



**SHIRELAND**  
COLLEGIATE ACADEMY TRUST

# Governance in Shireland Collegiate Academy Trust

2021

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## Foreword

Shireland Collegiate Academy Trust is a Multi Academy Trust which in September 2016 began the process of growing the organisation by forging relationships with existing schools and the creation of brand-new Free Schools. Shireland Collegiate Academy Trust has a Board of Directors who are also known as Trustees. The Board and its Committees are described in the section 'The Governance Structure'.

Typically, the standard governance of an Academy includes a Local Governing Body. However, after consideration of Academy Trust structures nationally we have decided that the Local Governing Body should be called the Standards and Performance Committee. Members of the Standards and Performance Committee are called Governors.

Shireland Collegiate Academy Trust and its founder Academy, Shireland Collegiate Academy, is extremely proud of the progress everyone has made since we opened Shireland Collegiate Academy in 2007. Our commitment to raising the standards for our students, whilst also serving our families and the wider community, will always be our main focus. Our success being highlighted by the achievement of "Outstanding" status (Ofsted).

Please see below for schools that have joined our Trust:

1 <sup>st</sup> September 2017	<ul style="list-style-type: none"><li>• Thorns Collegiate Academy</li><li>• Holyhead Primary Academy</li></ul>
1 <sup>st</sup> October 2018	<ul style="list-style-type: none"><li>• Tameside Primary Academy</li></ul>
1 <sup>st</sup> September 2019	<ul style="list-style-type: none"><li>• West Bromwich Collegiate Academy</li><li>• Shireland Technology Primary School.</li></ul>
1 <sup>st</sup> January 2021	<ul style="list-style-type: none"><li>• Wallbrook Primary Academy</li></ul>
1 <sup>st</sup> June 2021	<ul style="list-style-type: none"><li>• Lightwoods Primary Academy</li></ul>

As a Member, Trustee or Governor you have joined one of the largest volunteer forces in the country and have an important part to play in raising academy standards through the three key roles of:

- setting strategic direction
- ensuring accountability
- monitoring and evaluating academy performance

There are over 300,000 Trustees and Governors in England, drawn from every walk of life. The influence of good governance is absolutely key to the effectiveness of a school. On many occasions Ofsted has noted that the most effective schools demonstrate effective leadership and management - including by the Members, Trustees and Governors.

This Handbook is designed to help you to fully understand your role and to be more effective.

The aim is to give you an outline of the key essentials of good governance and to point you towards other valuable sources of information which you may like to follow up to get more detail and a greater understanding.

The Academy Trust will run training courses during the year. We need you to tell us about the skills that you have already and the support that you need. We also need to know how you would like training and support to be delivered, for example training sessions at our academies, using the Governance Portal, briefings at the start of meetings and by regular emails.

We greatly appreciate the time and commitment that you give to the Trust and our Academies. Working together as a team we can build on our successes for our students, their families and the community.

Ashley Savell-Boss  
**Chair of the Trust**

Sir Mark Grundy  
**Chief Executive Officer**

## Shireland Collegiate Academy Trust's Vision and Values

All strategies and decisions at the Trust are supported and influenced by the strong behaviour principles, values and visions held at the heart of the Trust as below.



### Leading Learning; Aim Higher

The Trust believes in developing an ethos of learning for all stakeholders of the school community and creating a culture of innovation and challenge which combine to create the very best learning experiences that drive forward school improvement and raise standards.

### See Further; Changing Attitudes

The Trust believes that success is possible for every child, that high expectations are in place for every learner; that every pupil will make significant progress during their time at the school and that each academy has a strong, rigorous academic curriculum.

We recognise the importance of developing learners for life who will be able to build upon their primary education as they move through their secondary phase and beyond with a desire to expand their horizons and aspirations.

### Promoting Cohesion; Be Concerned for All

The Trust believes in promoting a shared vision that all people in the community make a positive contribution and have a sense of belonging to improve their life opportunities. By developing a strong sense of rights, responsibilities and trust within the school community, across the wider local community and through technology reaching out to the global community, the academies will help contribute towards building a more understanding, tolerant and fair society.

We believe that it is vital for pupils to develop a sense of belonging and responsibility across the schools and beyond for their behaviour and conduct.

These shared, guiding principles allow a common understanding across all of the school communities within the Academy Trust that help all stakeholders work together towards shared goals and purpose.

The Trust will implement the behaviours, values and visions into all academies by using the following strands:

### **Quality of Delivery**

- To secure high quality performance/delivery for all staff and students

### **Progression for All**

- To raise aspiration for all staff and students

### **Enhancing levels of Engagement**

- To release the potential of all learners and staff
- To provide an environment which unlocks potential and develops the individual and collective self-esteem and confidence

### **Establishing Partners in Learning**

- To work in collaboration with the local and wider community and academies within our Trust

## Trust Strategy Team

The direction and oversight of the Trust's strategic development is the core role of the Trustees and Governors who sit on the Trust Board and its Committees.

The role of the Trust Strategy Team is to drive the innovation and development that will underpin the success of the Trust's academies and to oversee the day-to-day management of the academies.



CEO of the Trust - Sir Mark Grundy



Finance & Compliance Director & Company Secretary -  
Mrs Jane Kellas



Human Resources Director - Mrs Melanie Adams



Deputy CEO & Principal of Shireland Collegiate Academy -  
Mr David Irish



Primary Director of Education & Principal of Shireland  
Technology Primary - Lady Kirsty Grundy



Secondary Director of Education & Principal of West  
Bromwich Collegiate Academy - Mr George Faux

## The Governance Structure

This section is a brief guide to Corporate Governance in the Trust — essentially this is the way in which the Trust and Academies are directed and controlled. It is about the powers and responsibilities of those who govern the Trust and Academies and the rules and procedures for making decisions.

The Governance Structure for Shireland Collegiate Academy Trust is illustrated on the next page:

# Trust Members

Remuneration  
and  
Performance  
Committee

Shireland Collegiate Academy Trust Board

Shireland  
Learning  
Limited

Audit and Risk  
Committee

Resources Committee

Shireland  
Collegiate  
Academy  
Standards and  
Performance  
Committee

Thorns Collegiate  
Academy  
Standards and  
Performance  
Committee

West Bromwich  
Standards and  
Performance  
Committee

Holyhead  
Primary  
Academy  
Standards and  
Performance  
Committee

Tameside  
Primary  
Academy  
Standards and  
Performance  
Committee

Shireland  
Technology  
Primary  
Standards and  
Performance  
Committee

Wallbrook  
Primary  
Academy  
Standards and  
Performance  
Committee

Lightwoods  
Primary  
Academy  
Standards and  
Performance  
Committee

Family Forum

## Background and Legal Status

Shireland Collegiate Academy Trust is the legal entity which governs all of the schools in the Trust and a subsidiary company Shireland Learning Ltd (SLL).

Shireland Collegiate Academy Trust is a company (registration no. 6336693) which was incorporated in August 2007. The Trust is an exempt charity and this is why Directors are also sometimes referred to as Trustees. The Secretary of State for Education oversees the charity and acts as its Principal Regulator.

The Academy Trust began operations on 1st September 2007. The company's Memorandum and Articles of Association are its primary governing documents. The Board of Directors must comply with the Articles of Association - essentially the governance 'rule book' - and also with the Funding Agreements issued by the Secretary of State for Education which determine the grants payable to the Academy Trust.

The Articles of Association enable Shireland Collegiate Academy Trust to have more than one academy and to establish a governing body for each academy within its control. These governing bodies are called 'Standards and Performance Committees'.

## The Role of a Member

The Members of an Academy Trust have a different status from the Trustees. The Members are the subscribers to the Trust's Memorandum of Association, and any other individuals permitted to become Members under its Articles of Association. Members have an overview of the governance arrangements of the trust and have the power to appoint trustees and remove these trustees.

Members can amend the Articles and may do so to support stronger governance arrangements.

## The Role of a Trustee

The Board of Directors must comply with both company law (Companies Act 2006) and charity law as determined by the Charity Commission.

Directors must protect the assets, property and good name of the charity and must:

- act collectively in decision-making
- act strictly in accordance with the Trust's governing documents
- act in the Trust's interests only and without regard to their own private interests
- manage the Trust's affairs prudently
- not derive any personal benefit or gain from the Trust or academy of which they are trustees
- take professional advice on matters on which they are not competent.

## The Role of a Governor on the Standards and Performance Committees

Governors of the Standards and Performance Committees are required to attend regular meetings and training to ensure they are fulfilling their role effectively. The Standards and Performance Committees have delegated powers to monitor and review the role of an academy at an operational day to day level and to apply the recommendations of the CEO and Principal.

## The Role of the Chief Executive Officer

The CEO is appointed by the Board and holds responsibility over all of the academies within the Trust. The CEO is a Trustee and may attend all committee meetings. Within each organisation there will be a leadership team of which will include a Principal. The Principal will report directly to the CEO.

The CEO is responsible for the internal organisation, management and control of the Trust, the implementation of all policies approved by the Board and its Committees and for the direction of teaching and learning.

The CEO is the Academy Trust's Accounting Officer who must ensure that public money is spent for the purposes intended by government, that appropriate standards of conduct, behaviour and corporate governance are maintained and for ensuring value for money and the efficient and effective use of all the resources under the Trust's control.

## The Role of a Principal

The Principal will be responsible for the day-to-day operational running of an academy, although, will take direction and recommendations from the CEO and the Board. The Principal will be based in the Academy of which they are head teacher but may at times be called upon to contribute to the committees. The Principal holds a level of responsibility for the day to day running of the academy and will fully engage with the Standards and Performance Committee.

## The Purpose of the Governance Structure

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

All boards and governing bodies, no matter what type of schools or how many schools they govern, have three core functions:

- Ensuring clarity of vision, ethos and strategic direction:
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff:  
and
- Overseeing the financial performance of the organisation and making sure its money well spent.

The Academy Trust's Governance Structure is reviewed and approved annually by the Board of Directors at its first meeting in a new academic year.

It is available on the Portal and Trustees and Governors should refer to it to see such information as:

- the role and the powers of the Board of Directors
- the membership of each committee
- the relationship between the Board and the other Committees
- the Terms of Reference of Committees

In addition, the Board approves a Scheme of Delegation which is also on the Portal and which provides details of:

- matters reserved for the Board, and other Committees
- powers delegated to the Board Chair and CEO
- delegated financial powers
- financial authorisation levels
- rules for appointing staff and tendering limits

These detailed documents are an essential resource for directors and governors to refer to and are summarised briefly below.

### **The Trust Board (Trustees)**

The Trust Board has a strategic role in the running of the Trust. The Trust Board may delegate to any committee, any director holding an executive office, or to the CEO such of their powers or functions as they consider desirable to be exercised by them.

The Trust Board is responsible for ensuring that high standards of corporate governance are maintained. It has a largely strategic leadership role in the running of the Trust.

The key powers held by the Trust Board:

- Set strategic direction of the Trust.
- Set key strategic objectives and targets and review performance against these for the Trust.
- Approve budgets and staffing establishment of the Trust.
- Ensure compliance with the Trust's duties under Company Law and Charity Law and agreements made with the DfE.
- Report to all statutory bodies (DFE, Companies House, Charity Commission) in relation to annual accounts and budgets to ensure compliance.
- Approve the Trust's governance arrangements and Scheme of Delegation.

## The Standards and Performance Committee

The Standards and Performance Committee is responsible for monitoring and reviewing the operational day to day running of the Academy.

The Committee has the delegated power to approve the recommendations of the CEO and/or the Principal in respect of the operational day to day running of the Academy to include:

- To convene a Discipline Committee when required
- The implementation of policies approved by the Board according to the agreed policy schedule
- Implement decisions of the Academy Trust Board and the CEO
- To review and monitor standards & performance across the Academy, to include,
  - student progress and performance
  - enrichment for families and students
  - the site and Health and Safety
  - financial position of the Academy
  - staff to include appraisal and target setting
  - overview of the staffing establishment agreed by the Trust Board
  - monitor of the academy's Raising attainment plan and risk plan
  - have an overview of the academy's compliance with statutory requirements

## The Resources Committee

The Resources Committee is responsible for the day to day financial management of the Academy. The following key powers are delegated to the committee:

- Assisting the decision-making process of the Trustees, by enabling more detailed consideration to be given to the Trust's finances and resources
- Ensuring the annual accounts are produced in accordance with the requirements of the Companies Act 2006, Charity Commission requirements and DfE guidance
- Reporting directly to the Trust Board on the overall finances of the Trust and a summary position of each academy within the Trust
- Compliance with financial regulations and standing orders of the Trust.

## The Family Forums

The Family Forums aim to enable families and the local community to influence the quality of provision of education for their children and for their community.

The Forums support the Standards and Performance Committees by building relationships with families and the local community.

## The Discipline Committee

To comply with the Funding Agreements between the Secretary of State and Shireland Collegiate Academy Trust which obliges the Trust to have regard to the Secretary of State's Guidance on exclusions— Improving Behaviour and Attendance: Guidance on Exclusion from Academies and Pupil Referral Units' and to resolve any issues relating to staffing not delegated by the Trust.

To make appropriate comments and recommendations on such matters to the Board of Trustees.

Considerations should be made to ensure there is no conflict of interest or possible relationships between parties.

## The Appeals Committee

To hear appeals on behalf of Shireland Collegiate Academy Trust.

To make appropriate comments and recommendations on such matters to the Board of Trustees.

To implement guidance on the conduct of appeals issued by the Secretary of State as it applies to academies.

Consideration should be given to ensuring that there is no conflict of interest or possible relationships between parties.

## The Audit & Risk Committee

The Audit & Risk Committee is responsible for reviewing and addressing the risks to internal control, informing the statement of internal control of Shireland Collegiate Academy Trust, and agreeing a programme of internal audit work, to provide assurance to the external audit process. This is in addition to agreeing the external audit programme for the Trust. The following key powers are delegated down from the Trust Board to the committee:

- Directing the Trust's programme of internal scrutiny.
- Ensure that risks are being addressed appropriately through internal scrutiny.
- Report to the Board on the adequacy of the Trust internal controls framework for non-financial areas and ensure action is taken on any reports.
- Approve the external audit programme for the Trust.
- Recommending the appointment/resignation of the auditors for the Trust on an annual basis to the Members.

## The Remuneration and Performance Management Committee

The Remuneration and Performance Management Committee is responsible for the performance management of Trust staff. The Trust Board delegates the following key powers down to the committee:

- Determine the pay structure for the Trust.

- Apply the performance management for the Trust Strategy Team.
- Receive reports on the performance and appraisal of all staff.
- Determine the salary of those on the Executive Pay Spine.
- Determine and approve the level of bonus payable to the Trust Strategy Team.
- Make recommendations on these matters to the Trust Board.

## Shireland Learning Ltd (SLL)

Shireland Learning Ltd is a wholly owned subsidiary of Shireland Collegiate Academy Trust and the Chief Operating Officer (COO) of SLL is Mr George Faux.

SLL has a strong relationship with Microsoft and has developed software for school improvement for use both within the Academies and for sale to other schools. It is currently developing a strategy for new products, services and partnership arrangements with neighbouring schools and other organisations.

## Effective Governance, Training and Skills

Effective governance is based on six key features:

1. Strategic leadership that sets and champions a vision, ethos and strategy.
2. Accountability that drives up educational standards and financial performance.
3. People with the right skills, experience, qualities and capacity.
4. Structures that reinforce clearly defined roles and responsibilities
5. Compliance with statutory and contractual requirements.
6. Evaluation to monitor and improve the quality and impact of governance.

In order to achieve these goals, the DfE has published 'A Competency Framework for Governance'—the knowledge, skills and behaviours needed for effective governance.

This may be summarised pictorially as follows:



## Training within the Trust

Prior to each board or committee meeting there is a training/briefing session which can be delivered in person or on-line. This will be on a relevant issue of which is expected to be between 30 minutes and one hour.

The aim is to provide training interventions that are manageable for Trustees and Governors to attend and focused enough to provide the essential information. We devise a summary of training activities for the year for the Board, the Resources Committee and for the Standards and Performance Committees. This is derived from the knowledge, skills and behaviours that are described in the Competency Framework for Governance and is intended to bridge the gaps in skills, knowledge and effective behaviours that may be identified. We rely heavily on Trustees and Governors to suggest training activities that would help them to be more effective.

Completion of each training/briefing session will be recorded.

## External Training

We also have the subscriptions and resources available to all Members, Trustees and Governors from external sources. These will enable all Members, Trustees and Governors to access a full range of courses throughout the year that will help them to discharge their duties.

As a Trustee and/or Governor you are entitled to attend training courses and use the online resources offered by:

- The Key – an online resource bank
- National Governors Association (Learning Link) – an online resources bank with training course opportunities
- Governor Space – specialising in School Governance

Upon appointment to Shireland Collegiate Academy Trust you will have accounts created for each of these organisations to ensure you are able to view the online resources and book onto the training courses they provide.

The website details can be found in the contacts section of this handbook.

## Skills

It is important for the Trust to know the skills, knowledge and experience of its trustees and governors. This will enable us to work towards having a Board and its committees which are sufficiently broad and balanced to enable them to achieve their objectives. For this reason, the Trust asks all Trustees and Governors to complete a skills audit. This will be issued as part of a selection process to join the Trust and periodically thereafter. This information will enable skills gaps to be filled when recruiting new Trustees or Governors and for training to be provided to existing members.

## Self-evaluation

Trustees and Governors should regularly evaluate their own effectiveness.

There is an annual evaluation form to complete at the end of each academic year. The annual evaluation will be used to identify training needs for the following year and to assess the effectiveness of the training received. These evaluations are hugely necessary and very useful to ensure the skills, knowledge and engagement from Members, Trustees and Governors is at the highest level possible.

The All-Party Parliamentary Group on Education Governance and Leadership has produced Twenty-one questions for Multi Academy Trust Boards. The aim is for Trustees to challenge themselves about their role and effectiveness and to help to identify gaps in their knowledge. This is in Annex C.

## Support for Trustees and Governors

### The Governance Portal

The Governance Portal is an essential resource for providing access to information about the Trust, the academies and governance. Please ensure you check the Portal on a regular basis as updates will be shown in the announcements and important dates are on the calendar. There is also a discussion board in which all users can post questions or comments and gain responses and views from others. This a very useful tool to share knowledge and enable users to communicate with each other.

By using the Portal, Members, Trustees and Governors have the most up to date information about past and future Board and Committee meetings, recent developments, safeguarding, policies, key documents and much more.

The Portal reduces the amount of paper that we need to send to you and for you to store in a safe place - everything that you need is there.

We aim to transfer the completing of forms online by creating surveys and questionnaires, these will then be emailed to all required to complete them and responses can be easily collated and monitored. This will reduce costs and move forward to the desired paperless system.

### Trust Support

Your first point of contact for Shireland Collegiate Academy Trust who will be available to answer any queries or provide you support in your role is Mrs Jo Cook (Governance Manager). Jo can be contacted at Shireland Collegiate Academy on 0121 565 8809 or by email – [joanne.cook@collegiateacademy.org.uk](mailto:joanne.cook@collegiateacademy.org.uk)

If further assistance is required, Mrs Jane Kellas, Company Secretary can also be contacted by email – [jane.kellas@collegiateacademy.org.uk](mailto:jane.kellas@collegiateacademy.org.uk)

## Use of Personal Data

To comply with legislation and guidance Shireland Collegiate Academy Trust is required to publish information detailing the governance of the Trust and its associated academies. This ensures transparency throughout the Trust.

There are also some external organisations of which are required to hold records of Members, Trustees and Governors. In these cases, your information is stored rather than published.

There are specific details that are required to be published or stored in specific places dependant on an individual's role with the Trust and academies.

Please see the below roles and the requirements.

	Member	Trustee	Member of the SPC	Accounting Officer	Finance and Compliance Director
Edubase*	✓	✓	✓	✓	✓
Transparency*	✓	✓	✓		
Companies House**	✓	✓		✓	✓
Trust Banking Provider **		✓			

\* The information disclosed will be published

\*\* The information disclosed will be stored within their organisation for reference

## GIAS

GIAS (Get Information about a School) is a register of educational establishments in England and Wales and is maintained by the Department for Education. The register is updated by the establishment itself as well as the Local Authorities and the DfE. All compulsory, higher and further education establishments must provide the following details for Members, Trustees, Governors, Accounting officer and the Financial Officer:

- Name
- Previous name
- Date of birth
- Nationality
- Country of birth
- Phone number
- Email address
- Address
- Appointment date
- End of office/term date/resignation date where applicable

All information stored on GIAS can be accessed publicly and is part of the Department for Education's (DfE) control and recording measures.

## Transparency

The Transparency document is published on the Shireland Collegiate Academy Trust external website and the personal details and registers it includes are:

- Appointment dates for Members, Trustees and Governors
- Register of people with Significant Control (RSC)
- Declarations of Pecuniary Interests
- Meeting Attendance
- Gift and Hospitality Declarations

The attendance and declaration registers are available within this document for at least the current year and the previous year, this will always be for at least 12 months.

The transparency document also briefly explains the Governance Structure to ensure the details are interpreted accurately.

## Companies House

As the organisation is a company, Shireland Collegiate Academy Trust is required to provide Companies House with the following information:

- The confirmation statement (previously the Annual Return)
- The annual accounts
- notification of any change in the company's officers or in their personal details
- notification of a change to the company's registered office
- allotment of shares
- registration of charges

In relation to the publication of a Trustee's details the following is required:

- His or her name and any previous names
- A service address (which may be stated to be 'the company's registered office')
- The country or state or part of the United Kingdom where he or she is usually resident
- Nationality, business occupation (if any) and date of birth

## Trust Banking Provider

In order to open and maintain the bank account for Shireland Collegiate Academy Trust the Trustees, as Directors, are required to disclose their personal information which will include the following:

- Name
- Address
- Date of Birth
- Previous address

- Previous name
- Nationality
- Date of appointment

This is because of the powers that the Trustees hold as charity/company directors and the control factors in place to ensure the Trust's funding is used and managed appropriately. The Scheme of Delegation sets authorisation limits to control the significant income and expenditure within the Trust its academies. The Scheme of Delegation is approved by the Board and is in accordance with the Governance Structure and Financial regulations approved by the Resources Committee.

## Expectations of Trustees and Governors and Protocols

### Conduct of a Member, Trustee and Governor

When appointed as a Member, Trustee or a Governor you will be expected to adhere to the Shireland Collegiate Academy Trust's Code of Conduct which outlines the expectations of Members, Trustees and Governors and your agreement to discharge your responsibility in line with the 7 Principles of Public life (see Annex D).

The mainstream funding for the Trust and its academies is public funds, therefore Members, Trustees and Governors must ensure Value for Money and clearly demonstrate that they do not use public money for personal benefit.

After reading and understanding the Code of Conduct you will be expected to complete an annual online declaration.

### Declarations of Gift and Hospitality

Shireland Collegiate Academy Trust has a policy of which all Members, Trustees and Governors are expected to follow whereby they are required to declare any Gifts and Hospitalities they may receive in respect of their role.

To this extent a register is maintained to record and gifts and hospitality that has been received. Each Member, Trustees and Governor will be asked to complete a paper or online declaration form at the end of each term and the information will then be transposed onto a register that is retained by the Finance and Compliance Director.

### Declarations of Pecuniary Interests

Shireland Collegiate Academy Trust has a Declaration of Interest Policy that complies with Education and Skills Funding Agency (ESFA) direction whereby, Members, Trustees and Governors are asked on an annual basis to complete a paper or online Declaration of Interest form. It is each individual's responsibility to ensure that this information is kept current and any changes are declared in the appropriate agenda item at each meeting and the online form is completed again to reflect your changes.

It is also strongly recommended, as a matter of good practice, that other senior staff complete declarations.

### Payments to Directors and Members

Members, Trustees and Governors may **not** receive any remuneration for their governance work other than payment of all reasonable out of pocket travel, accommodation or other expenses legitimately incurred by them in connection with their attendance at meetings acting in the capacity of Member, Director or Governor.

If any expenses are incurred these must be claimed back whilst in accordance with our Governance Expenses policy.

## How can I be most effective as a Member, Trustee or Governor?

This list of activities gives an insight into what is involved in being a Trustee or Governor:

- participation - your views are valued so please take part actively in discussion
- attending meetings - be an active member of committees
- prepare for meetings - use the Governance Portal as a resource, think of questions you wish to ask
- take action - you may be asked to carry out agreed actions
- get to know the trust and academies, visiting on a regular basis, be involved in the life of the trust or academy and its activities
- work as a team and with staff
- be a critical friend
- review and evaluate your work and suggest improvements
- training - tell us about your skills and how we can support you in your role with training

## Meeting Preparation

For all meetings, the agenda and supporting documents will be uploaded to the governance portal seven clear days before the meeting. Trustees and Governors are expected to view the documents prior to the meeting to prepare any issues or comments ready for the meeting.

## Meetings

The Board of Directors must meet at least once a term. No business can be conducted at any meeting unless a quorum is present. Committees of the Board, such as the Standards and Performance Committee, may conduct their business as directed by the Board and as described in the Governance Structure.

### Conduct of Meetings

The Chair is responsible for the efficient conduct of meetings. The Chair will work closely with the CEO, senior staff and the Company Secretary to ensure that:

- reports are of a high standard
- Trustees and Governors receive information in sufficient time to prepare for a meeting
- clear decisions are reached in meetings
- action is taken to carry out these decisions
- high standards of governance are established and maintained

### The Role of the Chair

The Chair is responsible for providing strategic leadership on matters such as:

- formulating the Board's strategy for discharging its statutory duties
- encouraging high standards of propriety and promoting the efficient and effective use of staff and other resources throughout the school
- ensuring that the Board, in reaching decisions, takes proper account of guidance provided by government and other regulatory bodies
- representing the views of the Board to stakeholders and the community

The Chair should ensure that the Board meets at regular intervals throughout the year and that the minutes of meetings accurately record the decisions taken and, where appropriate, the views of individual Board members.

Communications between the board and the DfE will normally be through the Chair and the CEO except where the Board has agreed that an individual member should act on its behalf.

The main point of contact between the academies and the DfE on day-to-day matters will normally be the CEO.

## Link Trustees and Governors

Link Trustees and Governors have a responsibility to monitor and evaluate the progress of the academies and contribute to the school self-evaluation process.

The leadership team provide reports and data to the Standards and Performance Committee (SPC) but in addition it is valuable for Trustees and Governors to gain a first-hand insight into the operational activities within the academies. This first-hand insight is gained through link visits by a Trustee or Governor and then the findings are reported back to the relevant Committee.

### Link visit expectations

A link visit is expected to be completed annually, ideally in the summer term. The summer term is the preferred term as this will allow a review of the progress and developments made in relation to the Raising Attainment Plan (RAP) targets and delivery plans that were set at the beginning of the academic year.

All link visits must be planned in such a way that they increase and enhance the understanding of the academy's operational strategies whilst ensuring the visits are not a burden to academy staff.

In order to report the visit back to the relevant meeting, a feedback form must be completed. This will then be circulated by the clerk to the leadership team to ensure that no errors or misunderstandings arise at a later date. Once all parties are satisfied the report is a true reflection the report will be uploaded to the portal and discussed at the relevant summer term meeting.

### The Importance of Link Visits

The benefits of links between Trustees and Governors and academy subjects are:

- they enable the board and its committees to be better informed about every aspect of the curriculum, so that they can approve academy plans from a wider knowledge base
- they allow trustees and governors to see first-hand the resources used in the academy, familiarise themselves with the building and be better informed about future budget allocations
- they are part of a strategy to monitor and regularly evaluate the progress of the development plans
- they are a means to build up relationships, based on mutual trust and respect, between trustees and governors and the teaching staff
- they provide OFSTED with concrete evidence about the involvement of trustees and governors in the academies and they
- contribute to academy self-evaluation

## Teaching and Learning

Following Shireland Collegiate Academy's 'Outstanding' judgement in March 2013, the Academy Trust produced a Raising Attainment Plan' (RAP) in order to build on current successes and drive further progress. The RAP is implemented in all of the Trust academies to ensure that high standards and consistency within approaches and targets are achieved.

The RAP is presented to each Standards and Performance Committee and Board meeting.

The RAP is an essential tool for Governors to identify their academies priorities and measure progress towards their achievement.

The RAP strands are:

- Improving the Quality of Delivery
- Enhancing Levels of Engagement
- Ensuring Progress for All
- Collaborating with Partners in Learning

## Risk Management

Trustees and Governors must consider the major risks that may affect the Trust and its academies.

For example:

- identifying the major risks
- what the likelihood is of those risks materialising
- what would be the potential impact of the risks?
- what systems have been put in place to mitigate and monitor the risks

The Risk Management process includes the preparation of a contingency and business continuity plan to deal with crises that the Trust could face.

The Board must also ensure that the Trust complies with general legislative requirements covering employment, property and health and safety regulations.

There is a Risk Management Plan for Shireland Collegiate Academy Trust and this is reviewed annually by the Audit & Risk Committee and the Standards and Performance Committees, respectively.

## Safeguarding and Prevent Agenda

Summaries of information about current safeguarding issues are presented to Trustees and Governors when required. The report to the Board and the Standards and Performance Committees on safeguarding practice enables the monitoring of compliance with the requirements of “Safeguarding Children and Safer Recruitment in Education”, DfE 2006 and for areas for improvement to be identified.

The CEO, Sir Mark Grundy is ultimately responsible for safeguarding.

The safeguarding person named above is also responsible for the implementation of controls and policies regarding the Prevent Agenda within the Trust.

In each Academy, the safeguarding named persons are also responsible for the implementation of controls and policies regarding the Prevent Agenda.

Each Academy within the Trust will have a Designated Senior Person for Safeguarding and a Nominated Trustee/Governor. The Designated Senior Person will be the Principal and at the first SPC meeting of each year, the DSP will be noted by the committee whilst the nominated Trustee/Governor will be agreed.

## Ofsted Inspections

In May 2011 Ofsted produced a report 'School Governance: Learning from the Best'. The report concludes that:

- governance play a critical role in guiding, supporting and challenging schools
- Directors and Governors give up their time to do the very best they can for their schools and it is important that their contribution adds real value
- Directors and Governors who know their school well, and are able to make and support hard decisions in the interests of students will be in the best position to drive improvement at their school
- effective governance means engaging extensively with parents and the wider community to promote the school's work
- Directors and governors should visit their school to talk to staff and students, and to see the school in action

In summary, inspection evidence tells us that there is a relationship between effective governance, the quality of leadership and management, and the quality of provision and pupil achievement.

As these are the key measures used by Ofsted when inspecting a school, the importance of Directors and Governors cannot be underestimated.

The below framework for inspection was introduced in September 2012 and had some important features:

- higher standards – it is meant to be very hard to get an “outstanding” grading
- quality of teaching – good teaching is regarded as essential to good education, and inspectors will concentrate on lesson observations
- particular attention will be paid to behaviour, and inspectors will endeavour to assess how what they see on their visit is typical of the school normally
- there is close working between the inspectors and senior leadership team, and the CEO is invited to join inspectors in lesson observations
- account is taken of views of students and parents
- although Ofsted no longer provides a self-evaluation form to schools, it expects schools to conduct self-evaluation according to whatever system suits them best, and will ask the school for its self-evaluation summary before starting the inspection
- recommendations as to appropriate action are given by the inspectors on the main points identified at the end of the inspection as needing attention

### The Current Inspection Regime (September 2021)

In September 2021, further key changes were made to Ofsted Inspections and are detailed in the documents that can be found at [Inspecting schools: guide for maintained and academy schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97822/inspecting-schools-guide-for-maintained-and-academy-schools-2021.pdf)

## Ofsted Judgements

Ofsted assesses the standards of schools under four main headings:

- quality of education
- behaviour and attitudes
- personal development
- leadership and management

In addition, there is a judgement on the overall effectiveness of the school.

A school cannot be judged as 'outstanding' for overall effectiveness unless they have outstanding teaching

There are four points in the grading scale applied to these:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

## The Role of Governance in Inspections

Inspectors will not assess governance separately, but it will be included where appropriate in the judgements on Leadership and Management.

Inspectors will seek evidence of the impact of those responsible for governance. This includes maintained school governors, proprietors, or academy trustees. In a multi-academy trust this may include members of the local governing body, as well as the trustees.

Inspectors will consider whether governors:

- work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
- provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school
- provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school
- performance manage the headteacher rigorously
- understand the impact of teaching, learning and assessment on the progress of pupils currently in the school
- ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils
- ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, Year 7 literacy and numeracy catch-up premium, primary PE and sport premium, and special educational needs funding
- are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents

There is also no requirement for inspectors to meet any Members, Trustees or Governors, other than at the final session when the lead inspector delivers their findings. However, the Board would be advised to ask one of its members to join the CEO at the meeting with the lead inspector at the start of the first day and at the meeting at the end of the first day when the inspector will discuss with the CEO what the team has discovered.

All Members, Trustees and Governors should be prepared to meet with inspectors during a visit and should be confident in answering questions that they may have. If you are unsure of the responsibilities that Members, Trustees and Governors hold you must seek advice. Please see the Ofsted questionnaire and information in the Key Documents on the Governance Portal. You will also be asked to complete a survey annually, this will be to identify any training needs and ensure all Members, Trustees and Governors are up to date and knowledgeable. This will also prepare Members, Trustees and Governors for such an occasion where they may be called upon.

Inspectors may also ask to see Trustees or Governors if there are governance issues that cause them concern. Trustees and Governors should note that the DfE and Ofsted are increasingly focusing on the importance of effective governance, the need for the skills and behaviours of Trustees and Governors to be of a high standard and for Boards and Committees to demonstrate challenge to the Trust Strategy Team.

## Where to find more information

### 1. Ofsted

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
Tel 0300 123 1231

The government's inspection agency.

### 2. Education and Skills Funding Agency (ESFA)

[academyquestions@efa.education.gov.uk](mailto:academyquestions@efa.education.gov.uk)  
Tel 0370 000 2288

The funding agency for Academies

### 3. National Governors' Association (NGA)

[www.nga.org.uk](http://www.nga.org.uk)

This is an online resource which all trustees and governors have access to through the Trust's subscription.

### 4. The Key

<https://schoolgovernors.thekeysupport.com/>

This is an online resource which all trustees and governors have access to through the Trust's subscription.

### 5. Governance Handbook

The Governance Handbook is produced by the Department for Education for Governors, headteachers and governing body clerks. This document includes key information that all Trustees and Governors should be aware of. The handbook is on the Governance portal and can also be found on the gov.uk website.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/925104/Governance\\_Handbook\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925104/Governance_Handbook_FINAL.pdf)

### 6. Academies Financial Handbook

The Academies Financial Handbook is produced yearly by the Education and Skills Funding Agency to specify the financial framework which relates to the Academy based on their status as companies, charities and public bodies.

All Trustees must be aware of the Financial Handbook to ensure the Trust remains compliant. This handbook outlines the requirements of the Trust and the roles that

Trustees and Governors should carry out to be effective. The handbook is on the Governance portal and can also be found on the gov.uk website.

<https://www.gov.uk/government/publications/academies-financial-handbook>

## 7. The Essential Trustee – What you need to know

The Charity Commission produce the Essential Trustee guidance to inform trustees what is required of them as a charity trustee, including their responsibilities to the charity.

<https://www.gov.uk/government/publications/the-essential-trustee-what-you-need-to-know-cc3>

## ANNEX A Definitions

For the purposes of The Academies Financial Handbook, the following definitions will apply.

<b>Academic year</b>	The 'school year' starting 1 September and ending 31 August.
<b>Academy Trust</b>	The company which has entered into a funding agreement with the Secretary of State to run one or more academies.
<b>Accounting Officer</b>	The senior executive leader of the academy trust, designated as accountable for value for money, regularity and propriety. In single academy trusts this should be the principal. In multi-academy trusts it should be the chief executive, or equivalent, of the overall trust.
<b>Accounting Officer's statement on regularity, propriety and compliance</b>	The academy trust's accounting officer must complete and sign a statement on regularity, propriety and compliance each year. This statement must be included in the trust's annual report and submitted to EFA at the same time as the annual accounts.
<b>Accounts direction</b>	EFA's annually published guide for academies on preparing their annual report and accounts.
<b>Accounts return</b>	A return of key financial information based on academy trusts' annual accounts, but incorporating additional data required for consolidating trusts' accounts into EFA's accounts, and for the collection of benchmarking data. EFA will collect these returns from those academy trusts in scope in a format, and by a date, to be notified. The accounts return replaces the Consistent Financial Reporting (CFR) return for maintained schools.
<b>Articles of Association</b>	The articles set out the trust's charitable object(s) and governance arrangements.
<b>Asset</b>	Anything that is capable of being owned or controlled to produce value and that is held to have positive economic value. Can be 'revenue' (e.g. cash) or 'capital' (e.g. a building).

<b>Balanced budget</b>	A formal budget plan setting out projected income and expenditure drawing on unspent funds from previous years as necessary. Trusts do not have to balance income and expenditure in each year to zero and can carry forward unspent GAG (if eligible).
<b>Capital</b>	Capital assets or funding are those from which an academy trust can expect to derive a benefit for more than one year: typically, land, buildings, vehicles, information technology etc. Capital assets are usually referred to as fixed assets.
<b>Chief Executive Officer</b>	The senior executive leader and head of the management team of a multi-academy trust. Trusts may use alternative descriptions for this post such as CEO.
<b>Chief Financial Officer</b>	The individual who leads the finance department, such as the finance director, business manager or equivalent.
<b>Companies House</b>	Is the UK's Registrar of Companies whose main functions are to incorporate and dissolve limited companies, examine and store company information and accounts, and making this publicly available.
<b>De facto Trustee</b>	A person not validly appointed as a trustee but exercising the functions that could only be properly discharged by a trustee. See also shadow directors.
<b>Economy</b>	Obtaining an outcome for the least possible input of resources.
<b>Education and Skills Funding Agency (ESFA)</b>	EFA is an executive agency of the DfE that acts as the agent of the Secretary of State.
<b>Effectiveness</b>	Obtaining the desired outcome.
<b>Efficiency</b>	Obtaining the best possible outcome for the resources input.
<b>Exempt charity</b>	An exempt charity does not have to register with the Charity Commission. The principal regulator of exempt trusts is DfE. Exempt trusts will still need Charity Commission's prior approval for some transactions e.g. trustee payment for work as trustee.
<b>Ex officio Trustee</b>	By virtue of the office or position held.
<b>Financial Management and Governance Self-assessment (FMGS)</b>	A submission for completion and return to ESFA by a notified date, by new academy trusts that are not yet preparing financial statements and not yet subject to a regularity audit. The return asks trusts to self-assess their financial management arrangements in several specified areas.
<b>Financial year</b>	For academy trusts, this is usually the same as the academic year, from 1 September to 31 August. For most other public sector bodies (e.g. EFA) it means the period from 1 April to 31 March.
<b>Funding agreement</b>	The agreement between the academy trust and the Secretary of State, which includes funding arrangements, obligations of both parties and termination provisions.

<b>General Annual Grant</b>	GAG is the main source of revenue funding for academy trusts.
<b>Principal</b>	The head teacher of an academy and the senior executive leader of a single academy trust.
<b>Private Finance Initiative (PFI)</b>	PFI is a way of funding public infrastructure projects using private capital.
<b>Propriety</b>	The requirement to deal with expenditure and receipts in accordance with Parliament's intentions and the principles of parliamentary control. This covers standards of conduct, behaviour and corporate governance.
<b>Public funds</b>	Funds which, ultimately, derive from parliamentary authority. All academy trusts' income, expenditure, assets and liabilities are consolidated into the accounts of DfE and will be considered by Parliament to be public unless otherwise demonstrated.
<b>Regularity</b>	The requirement to deal with all items of income and expenditure in accordance with legislation, the terms of the trust's funding agreement and this handbook, and compliance with internal trust procedures. This includes spending public money for the purpose intended by Parliament.
<b>Risk protection arrangement</b>	The RPA is an alternative to insurance for academy trusts that opt-in where losses that arise are covered by UK government funds.
<b>Secretary of State</b>	The Secretary of State for the Department for Education.
<b>Shadow director</b>	A person in accordance with whose directions or instructions the directors of a company are accustomed to act. See also de facto trustee.
<b>Special payments</b>	Payments outside the normal range of activities approved by Parliament and therefore requiring greater control. They include ex gratia payments, staff severance payments, compensation payments and other extra-statutory or extra-contractual payments. See annex 4.13 of HM Treasury's Managing Public Money.
<b>Statement of Recommended Practice</b>	The Charity Commission's document describing the form and content of charity accounts.
<b>Value for money</b>	Achieving the best possible educational and wider societal outcomes through the economic, efficient and effective use of all the resources in the trust's charge, the avoidance of waste and extravagance, and prudent and economical administration.
<b>Whistleblowing</b>	When an employee reports suspected wrongdoing at work and makes a disclosure in the public interest, under the protection of the Public Interest Disclosure Act 1998.



## ANNEX B Directions to find more information about the Academy Trust

Shireland Collegiate Academy	<ul style="list-style-type: none"> <li>• Specific information for SCA can be found on the Academy website</li> </ul>
Thorns Collegiate Academy	<ul style="list-style-type: none"> <li>• Specific information for TCA can be found on the Academy website</li> </ul>
West Bromwich Collegiate Academy	<ul style="list-style-type: none"> <li>• Specific information for WBCA can be found on the Academy website</li> </ul>
Holyhead Primary Academy	<ul style="list-style-type: none"> <li>• Specific information for HPA can be found on the Academy website</li> </ul>
Tameside Primary Academy	<ul style="list-style-type: none"> <li>• Specific information for TPA can be found on the Academy website</li> </ul>
Shireland Technology Primary School	<ul style="list-style-type: none"> <li>• Specific information for STP can be found on the Academy website</li> </ul>
Shireland Learning Limited	<ul style="list-style-type: none"> <li>• Specific information for SLL can be found on the website</li> </ul>
Teaching School	<ul style="list-style-type: none"> <li>• Lead for Teaching School - Bimal Kang</li> </ul>
Governance	<ul style="list-style-type: none"> <li>• Company Secretary, Jane Kellas OR Jo Cook, Governance Manager</li> <li>• Documents on the Trust website and the Governance Portal</li> </ul>
Finance	<ul style="list-style-type: none"> <li>• The Trust Finance &amp; Compliance Director, Mrs Jane Kellas OR Mr Gary Reid, Accounts Manager</li> <li>• Trust finances are reported to Resources and Academy finances are reported to their SPC</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>• The Trust Human Resources Director, Mrs Melanie Adams</li> <li>• HR issues are raised to the Trust Board or SPC dependant on the nature</li> </ul>
Training	<ul style="list-style-type: none"> <li>• On the Governance portal</li> <li>• External providers are detailed in "Where to find more information" section</li> </ul>
Policies	<ul style="list-style-type: none"> <li>• Statutory policies are published on the Academies and Trust website</li> </ul>
Pupil Premium	<ul style="list-style-type: none"> <li>• Each Academy has a Pupil Premium statement on its respective website</li> </ul>
Data	<ul style="list-style-type: none"> <li>• Academy data will be presented within the Leadership Team report</li> <li>• A summary of data for all academies will be presented to the Board</li> </ul>
Admissions	<ul style="list-style-type: none"> <li>• Each academy will have its own Admission policy based on the direction set by the Trust</li> <li>• Admissions data will be presented within the Leadership Team report</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>• An Academy's Attendance summary is recorded in the Leadership Team report each term</li> </ul>
Ofsted	<ul style="list-style-type: none"> <li>• Each Academy will have its latest Ofsted inspection either published on their website or a link to it</li> </ul>
Exclusions	<ul style="list-style-type: none"> <li>• An Academy's exclusions summary is recorded in the Leadership Team report each term</li> </ul>
Safeguarding	<ul style="list-style-type: none"> <li>• Safeguarding updates will be shared via the announcements section on the Governance Portal</li> </ul>
SEN	<ul style="list-style-type: none"> <li>• Each Academy's SEN Policy is on their academy website and can also be found on the policies section of the Trust website</li> </ul>

## ANNEX C 21 Questions for Multi Academy Trust Boards

21 questions every Multi-academy Trust Board should ask itself.

<b><i>Vision, ethos and strategy</i></b>	
1	Does the Trustee Board have a clear vision and strategic priorities for the next three to five years, to which all academies contribute, and which is understood by each of its academies?
2	How effectively do these strategic priorities drive the governance structure, activities and agenda setting at all levels of the Trust?
3	What vision does the Trustee Board have for the size of the Trust and how does the strategy ensure that there is the capacity to support any additional academies well?
<b><i>Governance structures</i></b>	
4	Is the structure of the Trust from its members to academy level governance conducive to effective working, ensuring check and balances but avoiding duplication at different levels, and delivering good two-way communications?
5	How does the Trustee Board ensure that its governance structure is clear, in keeping with its Articles of Association, and that those at regional, cluster and academy level understand their roles and responsibilities compared to those of the Trustee Board?
6	a) Does the Trustee Board have a scheme of delegation, is it published on its website and those of its academies, and does the scheme make clear where the following key governance functions are exercised: <ul style="list-style-type: none"> <li><input type="checkbox"/> Determining each individual academy's vision, ethos and strategic direction?</li> <li><input type="checkbox"/> Recruiting each academy's Principal/Head of school?</li> <li><input type="checkbox"/> Performance management of each academy's Principal/Head of school?</li> <li><input type="checkbox"/> Determination of Human Resources policy and practice?</li> <li><input type="checkbox"/> Oversight of each academy's budget?</li> <li><input type="checkbox"/> Assessment of the risks for each academy?</li> </ul>
	b) Is the principle of earned autonomy applied to individual academies or local clusters and if so, do all involved at all levels of governance within the MAT understand how?
<b><i>Trustee Board effectiveness and conduct</i></b>	
7	Right skills: Has the Trustee Board adopted a robust and transparent process for the recruitment both of trustees and those at local governance level, including role specifications, skills audits and interview panel to ensure those carrying out governance functions have the full range of experience, qualities and skills necessary to discharge all the Trustee Board's responsibilities?
8	Clerking: Does the Trustee Board have a professional clerk providing information and guidance on regulatory practice and procedures, including governance leadership to the committees and any academy level governance?
9	Chair: How does the Trustee Board ensure the chair shows strong and effective leadership?

10	Trustee performance: Does the chair carry out an annual review of each trustee's contribution to the Board's performance and ensure each trustee is investing in his/her own development?
11	Succession planning: Do we engage in good succession planning so that, in normal circumstances, no trustee serves for longer than two terms of office and the chair is replaced at least every six years?
12	Conflicts of interest & conduct: How does the Trustee Board ensure conflicts are avoided and that the Nolan principles of public life are adhered to?
13	Learning from others: Has the Trustee Board regularly reviewed its structures and practice, making use of other Boards' experiences and periodically seeking external expertise?
<b>Engagement</b>	
14	How does the Trustee Board listen to, understand and respond to pupils, parents, staff and local communities across all its academies?
15	What benefit do the academies within the Trust draw from collaboration with other schools and other sectors, including employers, locally and nationally; and how is the Trust involved in contributing to improving leadership and schools beyond its own academies?
<b>Effective accountability of the executive leadership</b>	
16	How well does the Trustee Board understand its academies' performance data, and how do Trustees know that pupils in all their academies are making the best progress they can?
17	What mechanisms does the Trustee Board use to ensure there is a strong and effective executive leadership structure and personnel in place across the Trust with the right skills, clear line-management and reporting mechanisms?
18	How does the Trustee Board ensure senior leaders within academies are challenged to improve the education of pupils, and what intervention would be used if improvement is not progressing according to plan at an academy?
19	How does the Trustee Board ensure that the Trust's financial capability and management systems are robust to ensure compliance with the Academies Financial Handbook, best value for money and deliver the long-term strategy?
20	Do the compliance systems give assurance to the Trustee Board that the Trust is meeting its statutory and legal responsibilities?
<b>Impact on outcomes for pupils</b>	
21	How much have the academies improved over the last three years, and what has the Trustee Board's contribution been to this?

## ANNEX D Nolan Principles: The 7 Principles of Public Life

The 7 principles of public life apply to anyone who works as a public office-holder. This includes people 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
- the courts and probation services
- non-departmental public bodies
- health, education, social and care services

The principles also apply to all those in other sectors that deliver public services.

### 1. Selflessness

Holders of public office should act solely in terms of the public interest.

### 2. Integrity

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

### 3. Objectivity

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

### 4. Accountability

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

### 5. Openness

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

### 6. Honesty

Holders of public office should be truthful.

### 7. Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.