


Governance Handbook



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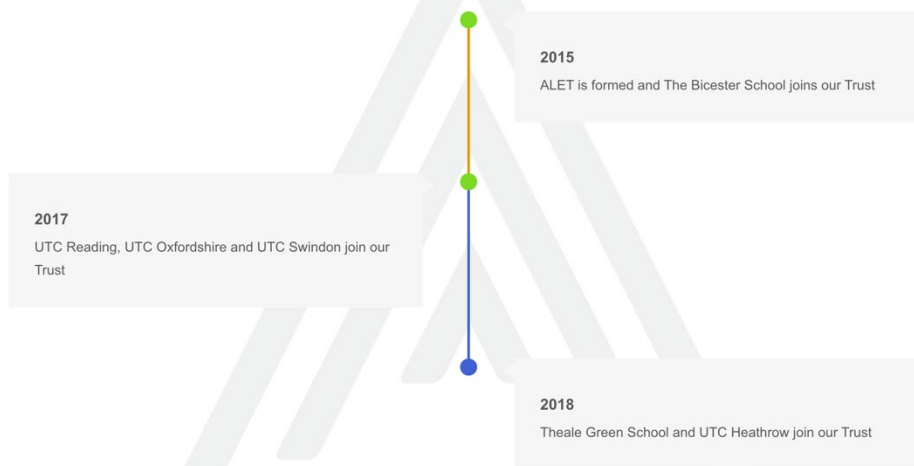


Activate Learning Education Trust

ALET is a family of schools united by a mission to Transform Lives Through Learning by delivering excellent teaching and learning for our students; continuous improvement and personal development for our staff; and a collaborative, supportive and ambitious environment for all.

We are passionate about working collaboratively, through our shared Learning Philosophy, for the good of all our pupils, as well as enabling leaders and governors to shape the right provision for their own local community by providing exciting and innovative education for young people by looking at how we learn as well as what we learn.

OUR TIMELINE



OUR MISSION AND VALUES

We focus on the preparation for successful lives and careers, on a mission to Transform Lives Through Learning by applying our powerful Learning Philosophy, and living by our values, the Attributes of Resilient, Enterprising, Confident, Aware and Professional that guide our behaviour.

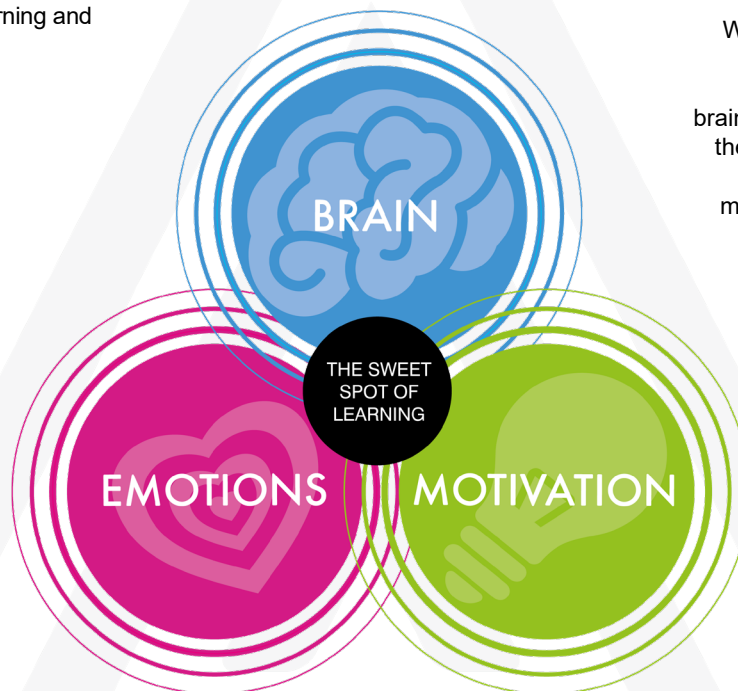
ALET's Learning Philosophy

BRAIN

Our brain connects neurons to make networks. These networks strengthen and work faster through repeated use. We believe in hard work and recognise the value in working through our failures so that we are constantly learning and improving.

MOTIVATION

We need to motivate ourselves in order to do the practice that strengthens the networks in our brains. By repeatedly demonstrating the relevance and impact of newly learnt skills and knowledge, we maintain our students' motivation.



EMOTION

Our emotional response to studying has a massive influence on how we learn. The more positive our learners' emotional response to studying is, the more likely they are to engage with and remember what they're learning.

Attributes

We believe our Attributes are crucial for young people and adults to thrive in life and work, both as values to prize and as behaviours to develop and live by.

Our Governance volunteers, whether governors, trustees or members, all have a role to play in helping our Trust live by the attributes and use them day to day to build and maintain our desired culture. We ask our Governance teams to live by these attributes themselves, demonstrating them in their interactions with us at every level; and also to challenge and support us to hold other stakeholders to them. They should form part of your observations when in school, frame your feedback to us, and be considered in your work on how we achieve our strategic plan priorities at a level appropriate for your role with us.



Resilient

Building strength through challenge.

Behaviour descriptions: adaptability, persistence, courage, self-awareness and discipline.

There are two aspects to resilience we consider crucial, and of equal importance:

- Task-based resilience: the courage to enable you to push through on tough tasks, solve problems, and persist through challenges and setbacks
- Emotional resilience: the self-awareness to enable you to manage stress, maintain motivation and regulate your emotions

Resilience in Governance

We want to encourage and support our Governance teams to:

- Be aware, acknowledge and accept when they need help and support, whether this is pressure is from within or outside their work as in Governance
- Build their Governance team and then use their colleagues for support, encouraging each other and recognising each other's successes
- Role model positive behaviours and resilience to our staff, students and each other, maintaining professionalism, sharing personal stories when relevant and being open to feedback at all levels and from all sources

Enterprising

Cultivating initiative, creativity and positive problem-solving attitudes.

Behaviour descriptions: initiative, creativity, positivity, flexibility and curiosity.

Enterprise in Governance

We want to encourage and support our Governance teams to:

- Demonstrate creativity, innovation and to try to continuously improve process and practice
- Show flexibility and resilience in their approach to their work
- Approach problems with a positive attitude
- Use their resources (time, expertise, budget) cleverly, deliberately and mindfully, and challenge their school to do the same
- Collaborate within their school and with other schools in the Trust to share resources and new ideas

Confident

Developing the skills to live courageously

Behaviour descriptions: courage, self-belief, preparation, resilience and communication.

Confidence in Governance

We want to encourage and support our Governance teams to:

- Model courage and honesty, preparedness and professionalism for students and colleagues
- Trust their expertise and instincts, encouraging measured risk-taking by colleagues and bringing external expertise and knowledge into their role
- Embrace constructive criticism as a tool for growth

Aware

Learning to observe, understand and respond

Behaviour descriptions: self-awareness, empathy, respect, reflection and responsibility.

There are two aspects to awareness we consider crucial, and of equal importance:

- Self-awareness: understanding how our actions, emotions and attitudes impact others
- Awareness of others: being attuned to the people we interact with; students, staff, parents and the wider community

Awareness in Governance

We want to encourage and support our Governance teams to:

- Demonstrate self-awareness; being interested in understanding and reflecting on how their actions, emotions and attitudes impact others and how they may adjust their behaviour
- Show they are attuned to the people they interact with, able to demonstrate the knowledge, empathy and respect needed to build and deepen relationships for ever-improving outcomes

Professional

Behaving appropriately.

Behaviour descriptions: respect, preparation, appropriateness, collaboration and communication

Professional behaviours in Governance

We want to encourage and support our Governance teams to:

- Demonstrate respectful behaviours to all they interact with, modelling and adapting language, behaviour and tone in all forms of communication
- Adhere to and support school policies and procedures, and uphold professional boundaries
- Promote inclusion and collaboration, ensuring all feel safe, heard and valued
- Model being prepared, punctual and organised

Principles of ALET Governance

ALET is a family of schools united by a vision to [Transform Lives through Learning](#) by delivering excellent teaching and learning for our students; continuous improvement and personal development for our staff and a collaborative, supportive and ambitious environment for all.

Key features of ALET Governance

These features help create a robust governance framework that supports the organisation's success and sustainability.



As well as the Attributes that guide our behaviour, governance within ALET is guided by core values such as integrity, transparency, accountability and fairness. These values help foster trust and ensure decisions are made in the best interest of all stakeholders.

Transparent, well-structured and clear

A clear well designed governance structure is essential. This includes having clear roles, responsibilities and processes for decision making. It helps avoid confusion and ensures that everyone understands how decisions are made and by whom.

A scheme of delegation is a crucial component of a governance framework as it delineates the distribution of authority and responsibilities within an organisation by specifying which stakeholders have the power to make decisions and take actions on behalf of the organisation, which in turn ensures transparency and accountability. This structured

approach helps prevent overlaps and gaps in decision making, promotes efficiency, and supports effective risk management.

Our well-defined scheme of delegation (SoD) empowers our Members, Trustees, Governors and Staff and external stakeholders such as regulators and local communities by clarifying their roles and the extent of their decision-making authority, fostering a culture of trust and responsibility. It also allows our regulators and external stakeholders such as our local communities to understand the structure and how decisions are made within the structure.

To foster trust there is open communication between all levels of governance within the Trust and sharing of information with stakeholders to ensure they are informed about decisions and actions taken.

Accountability

Mechanisms are in place within the ALET structure to hold individuals and groups accountable, this includes regular reporting and performance evaluations to ensure standards are met.

ALET's scheme of delegation outlines where decisions are made within the Trust. Aligned to the Trust values of empowerment, Trustees delegate decisions to our Local School Governing bodies, the Trust Executive group and school leadership teams.

High levels of accountability are expected by those with delegated authority to ensure further the Trusts mission to [Transform Lives through learning](#), where there is evidence that the delegated authority does not align with the Trust's vision, values and strategic direction, swift action is taken with both support and challenge which can lead to a school's local governing body being disbanded and replaced with an Interim Executive committee (IEC) if deemed necessary.

Inclusiveness

ALET strive to ensure all boards are inclusive, ensuring that diverse perspectives are considered in decision-making, this includes ensuring diversity of board members and involving various stakeholders such as employees, parents, and the local community in governance processes.

Adaptability

The ALET governance structure is flexible and can adapt to changing circumstances. This includes being open to feedback and willing to make changes when necessary to improve processes and outcomes.

Strategic vision

One of the core functions of governance is to ensure clarity of Vision, Ethos and Strategic Direction. The Trustees set the overall aims and objectives of ALET and ensure that there is a clear and shared understanding of its purpose and direction. This involves setting clear

objectives, planning strategically, and ensuring that all decisions and actions contribute to achieving the strategic vision.

Risk management

Effective governance includes identifying, assessing and managing risk which helps to mitigate potential issues that could impact ALET.

Ethical leadership

ALET Leadership lead by example, promoting behaviour that is both ethical and in line with our Attributes. [The Nolan Principles](#), also known as the [Seven Principles of Public Life](#), outline the ethical standards expected of all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, non-departmental public bodies (NDPBs), and in health, education, social and care services.

Furthermore, all members of governance within the trust adhere to a Code of Conduct which is reviewed and approved by the Trustees annually. The ALET Code of Conduct is anchored in Seven Nolan Principles of Public Life, we are all expected to uphold them whether a staff member, school governor, Trustee or Member.

The Nolan Principles focuses on behaviours and culture, first introduced in 1995 they have stood the test of time and continue to be relevant for all within public life today whether a staff member, local governor, Trustee or Member and ensure they act with integrity and within the public interest.

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 doing so.

6. Honesty

Holders of public office should be truthful.

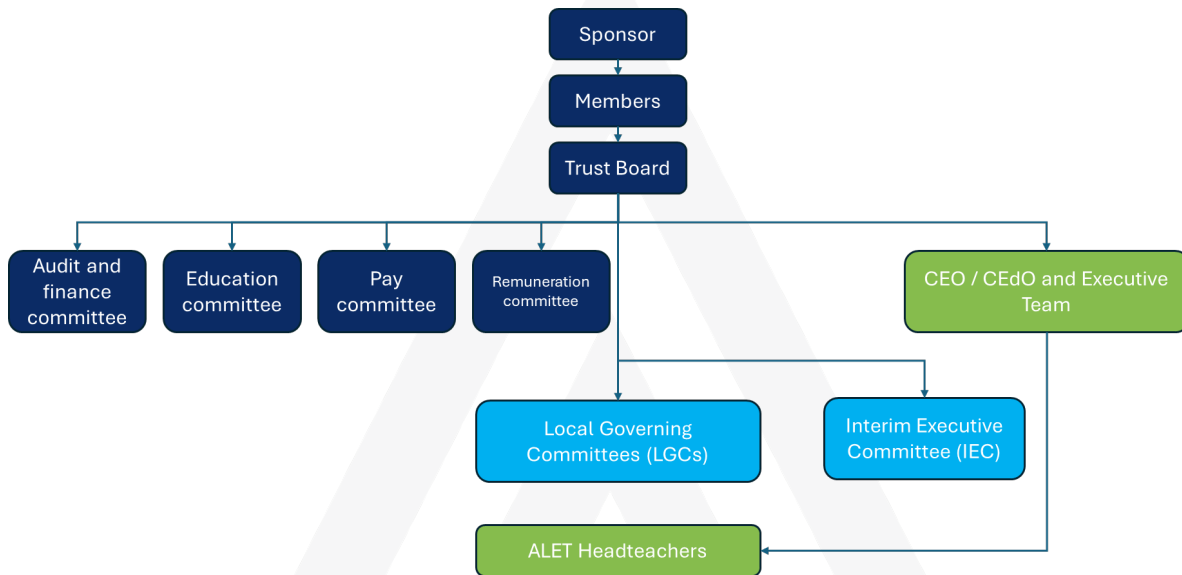
7. Leadership

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 wherever it occurs.

Continuous Improvement

Governance is an ongoing process of evaluation and improvement. This includes regularly reviewing governance practices through both internal and external audits and making the necessary adjustments to enhance effectiveness.

Activate Learning Education Trust (ALET) Governance Structure



The above provides a visual of the key levels of governance within a Multi academy trust (MAT).

Sponsor:

The Sponsor is an organisation or person who has received approval from the Department for Education (DfE) to support a group of schools. The Sponsor, **Activate Learning**, is a forward-looking education group comprising a range of education provisions all centered around and driven by the Learning Philosophy. The group includes 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 Trust and has a distinct role to the governance within a MAT, although they often work closely together to ensure the success of the trust.

Sponsors work with governance to provide the strategic vision and direction of the MAT and set long term goals to ensure the Trust's mission is achieved. Sponsors often bring expertise, resources and funding to support the schools to help drive school improvement and innovation. Sponsors are typically driven by a strong moral purpose to improve educational outcomes for all.

Members:

Members play a crucial role within the governance structure. Like shareholders of a company limited by shares, Members are the guardians of the trust's governance and ensure that the trust fulfils its purpose and charitable object(s). Activate Learning Education Trust's charitable objects (**"the objects"**) is 'to advance for the public benefit education in the United Kingdom'.

Members approve the articles of association, a document which outlines the charitable object(s), the trust's governance structure and its operational rules, they also approve, any amendments made to them. Members have the power to appoint and remove some or all the Trustees to ensure that the board of trustees remains effective and accountable, it is important that Members are kept informed about the trust's business so they can be assured that the board is exercising effective governance, they can use their powers to step in if governance is failing. They also appoint and remove the trust's auditors. Trusts must have at least three members and ideally 5.

Trustees:

Trustees of a MAT are both charity trustees and company directors. The Trust is the legal entity, with the board having collective accountability and responsibility for the trust and assuring itself that there is compliance with regulatory, contractual and statutory requirements.

The Activate Learning Education Trust (ALET) board provides:

- **Strategic leadership** of ALET and defines its vision, values and long term-goals. They ensure the Trust's strategy aligns with its charitable object(s) and mission. It establishes and fosters the trust's culture and champions the Trust's strategy.
- **Accountability and assurance:** the board has robust oversight of the operations and performance of the academy trust and holds the executive leaders to account for the provision of education, student welfare, overseeing appropriate use of funding and effective financial performance and keeping their estates well maintained.
- **Financial Oversight:** Trustees are responsible for ensuring financial probity within the MAT. They oversee the budget, financial planning and resource allocation to ensure that funds are used effectively and efficiently.
- **Compliance:** Trustees ensure the MAT complies with all legal, regulatory and contractual obligations, this includes adhering to charity law, company law and the requirements set out by the department for education.
- **Risk Management:** Trustees identify and manage risks to the trust, ensuring that there are robust systems in place to mitigate potential issues that could impact the trust's operations or reputation.
- **Governance Structure:** Trustees establish and maintain an effective governance structure within the MAT. This includes delegating responsibilities to local governing committees or committees of the board and ensuring clear lines of accountability and decision making.

- **Engagement:** the board has strategic oversight of relationships with stakeholders. The board involves parents, schools and communities so that decision-making is supported by meaningful engagement.

Executive Leaders:

The board of Trustees must appoint, in writing, a senior executive leader, who may be appointed as a trustee. In multi-academy trusts, it should be the **Chief Executive Officer** or equivalent. The board must also appoint in writing, a named individual as its **accounting officer**, who should be employed by the Trust. This should be the senior executive Officer. The Accounting Officer role includes specific responsibilities for the trusts financial matters, including a personal responsibility to Parliament and to Education and Skills Funding Agency (ESFA)'s accounting officer for the Trust's financial resources.

Chief Financial Officer (CFO):

The board must appoint a Chief Financial Officer (CFO) to whom the responsibility for the trust's detailed financial procedures is delegated. The CFO should have both a technical and leadership role and should be employed by the Trust.

Chief Education Officer (CEdO):

The trust has appointed a Chief Education Officer, who along with the Executive Directors of School Improvement, will be responsible for the educational standards and accountable for school improvement across all schools in the Trust.

Lead Governance Professional (Clerk to the board):

The Trust must appoint a governance professional to support the board of trustees, who is someone other than a trustee, principal or chief executive of the trust.

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.

Education Committee: a committee dedicated to overseeing and enhancing educational standards and outcomes across all schools within the Trust. The committee will ensure that strategic processes and reporting mechanisms are in place to drive continuous improvement and excellence in education.

Other strategic committees may be introduced as and when required.

Appointments and Remuneration/Pay Committee. The Committee will meet as appropriate to appoint the Chief Executive Officer and other senior post holders within the Trust and review senior post holders pay.

Working groups or Task and Finish groups, established by need, and at any time to review specific aspects of the Trust's work.

Local Governing Committee (LGC):

An 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 between 8 and 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. Named governors will be allocated to statutory required link roles including Safeguarding, SEND and Careers, whilst the appointed governor should take the lead on monitoring these areas, the full committee retains collective responsibility.

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

The role of those serving on the LGC is crucial to fulfilling the Trust's mission and providing feedback to the Trustees. As a Committee of the ALET board, the LGC will comply with any guidance issues by the Trustees 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.

The LGC represents the community and is responsible for all engagement with parents and the wider community. The Local governors 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, working with the Trust's Executive Leaders and the School's Leadership teams to secure the long-term success of the school.

Interim Executive Committees (IEC):

There may be times when a temporary governing body is required. The IEC's is a direct committee of the board of Trustees and its purpose is to provide strong leadership, restore effective governance, and improve overall performance, often in response to poor academic results, financial management or governance issues. It typically replaces the governing committee, and works to stabilise, implement improvements, and ensure compliance with regulatory standards until improvements are made and a permanent governing structure can be re-established. An IEC differs from an LGC in terms of its membership, focus and frequency of meetings.

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

This may be adapted to reflect:

- The nature of the school (UTC, studio school or secondary school)
- All schools will have delegated authority to operate the LGC. The board of Trustees may take swift intervention to mitigate risk with any school facing academic, financial or performance issues, removing the local governing committee (LGC) and replacing it with an interim executive committee (IEC).

Terms of Reference

Activate Learning Education Trust (“the Trust”)

Purpose

The Activate Learning Education Trust (ALET) (“the Trust”), is the decision-making body and it accountable for the schools within the trust. It is the employer of all Trust staff.

To provide:

- Strategic leadership of the academy trust
- Accountability and assurance
- Strategic engagement

The board provides strategic leadership and accountability in schools, it has the following core functions.

1. Ensuring clarity of the vision, ethos, and strategic direction
2. Holding executive leaders to account for the educational performance and staff management
3. Overseeing financial performance and resource allocation
4. Ensuring stakeholder voices are heard

Activate Learning Education Trust will fulfil these responsibilities by:

- Defining the Trust’s vision, mission and values.
- Setting the strategic direction of the Trust
- To define and regularly review the risk appetite of the Trust
- Agree and establish sub committees of the Trust Board, agree the constitution and membership of all sub committees and appoint the Chair
- Consider linking Trustees to key areas of responsibility eg Safeguarding, SEND etc
- 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 where 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
- Ensure compliance with all legal, regulatory and statutory requirements

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 usually seek reappointment beyond the usual two 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 Equalities Act 2010.
- 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.

The Characteristics protected by the Equalities Act 2010 include.

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

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

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|--------------------|---|
| Name of committee: | Finance Audit and Risk Committee |
| Review date: | Terms of reference must be reviewed by the full trust board annually. |
| Clerk: | The Head of Governance and Compliance shall serve as the Clerk of the Committee. |
| Membership: | To be agree by the ALET board Employees of the trust should not be audit and risk committee members, but the accounting officer and chief financial officer should attend to provide information and participate in discussions. The members of the committee will serve a 4-year term of office. |
| Quorum: | The quorum of the meeting shall be a minimum of three trustees. |
| Meetings: | The audit and risk committee should meet at least three times a year. |

The committee will monitor, evaluate and report on:

Finance

1. review an annual budget, ensuring resources are allocated in line with the trust's strategic priorities and curriculum plans
2. present the annual balanced budget to the trust board for approval
3. review and approve a realistic three-year financial plan, taking into account the trust's vision, known risks and opportunities
4. receive the trust's management accounts in order to monitor the trust's cash position and income and expenditure against the approved budget
5. review pupil number estimates (that underpin revenue projections) termly
6. report back to each meeting of the trust board, alerting them to potential problems and significant variations to the approved budget at the earliest opportunity
7. ensure that the trust board's approach to pay and benefits is transparent, proportionate and justifiable
8. develop a framework for the pay of the senior executive leader and the leadership team
9. comply with statutory requirements to publish trust staff rates of pay and benefits.
10. ensure that sufficient funds are allocated for staff pay increments

11. monitor spending of pupil premium, PE and sport premium (and other relevant premiums); ensure that funding is spent effectively and is having the intended impact on pupil outcomes
12. review and approve any adjustments to the trust's approved budget (subject to the scheme of delegation)
13. approve expenditure and virements of sums over £75,000 – sums below this amount are delegated to the trust's senior executive leader
14. undertake detailed scrutiny and recommend approval of the school resource management self-assessment checklist annually
15. ensure that the trust's financial procedures are complied with
16. review and act upon any issues identified by benchmarking against similar trusts, internal or external scrutiny
17. ensure that the trust follows basic procurement rules and achieves best value for money when acquiring goods and services
18. review, adopt and monitor all policies delegated by the board:

Audit and risk

19. oversee and approve the trust's programme of internal scrutiny
20. support development and review of the trust's risk management policy, setting out the framework the trust has adopted for risk management.
21. ensure that risks are being addressed appropriately through internal scrutiny
22. evaluate the adequacy of the trust's internal control framework, including financial and non-financial controls and management of risks and report this to the trust board
23. assess whether procedures are designed effectively and efficiently, and check whether agreed procedures have been followed
24. review the external auditor's plan each year
25. review the annual report and accounts
26. review the auditor's findings and actions taken by the trust's managers in response to those findings
27. review findings from other assurance activities by third parties including ESFA financial management and governance reviews, funding audits and investigations
28. assess the effectiveness and resources of the external auditor – refer to section 4.17 of ATH
29. produce an annual report of the committee's conclusions on the above assessment to advise the board of trustees and members, including recommendations on the reappointment or dismissal or retendering of the external auditor, and their remuneration
30. to seek assurance that the risks identified are those which may occur, for example, operational risk, financial risk, compliance risk, regulatory and legal risk, major accident

31. review the ratings and responses on the risk register to inform contingency and business continuity planning and the programme of work, ensuring risks and control measures are adequately identified and modified as appropriate
32. provide reports for each full trust board meeting, highlighting emerging risks or significant anomalies at the earliest opportunity
33. agree a programme of work annually to deliver internal scrutiny that provides coverage across the year
34. agree who will perform the work
35. consider reports at each meeting from those carrying out the programme of internal scrutiny
36. consider progress in addressing recommendations
37. recommend to members the appointment of an external auditor (in accordance with the trust's articles of association)
38. receive the external auditors' annual plan, annual report, and accounts and recommend appropriate actions to the trust board in response to the findings
39. to review the trust's insurance cover in compliance with its legal obligations

Delegated policies:

Policies that may be delegated to this committee and included but not limited to the following:

- Reserves
- Charging and remissions
- Governor allowances and expenses
- Staff Expenses
- Finance Policy

Terms of Reference for the Trust sub-committee Education Committee

| | |
|--------------------|--|
| Name of committee: | Education Committee |
| Review date: | Annually by ALET Trust Board |
| Clerk: | Head of Governance and Compliance |
| Membership: | Selected trustees Chief Education Officer ALET Directors of School Improvement will attend the meeting Membership may include individuals who are not trustees, provided that the majority of members are trustees. |
| Quorum: | A minimum of three trustees who are members of the committee. |
| Meetings: | 4 meetings per year: September, November, March, June |

Purpose

The purpose of the Education committee, a subcommittee of the Trust Board, is dedicated to overseeing and enhancing educational standards and outcomes across all schools within the Trust.

The committee will ensure that strategic processes and reporting mechanisms are in place to drive continuous improvement and excellence in education.

ALET's learning philosophy focussing on brain, motivation and emotion, underpins all we do. The methodology for school improvement may seem like only measuring dry statistics. However, when driven by our philosophy in action, gains for young people are more significant and sustained. Motivated young people with an emotional connection to learning will make better progress. Inclusion measures such as attendance and behaviour data indicate how connected they are to their school as they attend and engage with the values of the school. Every measurement demonstrates the impact of the philosophy in action.

The committee has strategic oversight to monitor, evaluate and report on:

Key performance indicators (KPI's) that form the pillars of the Trust's educational strategy and used by school leaders to judge success and report to Local governors at school level. Holding the School Improvement team to account

- To facilitate validation, challenge and the provision of interventions to raise performance, the team, comprising of the Chief Education Officer (CEdO) and Executive Directors who support and guide schools through internal and external expertise.

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- To implement a consistent methodology across all levels from the School Improvement function through to subject heads within each school. This involves

questioning, seeking evidence, implementing actions to raise performance, and subsequently evidencing the impact.

- To ensure leadership development permeates through all pillars of the strategy, recognising its fundamental role in driving improvement.
- To foster collaboration among headteachers and executive colleagues who are integral to the improvement processes

To review and validate measurement of the support and challenge systems established for each pillar of Education Improvement to ensure continuous improvement.

Delegated responsibilities to Local Governance.

Activate Learning Education Trust delegates specific responsibilities for monitoring and reporting on achievement and standards to the local governing committees at school level. Delegated areas include Standards, Stakeholder Engagement, Safeguarding and Special Educational Needs and Disabilities (SEND).

Local governance committees will receive headteacher reports on each of the Strategic School Improvement pillars as follows:

Outcomes and Destinations

Annual reporting on:

GSSE/A Level and Technical qualification data to include P8 scores and value-added measures (e.g. ALPS)

Each data set to include gender/DAS/SEND breakdown.

Target setting by cohort and reporting on tracking to predictions (NB this is based on target setting for individual student progress)

Destinations at 16 and 18. Reporting on NEET data, university, college, apprenticeships or employment with appropriate gap analysis shared.

In year tracking on these measures leading to final outcomes.

Learning and Teaching Development

What provision is there at school level? What is its effectiveness in raising quality of teaching and learning. What is the impact in terms of staff retention and wellbeing. What is the impact of national qualifications and/or sabbaticals within the trust? What engagement is there with the trust's Middle leader development programme and does this support retention?

Attendance and Inclusion

Attendance - Reported by year group and whole school. Each data set to include gender/DAS/SEND breakdown.

Behaviour - Fixed term suspension data and permanent exclusion data. Reported by year group and whole school. Each data set to include gender/DAS/SEND breakdown. Internal processes and their impacts.

Alternative provision - Numbers of students on reduced timetable, attending alternative provision or directed off site. Each data set to include gender/DAS/SEND breakdown. External provider checks available for safeguarding governor verification.

Safeguarding - Required audits the Inclusion lead will advise on reporting indicators for governors.

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Recruitment and Retention

Student recruitment - Local governing boards should be aware of the marketing strategies for young people to join schools at each phase. Number on roll reporting to indicate retention.

Student retention - What changes are there over the course of each year? Are there significant changes, what are the drivers of these changes?

Staff recruitment - To be the Employer of Choice: Local governing bodies should know how schools are working to achieve this aim. What are the recruitment strategies, what welfare approaches are employed for retention, how do training and development opportunities support recruitment and retention?

What are the reasons for leaving? (Relocation, promotion, leaving profession, retirement?)

Reporting on number of vacancies, coverage by temporary staff and absence rates.

Curriculum

Are statutory requirements met at each phase (PSHCE, values and religion) as appropriate for each institution?

What plans are there for curriculum change and response to new qualifications within institution and across the trust?

How do we know that curriculum content is inclusive?

The Education Committee will receive strategic reporting to enable strategic oversight to monitor, evaluate and report to the Trust board on:

Curriculum matters

1. The broad educational needs of the students attending the schools within ALET.
2. The curriculum principles which apply to all schools within ALET.
3. How curriculum principles are being implemented by schools in the trust and their impact on all students.
4. Curriculum and quality of education issues for all schools in the trust.
5. Curriculum enrichment throughout the trust.
6. Other curriculum issues such as spiritual, moral, social and cultural learning.

Student outcomes

7. Student outcomes and standards throughout the trust, including specific groups: those with special educational needs and disability (SEND), disadvantaged, looked after children and students with English as an additional language.
8. The quality of teaching and learning throughout the trust, including performance and future performance trends and risks in relation to each school.
9. Teaching capacity throughout the trust including the impact of continuing professional development on student achievement, standards and destinations.
10. How collaboration between schools in the trust and more widely is raising student achievement and wider outcomes.

Wider outcomes

11. The trust-wide approach towards ensuring all students are given the knowledge, skills and attributes needed to manage their lives now and in the future.
12. The trust-wide approach to improving student' health, wellbeing and physical literacy.
13. The trust-wide approach to building the cultural capital of students.

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14. The trust-wide approach to promoting British values and providing students with a global outlook.

15. The trust-wide approach to providing students with effective careers education.
16. Issues related to student discipline such as levels of exclusions across the trust.
17. Current and emerging patterns, trends and risks relating to attendance and behaviour for all schools in the trust.
18. Current and emerging patterns, trends and risks relating to student wellbeing for all schools in the trust.
19. Engaging students, parents and the wider community in promoting and improving educational performance and wider outcomes for all students throughout ALET.

Policies

The Education Committee will review, adopt and monitor all policies delegated by the trust board. (Examples include but are not limited to the list below)

- Attendance
- Behaviour principles
- Exclusions
- Special educational needs and disability
- Careers education and guidance including Provider Access Policy
- Supporting pupils with medical conditions
- Safeguarding and Child Protection
- Relationship and Sex Education
- Curriculum Policies
- Teaching and Assessment Policies
- Parental and Student Engagement Policies

Terms of Reference for the Trust's Local Governing Committees

The ALET trust board is responsible for establishing the local tier of governance and defining its functions as agreed by the Trustees in the scheme of delegation.

| | |
|---------------------|---|
| Name of committee: | Local Governing Committee (LCG) |
| Review date: | Annually by ALET Trust Board |
| Chair of committee: | Approved by Trustees and appointed annually in the first meeting of the Academic Year. |
| Clerk: | Local Governance support with additional central support from the Head of Governance and Compliance. |
| Membership: | The membership of a local committee will include up to a maximum of 12 governors, including staff (1) and parent (2) representatives and (up to 2) sponsor governors. No Trustees or Members will sit on the local tier. Link governors will be appointed to the as per statutory requirements Safeguarding, SEND and Careers and aligned to the Strategic Priorities Culture, Equity and Curriculum. Standard reporting templates will be used to report back to the full Governing committee. |
| Quorum: | The quorum for a meeting of the LGC shall be 3 governors |
| Meetings: | The LGC shall meet 3 times per year with an additional strategy event as determined by the Chair and Headteacher. |

Purpose

The role of those serving on the LGC is crucial to fulfilling the Trust's mission and providing feedback to the Trustees.

As a Committee of the ALET board, the LGC will comply with any guidance issues by the Trustees 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.

The LGC represents the community and is responsible for all engagement with parents and the wider community. The Local governors 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, working with the Trust's Executive Leaders and the School's Leadership teams to secure the long term success of the school.

The Local Governing Committee has delegated responsibility for:

Standards

1. Ensure that the trust's vision, ethos and strategy is adopted and applied by school leaders.
2. Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives.
3. Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress.
4. Ensure that the trust's curriculum is being provided to students in an appropriate manner for the school's context.
5. Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies.
6. Establish a strong relationship with the headteacher to provide effective support and challenge, including providing feedback to their performance management process.
7. Support and challenge the school leadership to achieve Trust set targets.
8. Ensure link governor visits take place once per term.
9. Support and challenge the school leadership to ensure value for money for Pupil Premium, SEN funding and other funding grants as appropriate.

Stakeholder engagement

10. Consult stakeholders – parents, staff and pupils – and use insights to inform decision-making.
11. Help stakeholders to understand the trust's values and vision for the future.
12. Provide the trust board with insight into the challenges and opportunities faced by the school's local community.

Safeguarding

13. Foster a culture that prioritises the safety and wellbeing of all students and staff in the school.
14. Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
15. Monitor the implementation of safeguarding policies and the effectiveness of procedures.
16. Designate a **link governor** to take leadership responsibility for safeguarding.
17. Monitor the school's estate, ensuring that appropriate policies are adopted and followed to keep students and staff safe.

SEND

18. Ensure that the trust policy for Students with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
19. Seek assurance that staff are trained to implement student strategies and support plans.
20. Ensure students with SEND have the resources they need to succeed.
21. Designate a **link governor** to take leadership responsibility for SEND.
22. Work in partnership with the Special Educational Needs Coordinator (SENCO) and other stakeholders across the MAT community to ensure that students with SEND are well-supported and included in all aspects of school life.
23. Monitor the overall effectiveness of the school's SEND provision, referring to student outcomes and other relevant data.

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 remove any power or responsibility conferred on the LGC under the ALET policies and scheme of delegation. In these circumstances, the ALET board will implement an Interim Executive Committee (IEC), this will include a change to the membership and frequency of meetings as directed by the Trustees.

Notwithstanding the above, the Trustees and the LGC acknowledge the value of maintaining a good working relationship particularly considering 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 Local Governors Committee in such circumstances make the following commitment to each other:

- To discuss openly any situation which may, in the opinion of either party, potentially lead to a threat of intervention by the Secretary of State.
- To use all reasonable endeavors 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.

Membership

The membership of the Local Governing Committee will include up to a maximum of 12 governors (including the Headteacher). This will include staff (1) and parent (2) representatives and (up to 2) sponsor governors from Activate Learning.

Governors will be allocated to a link governor role aligned with the main Ofsted areas and will include a designated governor for Safeguarding, SEND and Careers.

The link governors will complete termly link visits to scrutinise performance. Governors will complete and submit their visit report using the standard template ahead of the Local Governing Committee meetings.

Membership of certain types of school may differ e.g. UTC's will include a specific requirement for governors to come from employers and university representatives.

Term of Office

The term of office of any governor shall be 4 years, this time shall not apply to any post which is held ex-officio. Subject to remaining eligible, a Governor may be reappointed by the Trustees for one further term of office.

Attendance

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

Meetings

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 and Compliance or their governance function.

In exercising their functions under the scheme of delegation, the Head of Governance and Compliance or their governance function shall comply with any directives given by the Trustees, the LGC, the Chair of the LGC or in her/his absence the Vice-Chair of the LGC, so far as any such direction is not inconsistent with any direction as mentioned above.

Any three members of the LGC may, by notice in writing given to the Head of Governance or their function, request 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 reasonably practicable.

Each member of the LGC shall be given notice in writing at least 7 clear days before the date of the meeting by the Head of Governance or their function and sent to each member of the LGC at the address provided from time to time or electronically along with a copy of the agenda for the meeting. Provided that where the Chair or, in her/his absence or where there is a vacancy in the Office of Chair, the Vice Chair, so determines on the grounds 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 she/he 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 out 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 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 the event within 7 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 as which a further meeting is to be held for the purpose of completing the consideration of those items, and they will 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 votes of the persons present and entitled to vote on the question. Every member of the LGC shall have one vote. Where there is 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 and 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 also complete an annual self-review using the Impact, Challenge, Evidence (ICE) report and the Governor's Review of Impact and Progress (GRIP).

Training

Governors shall complete all mandatory training as required.

During their term of office, governors shall complete additional training provided by the National Governance Association or other training providers as directed by the Trustees.

Governors will be invited to attend networking sessions ahead of link governor school visits.

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

Policies and Annual Reports

Review, adopt, monitor and approve policies and reports delegated by the Trust board.
(Examples include but are not limited to the following)

- School Development/Implementation Plans
- School Self Evaluation reports
- Admission Arrangements
- SEND Information Report
- Pupil Premium Strategy
- Pupil Premium Grant Report
- Any other funding grant reports as required
- Local Safeguarding procedure
- Local Health and Safety procedures, audits and reporting
- Safeguarding Audit reports
- Provider Access Procedures
- Stakeholder survey results e.g. Staff, Students, Governors, Community
- Equality and Diversity
- School Intent Statement
- Governors Review of Impact and Progress
- Skills Audits
- Link Governor school visit reports

Terms of Reference for the Trust sub-committee Pay Committee

| | |
|---------------------|---|
| Name of committee: | Pay Committee |
| Review date: | Annually by ALET Trust Board |
| Chair of committee: | To be agreed by members of the committee |
| Clerk: | Head of Governance and Compliance/Clerk to the board of Trustees, or other suitable skilled replacement clerk. |
| Membership: | The Committee shall comprise 5 members including the Chief Executive Officer. Members must be Trustees or Governors. Members of the Pay Appeal panel must not sit on the Pay Committee. |
| Quorum: | A minimum of three members of the committee must be present for the meeting to be quorate. |
| Meeting frequency: | At least annually, typically by 31st October to review Pay decisions. |

Purpose

The Pay Committee is established to ensure fair, transparent, and consistent application of the ALET's Pay Policy across all academies.

Responsibilities

The Pay Committee shall:

- Annually review of the Pay Policy – to be recommended to the Trust Board
- Review the recommendation by the headteacher on the pay progression of any staff subject to capability procedures in the previous academic year
- Review the recommendation of the Headteacher for any applications made to progress onto the Upper Pay Scale.
- Review and decide on any recommendation by the Headteacher for exceptional performance progression.
- Receive an overview of all staff progressing to Upper Pay Scale (UPS) 2 or 3, to maintain fairness, transparency, and consistency in application across our Trust and to ensure all staff who are paid on the Upper Pay Range make a significant and sustained contribution to the Academy Improvement Plans/Trust Strategic Plan.

Meetings

The Committee shall meet **at least annually**, typically by **31st October**, to review pay decisions.

Additional meetings may be convened as required, including to consider appeals or urgent pay matters.

Reporting

The Committee will report its decisions to the Trust Board.
All decisions will be documented and communicated in writing to affected staff.

Confidentiality

All discussions and decisions of the Pay Committee are confidential. Members must not disclose any information outside the Committee unless authorised by the Chair or required by law.



Terms of Reference for the Trust sub-committee Remuneration Committee

| | |
|---------------------|--|
| Name of committee: | Remuneration Committee |
| Review date: | Annually by ALET Trust Board |
| Chair of committee: | To be agreed by members of the committee |
| Clerk: | Head of Governance and Compliance/Clerk to the board of Trustees, or other suitable skilled replacement clerk. |
| Membership: | The Committee shall comprise of a minimum of 3 Trustees, appointed by the Board. Members must be independent of the executive management. The board may appoint additional members with relevant expertise (e.g. HR, finance, education governance). |
| Quorum: | A minimum of two members of the committee must be present for the meeting to be quorate. |
| Meeting frequency: | At least annually, with additional meetings as required. |

Purpose

The Remuneration Committee (Remco) is established to ensure that executive remuneration within ALET is fair, transparent, and aligned with the trust's strategic objectives, values, and public accountability.

The committee will oversee the determination and review of executive pay and benefits, ensuring compliance with the DfE Academy Trust Handbook and sector best practice.

Authority

Remco is a committee of the ALET Board of Trustees and operates under delegated authority. It makes recommendations to the full board, which retains final decision-making responsibility.

Responsibilities

- Review and recommend executive pay, benefits, and contractual arrangements.
- Ensure remuneration is proportionate to responsibilities and performance, benchmarked against relevant public and education sector data, and aligned with ALET's values and strategic priorities.
- Oversee the annual performance review process for executive leaders.
- Ensure value for money and public accountability in all remuneration decisions.
- Maintain and review the Executive Pay Policy annually.
- Ensure compliance with DfE Academy Trust Handbook, Charity Commission guidance, and relevant legislation and sector standards.

Meetings

- The committee will meet at least once annually, with additional meetings as required.
- A quorum shall be two members.
- Minutes will be recorded and retained, with decisions and rationale documented.
- The committee may invite external advisors or observers as appropriate.

Reporting

The committee will report its recommendations to the full board for approval. Executive pay decisions will be published in line with DfE requirements.

Conflicts of interest

Members must declare any conflicts of interest. Executives must not be involved in decisions regarding their own remuneration. Any conflicted member must recuse themselves from relevant discussions and decisions.

Confidentiality

All discussions and decisions of the Remunerations Committee and Trust Board under the directive of these Terms of Reference remain confidential and should be treated as Part 2 Confidential.

Chair of Trust Board role

Role purpose

To provide leadership to the trust board, ensuring that it fulfils its functions well, and to work closely with the CEO to support, advise and help shape proposals to be discussed at board meetings, ensuring the focus is strategic.

Leading governance

- Ensure the board and CEO have a shared vision and sense of purpose
- Ensure the board sets a clear vision and strategy for the trust
- Lead the board in monitoring the implementation of the strategy
- Set the culture of the board, balancing and valuing the support and challenge responsibilities, the generative and fiduciary modes of operation
- Ensure the board acts as a team
- Collaborate with trust leaders to ensure that all levels of governance across the trust are effective and receive adequate governance professional support
- Where required, represent the trust board in its dealings with external partners and be an advocate for the trust
- Attend school and trust functions (strategic events etc.) as appropriate and encourage other trustees to do so
- Meet regularly with the chairs and vice chairs of academy committees (local governing committees)
- Report to the trust's members, in particular at the AGM

Leading and developing the team

- Ensure the board has the required skills and commitment to govern well, and that identified skills gaps are filled
- Ensure a diverse team that reflects the communities served with a mix of new and experienced trustees and a variety of backgrounds
- Ensure all trustees have a thorough understanding of their role and receive appropriate induction and training as required
- Encourage the board, and individual trustees, to conduct annual self-evaluation (and model this approach to others through a chair's 360 review)
- Ensure that trustees are involved and feel valued
- Carry out a performance review of each trustee (or delegate this to the vice chair)
- Encourage the development of trustees
- Model and reinforce the board's agreed code of conduct
- Develop a good working relationship with the vice chair, ensuring they are kept fully informed and delegating tasks as appropriate

- Ensure that there is a plan for succession for the chair, vice chair and any committee chairs
- Ensure that those governing at academy level are also developed to govern well

Working with the CEO

- Build a professional relationship with the CEO that allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings
- Meet regularly (normally monthly) with the CEO
- Ensure there are transparent and effective processes for CEO recruitment and induction
- Ensure appropriate trustee involvement in the recruitment of other executive leaders
- Ensure all trustees concentrate on their strategic role and hold the CEO to account
- Ensure that trust leaders provide information that allows the board to fulfil its function
- Oversee and participate in the CEO's appraisal ensuring that appropriate continuing professional development (CPD) is provided
- Ensure the workload and wellbeing of executive leaders is considered
- Ensure the CEO provides staff with an understanding of the role of the trust board and acts as a link between the two
- Play a lead role in any decision to suspend the CEO

Leading improvement

- Ensure the board is involved at a strategic level in the trust's self-evaluation process and that this feeds into its key priorities
- Ensure the board's business is focused on the trust's strategic priorities
- Ensure the board has the information it needs to monitor the progress of students and consider appropriate actions to improve outcomes
- Ensure the board has good knowledge of the schools and the work of the trust
- Ensure there are mechanisms in place to listen to the views of parents, students and staff

Leading trust board business

- Ensure the trust board appoints a governance professional capable of advising the board on its functions and relevant procedure and that they are appraised and developed
- Collaborate with the governance professional to establish effective working procedures and, where relevant, sound committee structures
- Work with the governance professional and the CEO to plan for board meetings, ensuring that agendas focus on the board's key responsibilities and strategic priorities and avoid unnecessary paperwork
- Chair meetings effectively, promoting an open culture that allows ideas and discussion to thrive while ensuring clear decisions are reached as quickly as possible
- Ensure that decisions taken at the meetings of the trust board are implemented

- Ensure that effective arrangements are in place for dealing with complaints made to the trust board under the trusts complaints procedure
- Ensure that effective arrangements are in place for dealing with employment matters, (for example, grievance, disciplinary, capability) under the adopted procedures of the trust

Person specification

Candidates for the role of Chair should be able to demonstrate a good number of the following skills and attributes:

- Commitment to the Trust and its mission
- Personal integrity
- Good understanding of the environment in which the Trust is operating
- Good understanding of the role and legal responsibilities of the Board and Trustees
- Strong relationship-building and communication skills
- Negotiation and diplomacy skills with the ability to have courageous conversations
- Ability to think strategically and objectively, take the long view and prioritise
- Capacity to process information quickly and understand relevant data, drawing valid conclusions with a considered approach to risk
- Ability to chair meetings well, encouraging debate and facilitating decision-making
- Ability to build and get the best out of a team while addressing any skills or experience gaps
- Ability and willingness to delegate and trust others

Chair of School Governing Committees role

Role purpose

To provide leadership to the governing committee, ensuring that it fulfils its functions well, and to work closely with the headteacher to support, advise and help shape proposals to be discussed at governor meetings, ensuring the focus is strategic.

Leading governance

- Ensure the committee and Headteacher have a shared vision and sense of purpose
- *Ensure the committee sets a clear vision and strategy for the school aligned to the trusts vision and strategy
- Lead the committee in monitoring the implementation of the strategy
- Set the culture of the committee, balancing and valuing the support and challenge responsibilities, the generative and fiduciary modes of operation
- Ensure the committee acts as a team
- Where required, represent the governing committee in its dealings with external partners and be an advocate for the school and trust
- Attend school and trust functions (strategy days/networking events/performances/sports days/prize-giving) as appropriate and encourage other governors to do so

Leading and developing the team

- Ensure the committee has the required skills and commitment to govern well, and that identified skills gaps are filled
- Ensure a diverse team that reflects the communities served with a mix of new and experienced members and a variety of backgrounds
- Ensure all members of the committee have a thorough understanding of their role and receive appropriate induction and training as required
- Encourage the committee, and individual committee members, to conduct annual self-evaluation (and model this approach to others through a chair's 360 review)
- Ensure that committee members are involved and feel valued
- Carry out a performance review of each committee member (or delegate this to the vice chair)
- Encourage the development of committee members
- Model and reinforce the committee's agreed code of conduct
- Develop a good working relationship with the vice chair, ensuring they are kept fully informed and delegating tasks as appropriate
- Ensure that there is a plan for succession for the chair, vice chair

Working with the Headteacher

- Build a professional relationship with the headteacher that allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings

- Meet regularly (normally monthly) with the headteacher
- *Ensure there are transparent and effective processes for the recruitment and induction of the headteacher
- *Ensure appropriate governor/trustee involvement in recruiting other executive leaders
- Ensure all committee members concentrate on their strategic role and hold the headteacher to account
- Ensure that school leaders provide information that allows the committee to fulfil its function
- *participate in the headteacher's appraisal ensuring that appropriate continuing professional development (CPD) is provided (if chairing an academy committee, the headteacher will be line managed by a trust executive, but the chair should still be involved in the appraisal)
- Ensure the workload and wellbeing of executive leaders is considered
- Ensure the headteacher provides staff with an understanding of the role of the governing committee and acts as link between the two

*aligned with the trust's procedures, play a role in any decision to suspend the headteacher

Leading improvement

- Ensure the committee is involved at a strategic level in the trust/school's self-evaluation process and that this feeds into its key priorities
- Ensure the committee's business is focused on the strategic priorities
- Ensure the committee has the information it needs to monitor the progress of students and consider appropriate actions to improve outcomes
- Ensure the committee has good knowledge of the school
- Ensure there are mechanisms in place to listen to the views of parents, students and staff

Leading governing board business

- Ensure the governing committee appoints a governance professional capable of advising the committee on its functions and relevant procedure and that they are appraised and developed
- Collaborate with the governance professional to establish effective working procedures and, where relevant, sound committee structures
- Work with the governance professional and the lead executive to plan for committee meetings, ensuring that agendas focus on the committee's key responsibilities and strategic priorities and avoid unnecessary paperwork
- Chair meetings effectively, promoting an open culture that allows ideas and discussion to thrive while ensuring clear decisions are reached as quickly as possible
- Ensure that decisions taken at the meetings of the governing committee are implemented
- *Ensure that effective arrangements are in place for dealing with complaints made to the governing committee under the trust's complaints procedure
- *Ensure that effective arrangements are in place for dealing with employment matters, (for example, grievance, disciplinary, capability) under the trust's procedures

Person specification

Candidates for the role of Chair should be able to demonstrate a good number of the following skills and attributes:

- Commitment to the Trust and its mission
- Personal integrity
- Good understanding of the environment in which the Trust is operating
- Good understanding of the role and legal responsibilities of the Board and its members
- Strong relationship-building and communication skills
- Negotiation and diplomacy skills with the ability to have courageous conversations
- Ability to think strategically and objectively, take the long view and prioritise
- Capacity to process information quickly and understand relevant data, drawing valid conclusions with a considered approach to risk
- Ability to chair meetings well, encouraging debate and facilitating decision-making
- Ability to build and get the best out of a team while addressing any skills or experience gaps
- Ability and willingness to delegate and trust others

Scheme of Delegation

Scheme of Delegation

| Key | |
|---------------------------------|--|
| A Accountable (and approver) | Answerable for the task being delivered. Delegates the task to those responsible. There should be only one group/person accountable for each task/decision. |
| R Responsible | Responsible for the delivery. Does the work to achieve the task. Can be shared between groups/individuals. |
| C Consulted | Needs to be involved before the decision is made. Communication is two-way – these are important stakeholders or have relevant specialist knowledge. |
| * | Statutory expectation or necessary to comply with articles of association or funding agreement. |

| 1.Board Business | Members | Trust board | CEO | Local Governing Committees (LGC) | Headteachers |
|---|---------|-------------|-----|----------------------------------|--------------|
| 1. Board business | | | | | |
| 1.1 Appoint/remove members | *A/R | | | | |
| 1.2 Appoint/remove trustees | *A/R | *A/R | | | |
| 1.3 Elect chair of trustees | | *A/R | | | |
| 1.4 Appoint and remove board committee chairs | | *A/R | | | |
| 1.5 Establish and review trust governance structure | | *A/R | C | | |
| 1.6 Agree named safeguarding trustee | | *A/R | | | |
| 1.7 Agree named SEND trustee lead | | *A/R | | | |
| 1.8 Agree named careers trustee lead | | *A/R | | | |
| 1.9 Appoint/remove LGC chairs | | *A | R | C | |
| 1.10 Appoint/remove LGC members | | *A | R | C | |
| 1.11 Appoint trust governance professional | | *A | R | | |
| 1.12 Agree academy committee clerking arrangements | | *A | R | C | |
| 1.13 Articles of association: review | | *A/R | | | |
| 1.14 Articles of association: ratify | *A/R | | | | |

| | | | | | | |
|-------------------------------|---|----------------|--------------------|------------|---|---------------------|
| 1.15 | Agree committee terms of reference | | *A/R | C | C | C |
| 1.16 | Complete annual review of scheme of delegation | | *A | R | | |
| 1.17 | Complete annual trust board self-review | | A/R | | | |
| 1.18 | Complete review of local governance | C | A | R | C | C |
| 1.19 | Publish governance arrangements on trust and schools' websites | | *A | R | | |
| 1.20 | Ensure trust website is compliant and effective | | *A | R | | |
| 1.21 | Ensure school websites are compliant and effective | | *A | A | | R |
| 1.22 | Submit annual report on the performance of the trust to members and publish | | A | R | | |
| 1.23 | Commission external review of board effectiveness every three years | C | A/R | C | | |
| 1.24 | Annually report work of LGC: submit to trust and publish | | A | C | R | C |
| 2. Vision and Strategy | | Members | Trust board | CEO | Local Governing Committees (LGC) | Headteachers |
| 2.1 | Determine trust's vision, strategy and key priorities | | A/R | R | C | C |
| 2.2 | Apply trust vision and strategy to individual schools | | A | R | C | R |
| 2.3 | Determine trust-wide policies which reflect the trust's ethos and values | | *A | R | | |
| 2.4 | Determine school level procedures and local policies | | *A | R | C | R |
| 2.5 | Establish risk register and conduct regular review | | *A | R | | |
| 2.6 | Ensure engagement with stakeholders | | A | R | R | R |
| 3. Finance and Estates | | Members | Trust board | CEO | Local Governing Committees (LGC) | Headteachers |
| 3.1 | Appoint and remove external auditors | *A/R | C | | | |
| 3.2 | Appoint and performance manage chief financial officer | | *A | R | | |
| 3.3 | Produce trust's scheme of financial delegation | | *A | R | | |

| | | | | | | |
|------|--|------|------|-----|---|---|
| 3.4 | Receive external auditors report | *A/R | | | | |
| 3.5 | Action recommendations made by external auditors | | *A | R | | |
| 3.6 | Produce annual report and accounts in line with the Charity Commission's Statement of Recommended Practice | | *A | R | | |
| 3.7 | Submit ESFA required reports and returns | | *A | R | | |
| 3.8 | Agree budget plan to support delivery of trust strategic priorities | | A | R | | |
| 3.9 | Agree budget plan to support delivery of school strategic priorities | | *A | A | R | |
| 3.10 | Monitor trust budget | | *A | R | | |
| 3.11 | Carry out benchmarking and trust-wide value for money evaluation | | C | A/R | | |
| 3.12 | Agree reporting and monitoring arrangements for trust and school budgets | | *A | R | C | C |
| 3.13 | Approve trust-wide estate vision, strategy and asset management plan | | *A/R | C | | |
| 3.14 | Monitor school estate to ensure it is safe and well maintained | | *A | | R | R |

| 4. Human Resources | | Members | Trust board | CEO | Local Governing Committees (LGC) | Headteachers |
|--------------------|--|---------|-------------|-----|----------------------------------|--------------|
| 4.1 | Appoint and dismiss CEO/accounting Officer | | *A | R | | |
| 4.2 | Performance manage CEO | | *A/R | | | |
| 4.3 | Agree CEO pay and reward | | *A/R | | | |
| 4.4 | Conduct executive team performance management | | C | A/R | | |
| 4.5 | Conduct headteacher performance management | | | A/R | C | |
| 4.6 | Agree headteacher pay and reward | | | A/R | C | |
| 4.7 | Review and agree staff appraisal procedure and pay progression | | A | R | | C |
| 4.8 | Determine executive team staffing structure | | *A | R | | |

| | | | | | |
|------|---|-----|-----|---|---|
| 4.9 | Determine school staffing structure | | A | C | R |
| 4.10 | Headteacher appointments and dismissal | | A/R | C | |
| 4.11 | Trust wide pay policy, terms and conditions of employment | *A | R | | |
| 4.12 | Determine disciplinary and capability policies | *A | R | | |
| 4.13 | Implement disciplinary and capability procedures – CEO | A/R | | | |
| 4.14 | Implement disciplinary and capability – central team | A | R | | |
| 4.15 | Implement disciplinary and capability procedures – schools | A | C | C | R |
| 4.16 | Approval of exit payments/early retirement/pension discretion (above £25,000) | *A | C | | |

| 5. Education | | Members | Trust board | CEO | Local Governing Committees (LGC) | Headteachers |
|--------------|---|---------|-------------|-----|----------------------------------|--------------|
| 5.1 | Approve trust curriculum/school curriculum and curriculum policy | | A | R | | C |
| 5.2 | Ensure high standards of teaching and learning | | A | R | C | R |
| 5.3 | Delivery of curriculum | | | A | | R |
| 5.4 | Set targets for trust outcomes | | A | R | | |
| 5.5 | Plan and deliver individual school improvement interventions and strategies | | | A | C | R |
| 5.6 | Agree trust behaviour policy | | C | A/R | C | C |
| 5.7 | Implement behaviour policy | | | A | | R |
| 5.8 | Review permanent and fixed term exclusions | | *A/R | | R/C | |
| 5.9 | Agree admissions policy | | *A | C | R | C |
| 5.10 | Admissions appeal process | | *A | R | C | C |
| 5.11 | Determine complaints policy | | *A/R | C | C | |
| 5.12 | Implement complaints procedures | | *A/R | R | R | R |
| 6. Community | | Members | Trust board | CEO | Local Governing Committees (LGC) | Headteachers |
| 6.1 | Developing stakeholder partnerships across the trust | | A | R | C | C |

6.2 Developing stakeholder
partnerships at school level

C

A

R



Key Accountabilities in a multi-tier governance structure

| LGC (includes headteacher) | Headteachers | Executive Leaders/Headteacher' s Line Managers | CEO | Trust |
|--|--|---|--|---|
| Ensuring Clarity of Vision, Ethos and Strategic Direction | | | | |
| Set mission of school and be accountable for the mission of the school. | Apply and follow Vision, Mission and Values and hold others to account. | Support Headteachers in applying the vision, mission, values of the Trust and school | 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 | Hold the Headteacher to account for delivering against the School Improvement Plan. Identify opportunities to contribute to wider Trust 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 headteachers 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. Ensure strong relationships with governors and SLT through link governor roles | Provide support for other ALET schools. Provide support for LGC, as required to ensure the link visits have maximum impact. | 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 | Provide support, challenge and share good practice across ALET. | Identify good practice in each school and share for wider impact. | Accountable for Quality of Provision across ALET. | Support and Challenge for Value for Money, spend versus outcomes. |

| | | | | |
|--|--|---|--|--|
| Accountability for quality of provision | | | | |
| To support and challenge the school leadership to achieve Trust set targets | Accountable for the performance against Trust set targets. | Work with headteacher to track progress against targets and report to Trustees | 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 give high level summary of actions from management accounts | Set Curriculum, follow ICFP programme set, be accountable for agreed budget. | Hold Headteacher to account for financial management against budgets | Accounting Officer - Set ICFP schedule, set student numbers for budget, recommend Annual Budget to trustees – ensure systems/processes are appropriate and compliant | 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. Manage school level Pay Committee. | Ensure appraisal process is completed for all staff. Recommend incremental lift to LGC | Complete appraisal for headteachers (with input from Chair of LGC) | Complete Appraisal for Executive Team. Recommend pay rises/bonuses for Executive Team to Trust Pay Committee. | Approve cost of living increases. Approve Executive Team 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. | Provide support and challenge to the Headteacher to ensure school budget is achieved. | Accountable to the Trust Board for financial performance against approved budget | Accountable to Secretary of State for financial performance and scrutiny. |

ALET Governance Policies

- Governance Allowance Policy
- Conflicts of Interest Policy
- Governors Code of Conduct
- Acceptance of Gifts and Hospitalities
- Acceptance of Gifts and Hospitalities Register

Code of conduct for all who govern within ALET

We recognise and support the principles set out in the [charity governance code](#)

We will abide by the **Seven Nolan Principles of Public Life as outlined on page 8.**

We will apply the highest standards and will:

1. act within our powers
2. promote the success of the trust
3. exercise independent judgement
4. exercise reasonable care, skill and diligence
5. avoid conflicts of interest
6. not accept benefits from third parties
7. declare interest in proposed transactions or arrangements

We will focus on our core purpose:

1. strategic leadership: defining a vision, fostering a culture and championing the strategy
2. accountability and assurance: providing robust and effective oversight of operations and performance
3. engagement: strategic oversight of relationships with stakeholders

As individuals, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core purpose rather than involve ourselves in day-to-day management.
2. We will fulfil our role and responsibilities as set out in our scheme of delegation.
3. We will develop, share and live the ethos and values of our trust including maintaining and upholding our trust's/school(s)' religious ethos' *where applicable*.
4. We agree to adhere to trust policies and procedures.
5. We will fully cooperate with requests that are necessary to ensure organisational compliance, including disclosure and barring or right to work checks.
6. We will work collectively for the benefit of the trust.
7. We will be candid but constructive and respectful when holding senior leaders to account.
8. We will consider how our decisions may affect the trust and local community.
9. We will stand by the decisions that we make as a collective.
10. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
11. We will only speak or act on behalf of the trust board if we have the authority to do so.
12. **Trustees:** We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.

13. When making or responding to complaints, we will follow the established procedures.
14. We will strive to uphold the trust's reputation in our private communications (including on social media).
15. We will have regard to our responsibilities under [The Equality Act](#) and will work to advance equality of opportunity for all.
16. **Local governors:** We will act as local ambassadors for our trust.

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and, where we cannot attend, explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school/s well and welcome opportunities to be involved in school activities.
5. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting a school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with leaders, staff, parents and other relevant stakeholders from our local communities.
2. **Local governors:** We will champion the voices of our school community and stakeholders.
3. **Local governors:** We will establish effective working relationships with trustees.
4. **Trustees:** We will engage with and be accountable to those governing at local level.
5. **Trustees:** We will respect the remit of, and engage constructively with, relevant authorities, sector bodies and other trusts.
6. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
7. We will work to create an inclusive environment where each board member's contributions are valued equally.
8. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of the trust when matters are deemed confidential or where they concern individual staff, pupils or families.

2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.
5. * We will practice good ICT security, keep personal data safe and support GDPR compliance.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the register of business interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the register of business interests will be published on the trust's website.
5. We will act as a trustee/local governor, not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the trust board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the trust website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions including suspension or removal from the board as a last resort.

ALET governance calendar of meetings

Dates of meetings are published on our website, in the 'operating the Trust' section

ALET governance planner

Please click here to view the [planner](#)