students, staff, parents, carers, and local communities. It should be driven by inquisitive, independent minds and through conversations focussed on key strategic issues which are conducted with humility, good judgement, resilience, and determination.

6 Key features of effective governance.

These 6 key features of effective governance are common across the education sector and share their fundamental principles with governance in the charity and business sectors.

1. Strategic Leadership

That sets and champions vision, ethos, and strategy.

2. Accountability

That drives up educational standards and financial performance.

3. People

With the right skills, experience, qualities, and capacity.

4. Structures

That reinforce clearly defined roles and responsibilities

5. Compliance

With statutory and contractual requirements

6. Evaluation

To monitor and improve the quality and impact of Governance.

Activate Learning Education Trust – Calendar of Meetings

ALET Governance Networking Event – Friday 24th November 2023

ALET Pay Committee – Friday 15th December 2023

Annual General Meeting – Thursday 25th January 2024

ALET Trust Board Meetings 2023-24				
Meetings 2023 -24	ALET Finance Committee	ALET Board Meeting	Extraordinary Meeting	Strategy Event
	12 th October 2023	12 th October 2023		
	7 th December 2023	7 th December 2023		
			19 th January 2024	
	1 st February 2024	1 st February 2024		1 st February 2024
			22 nd February 2024	
	28 th March 2024	28 th March 2024		
	23 rd May 2024	23 rd May 2024		
	11 th July 2024	11 th July 2024		11 th July 2024

ALET Chairs Meetings

Monday 16th October

Monday 4th December

Monday 25th March

Monday 1st July

ALET Local Governing Committee Meetings						
Meeting 2023 -24	UTC Heathrow	UTC Reading	UTC Swindon	UTC Oxfordshire	The Bicester School	Theale Green School
		27.9.23				
1	6.11.23	8.11.23	15.11.23	30.11.23	23.11.23	21.11.23
		17.1.24				
2	11.3.24	8.3.24	12.03.24	14.03.24	21.03.24	19.03.24
		15.5.24				
3	10.6.24	3.7.24	18.6.24	20.6.24	27.06.24	25.06.24
Local Strategy Event	tbc	July 2024	Sep 23	tbc	June 24	July 24 tbc