



# Fierté Multi Academy Trust

## Governance Handbook 2018-2019

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Reviewed Annually

Next Review: 3<sup>rd</sup> July 2019

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## Chief Executive's Introduction



Dear Trustee and Governor,

Welcome to our Fierté family. We are delighted that you have joined our learning community.

Our vision is to build an outstanding Trust, where children can accomplish with no limits. We aspire to give children a sense of pride and achievement in all that they undertake, and this extends into the community and the strong links with the Trust. We are resolute that our Trust can make a significant difference to the lives of the 1,300 children and their families that we serve. We strive to bestow the experiences, resources, structures and systems that will enable all to receive a world class education.

Trustees and Governors are integral to the success of our Trust. They are a highly-respected part of our Trust team; working effectively and cohesively to challenge and ensure that our children are receiving the opportunities, experiences and education they deserve. Research tells us that there is a strong correlation between effective governance, the quality of leadership and management and pupil achievement.

Trustees and Governors exact a significant influence on the lives of our children within the Trust. They bring professional, personal and life experiences, which allows us to be an outward facing, forward thinking Trust.

We look forward to working alongside you within our family.

Kindest regards

**Maria Hamblin**

*This handbook provides a summary of how FMAT is organised and sets out the responsibilities , processes and procedures we use to ensure the highest level of governance. It will be reviewed annually in the Summer Term and revised as new/revised DfE and FMAT policies are implemented. The review will include feedback from all members of the Trust to ensure that the Handbook is relevant and reflects best practice.*

## **Ethos and Vision**



### **Core Purpose**

A vision and ethos deeply rooted at the heart of the Trust fosters in all pupils both a culture and mind-set of belonging, self-worth, higher aspirations and an intellect of independence; this alongside the self-belief that there are no limits to what each child can accomplish.

### **Our Mission**

*'Placing children's' rights at the heart of all we undertake.'*

This statement is at the heart of the Fierté narrative. We strive to ensure that our community can realise its true potential through placing our children's needs and rights at the centre of every decision we make. This is our mission. To that end, we bestow the experiences, resources, structures and systems to enable all to engage, all to progress, all to achieve their full potential.

Our mission is intrinsic and visible within every academy within the Trust and through the extensive opportunities that our Multi-Academy Trust offers.

### **Vision and Values**

At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Building Learning Power. Through these, we aim to put children's rights and learning at the heart of our academies. We work together to embed children's rights into our ethos and culture; to improve well-being and develop every child's talents and abilities maximising their full potential. We aspire to give children a sense of pride and achievement in all that they undertake and this extends into the community and the links with the Trust. As a Trust we uphold our core values of respect, integrity, humility with equality and care towards all.

## Our Academies



### VIOLET Way Academy

“The governing Board monitors the work of the academy closely and provides strong support and challenge in helping drive improvement.”  
*(Ofsted July 2012)*



### GLASCOTE Primary Academy

“Governors are committed and astute. They know the academy very well and offer a positive blend of challenge and support.”  
*(Ofsted November 2017)*



### ANKERMOOR Primary Academy

New Academy awaiting inspection.



### DOSTHILL Primary Academy

New Academy awaiting inspection.

## **Trust Members**

Mr Richard Jeffries

Mr Alistair Campbell

Mrs Vicki Blundell Chair of Trust Board

*For further information please see Scheme of Delegation and/or Trust website [www.fierte.org](http://www.fierte.org).*

## **Trustees**

### **Mrs Maria Hamblin (CEO)**

I was Headteacher of Glascote Primary Academy for five years and felt privileged to work in such a dynamic, forward thinking academy. In addition, I have been fortunate to work as both an Executive Headteacher within Staffordshire, as well as a Local Leader of Education, working alongside vulnerable academies. Currently, I am a National Leader of Education and am passionate about working in partnership with other academies and wider communities. I have a fervent belief that our Trust should nourish a strong family feel, embracing our shared strengths but celebrating the diversity within our community.

### **Mrs Vicki Blundell(Chair)**

I am a retired teacher having taught in primary academies in Birmingham, Tamworth and Burton-upon-Trent. During my time as a teacher I became a governor and realised that even after retirement I was able to continue to have a role in providing children with the best life chances they could have. I feel very strongly that our children deserve the best we can offer to help them grow and to develop their aspirations and confidence. When we became a multi academy trust, this meant that this desire to give children the best education could be extended to more than one academy. It also meant that using the skills and knowledge I gained from the Chairs' Development Programme, I could help develop governance in the Trust and develop working relationships with governors and trustees across the wider academy community.

### **Mr Gary Pykitt (Co-Vice Chair)**

I taught in a primary academy in Burton upon Trent for six years, working as a class teacher with subject responsibilities for History and ICT and latterly as Key Stage Two Manager. I was an NQT Induction Tutor and also worked with a number of trainee teachers during their academy placements as an accredited Academy Based Tutor, which led to me being appointed to a one day per week lecturing secondment at Birmingham City University in the Academy of Education. I became a full time Senior Lecturer in Primary Education (Professional Studies and History) in April 2008 and have gained a wealth of educational experience during this time. I work in a range of academies across the Midlands, supporting trainee teachers and training academy based mentors. I am an External Examiner for the BA (Hons) Primary Education with QTS course at St Mary's University, Twickenham, which enables me to develop a broader contextual understanding of education. I have a keen interest in History and am passionate about enhancing the effectiveness of history pedagogy in primary academies. In addition to this, I am very passionate about ensuring academies address issues around homophobia, biphobia and transphobia through a fully inclusive and challenging

curriculum. In July 2015, I achieved the status of Senior Fellow of the Higher Education Academy, in recognition of my extensive experience and influence in the field. I have a secure understanding of a range of issues currently impacting upon education; supported by a wide network of educational professionals. I am delighted to be working closely with the Fierté Multi Academy Trust and am committed to making the Trust and its academies the best educational experience for every child and their families.

### **Mrs Jo Smith**

I am a registered nurse currently working at a fertility clinic having previously worked for 18 years within an acute hospital. Have been a governor at one of the MAT academies for nearly 10 years and Chair of Governors at the academy for the last 3 years. I am married with 5 children all of whom have attended or still attend Violet Way Academy.

I am Chair of the Governance forum and lead Trustee for Trustee and Governor training and development.

There are many reasons why I chose to become a governor and trustee but the overriding one is to ensure that every child, irrespective of background, are given the best opportunities to achieve their full potential. I believe that that is achieved by the staff, pupils, parents, governors and trustees working together as a team with a shared goals, visions and values.

### **Mrs Laura Gardner**

I am a registered nurse and have had a varied career working in primary and secondary health care. I am currently working in health education, teaching a variety of courses and am particularly interested in health care governance. Married to Andy, we have two senior academy aged children. I feel privileged to be a trustee of the academy and believe in continuous improvement to deliver high-quality education which allows the children to have the chance to reach their full potential

### **Mr Colin Hunt**

I am a retired bank official and bring my financial skills to the board of trustees.

I have been the Responsible Officer for the Trust for the last two years and upon my visits to the academies I have been very impressed by everyone's commitment, enthusiasm and desire to do the best for the children.

I live in Mickleover, Derby and was previously Chair of the Governors at Ravensdale Infants Academy there, as well as being treasurer at various sports clubs in the area.

I am very pleased to be a trustee and will do all I can to assist the Trust with its objectives.

### **Mrs Zoey Insley**

I have worked for Molson Coors for over 23 years and in this time I have had a number of roles most recently as Project Governance Manager. I moved to Burton 20 years ago and my children attended Violet Way, Edge Hill and my eldest is studying his A levels at Paulet High Academy.

I have been a Trust Board Member for 3 years, which has enabled me to see the opportunities given to the children. I am passionate about helping young people achieve their potential and creating the best opportunities for them. I became a trustee in order to pursue this interest, develop my

understanding and help create the best opportunities for the children. It is a privilege to be part of the MAT's development and I am really looking forward to working with the children, staff and families within the academy's communities.

*See Appendix 9 for "Trustee Ten."*

*For further information on members and trustees please see Scheme of Delegation and/or Trust website [www.fierte.org](http://www.fierte.org).*

## **Executive Leadership Team**

Mrs Maria Hamblin	Chief Executive Officer
Mr Tony Hand	Director of Excellence in Learning and Teaching
Mrs Jayne Harrison	Chief Finance Officer

The Executive Leadership Team Monitors and supports the work of the Academies to help ensure consistent best practice across FMAT, especially in the areas of Finance, Human Resources, Health and Safety, IT and Resources.

## **FMAT Rationale**

- i. As a charity and Trust limited by guarantee, Fierté Multi Academy Trust (the "Trust") is governed by a Board of Trustees (the "Trustees") who are responsible for, and oversee, the management and administration of the Trust and the academies run by the Trust. The Trustees have responsibility to Fierté Multi Academy Trust, a registered charity whose purpose is to support the Trust and promote integration and collaboration between all academies set up by Fierté Multi Academy Trust.
- ii. The Trustees are accountable to external government agencies including the Charity Commission and the Department for Education (including any successor Trust Boards) for the quality of the education they provide and they are required to have systems in place through which they can assure themselves of quality, safety and good practice.
- iii. In order to discharge these responsibilities, the Trustees appoint people who are more locally based to serve on the Local Governing Boards (LGBs) which have been established to ensure the good governance of the academies within the Trust as required by the Master Funding Agreement entered into between the Company and the Secretary of State for Education (the "Secretary of State") governing the affairs of the Company (the "Master Funding Agreement").
- iv. This Governance Handbook explains the ways in which the Trustees fulfil their responsibilities for the leadership and management of the academies within the Trust, the respective roles and responsibilities of the Trustees and the members of the Local Governing Board and the commitments to each other to ensure the success of the academy. The proposed structure meets the minimum requirements stated in the Academies Financial Handbook (September 2018) (a Board of Trustees and a Finance and Audit Forum) and the Articles of Association, which require a Local Governing Board or Local Advisory Board for each academy. In addition, it is proposed to have forums for Finance and Audit, Leadership and Governance which service the needs of the academy.



# Constitution

Fierté Multi Academy Trust is made up of Trustees in accordance with the Articles of Association:

- Chief Executive Officer (CEO);
- 7 Co-opted Trustees;
- Chief Finance Officer (CFO) (Associate);
- Director of Excellence in Learning and Teaching (DELTA).

The Directors of the Trust will be known as Trustees and non-Trustees will be known as Governors.

The Chief Executive Officer, the Chair of the Trust Board and the Director of Excellence in Learning and Teaching can attend any meetings of any forum, Local Governing Board, Local Advisory Board or Interim Advisory Board established by the Trust but in some instances, this may only be in an advisory or observer capacity. When an issue is being discussed which directly affects the CEO, Trust Chair or DELTA, he/she must, as with any other Trustee/Governor in a similar position, declare an interest and physically withdraw from the meeting.

The legal minimum quorum for the forums and Boards within the Trust is three voting Trustees/Governors.

Associate trustees may be appointed to a Forum by the Trust Board and may be given voting rights. However, a majority of the members serving on the forum must be trustees, except in the case of the Local Governing Board, Local Advisory Board and Interim Advisory Board.

No vote on any matter shall be taken at a meeting of a Forum of the Trust, unless the majority of members of the Forum present are Trustees, except in the case of the Local Governing Board, Local Advisory Board and Interim Advisory Board.

The appointed Clerks will undertake the clerking of the Trust Board, its Forums and Local Governing Boards.

The minutes shall be included as an Agenda item for the consideration at the next meeting of the full Trust Board where appropriate.

All decisions made by Forums with delegated powers must be reported to the next full meeting of the Board. If minutes are not finalised, a brief statement of the conclusions reached should be given.

The term of office for trustees and governors is 4 years. This time limit shall not apply to the Executive Leadership Team.

The Chair and Vice Chair of the Trust Board will be appointed annually in the Summer Term ready for the beginning of the Autumn Term to facilitate the smooth transition in the situation of the appointment of a new Chair of the Trust Board.

The Chairs and Vice Chairs of the Local Governing Boards will be appointed annually in the Summer Term ready for the beginning of the Autumn Term to facilitate the smooth transition in the situation of the appointment of a new Chair of the LGB. The Chair of the Local Advisory Board will be appointed annually by the Trust Board until earned autonomy restores the status to Local Governing Board.

The Chairs of the Forums of the Trust will be appointed at the first meeting of the academic year by the members of the Forums.

The Chairs of the Interim Advisory Board will be appointed by the CEO, DELT and Chair of the Trust Board using the Chair's Power to Act where necessary.

All Trustees and academy Governors must provide the Trust with an enhanced and clear DBS check before they take up post. This is the responsibility of the individual, but the cost will be covered by the Trust. Any serving trustee or governor without a current enhanced DBS check will be temporarily suspended from post until the required check has been completed. The Chair of the Trust Board must be informed immediately of any police charges, cautions or convictions.

All Trustees and Governors are expected to attend training regularly and training needs will be reviewed annually. The training will be arranged by the Trustee with responsibility for Training. In 2018-2019 academic year this is Mrs Jo Smith.

The Trust Board, Local Governing Board and Local Advisory Board will review their performance annually.

## **Structure** *(see Figure Page12)*

FMAT is a Multi-Academy Trust (MAT) established in 2014. We sign one Funding Agreement with the Department for Education on behalf of all the academies in the group. The Members are the subscribers to the Trust's Memorandum of Association. They have an overview of the governance arrangements of the Trust and the power to appoint and remove Directors. The Trust Board is the Governing Board for the organisation and remains accountable in law and to OFSTED for the exercise of its functions. FMAT acts as one employer across all of the academies it operates. For further information about the Members and Directors of FMAT, please see the FMAT website at [www.fierte.org](http://www.fierte.org).

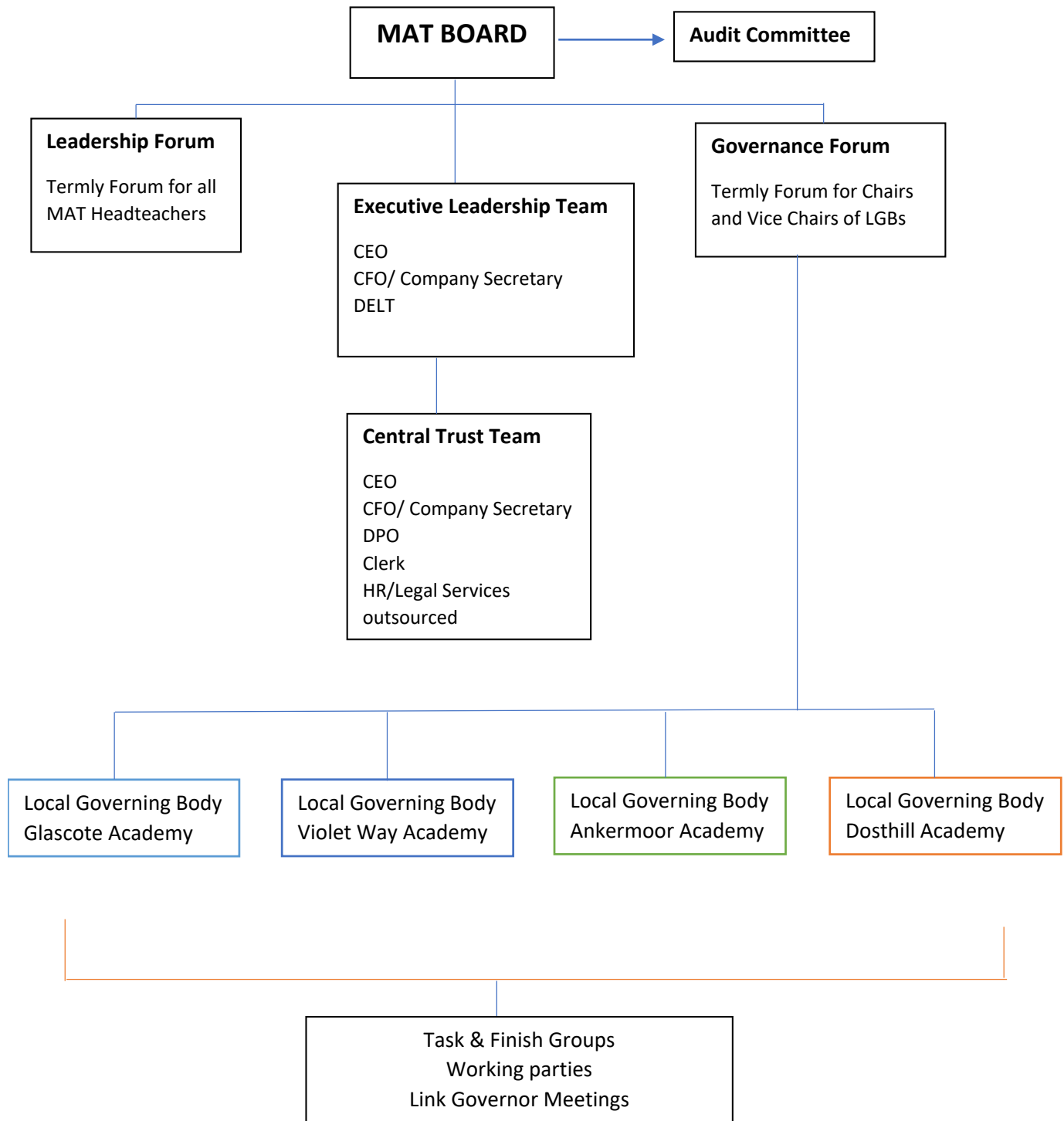
Members meet at least annually and the Trust Board at least four times a year. The rules and methods of operation are set out in the FMAT's published Memorandum and Articles of Association. The Trust Board (Trust Board) sets out FMAT Group strategy and operational policy in key areas which are then applied within and across all our academies through the organisational framework and scheme of delegation.

The Chief Executive Officer is a member of the Board of Trustees and is the Accounting Officer for FMAT. The Accounting Officer, on behalf of the Trust Board, takes personal responsibility (which must not be delegated) for assuring compliance with the Academies Financial Handbook (AFH), the Funding Agreement (FA) and all relevant aspects of company and charitable law. The Chief Executive has responsibility under Trust Board guidance, for the overall organisation, management and staffing of the organisation and for its procedures in financial and other matters, including conduct and discipline.

Under the powers delegated to her, the Chief Executive Officer has established the Executive Leadership Team (ELT). The ELT monitors and supports the work of academies to help ensure consistent practice across the group, especially in the areas of Finance, HR, Facilities and ICT. It also has wide-ranging responsibilities across all group academies for assuring and ensuring educational improvement and for providing key business services as agreed by the Trust Board.

Each individual academy within the group has a Local Governing Board/Local Advisory Board, which are sub-Forums of the main FMAT Board. The Trust Board formally delegates a wide range of powers to Local Governing Boards/Local Advisory Boards covering most of the statutory and operational duties necessary for it to discharge its duties on behalf of the Board and of the relevant academy.

2018-2019 Target Position



*An Interim Advisory Board will be put in place in academies where Leadership and Management raises serious issues.*

## Standards

The Director of Excellence in Learning and Teaching (DELT) is directly accountable to the Chief Executive Officer. He supports the improvement of educational achievement for our Trust academies and leads on educational attainment and standards across the Trust by supporting and quality assuring the work of the academies' Senior Leadership Teams (SLTs).

The staff appraisal system is vital in supporting and inspiring all employees to secure the best possible outcomes for all children. Appraisal across the MAT is a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their roles effectively.

Headteacher Performance Impact targets include a set of generic key performance indicators which provide a starting point for ensuring that standards across different areas are sustained so they at least meet national averages or are improved. For example, all sizeable groups of learners are expected to be at least in line with national averages for attendance rates; targets are also set to ensure that attendance remains a focused priority. Similarly, attainment within the EYFS, Phonic Check, Key Stage 1 and Key Stage 2 are expected to be in line with national averages or to build on the current position if already met for each subject area. This includes the percentage of children attaining at the greater depth standard as well as the expected standard or above. Rates of progress are also targeted for children between Key Stage 1 and Key Stage 2. Furthermore, the attainment and progress of disadvantaged pupils is a particular focus for all to ensure that any gaps that exist are eradicated.

For Headteachers, there are also key performance indicators set relating to financial accountability. In addition, personalised targets are jointly created with Headteachers relating to:

- a) their leadership and development;
- b) how they professionally lead and develop the capacity of others, and
- c) their contribution to the wider MAT.

The expectations set for Headteachers are used to inform those set for the staff within the different roles that exist in each academy. These are differentiated to take account of levels of responsibility and accountability. Consequently, all staff within the MAT are collectively galvanized towards reaching and meeting the best possible outcomes for all learners.

## Human Resources

Fierté Multi Academy Trust has a working relationship with a profession recognised external body.

## Finance

As part of a family of academies, we aim to have the greatest amount of impact with efficacy. Each academy contributes a set percentage of grant income, towards the provision of a range of support functions and services which are available to all academies. The percentage charge and the level and scope of services to be provided are determined by the FMAT Trust Board and are subject to periodic review. In addition, based on risk and or need, specific charges may be made for additional intervention when curriculum and performance require e.g. long-term or significant deployment of DELT, leadership support or teachers. The ultimate responsibility for the deployment of support resides with the CEO. This will be based on identified need. Academy Headteachers should discuss their requirements with the CEO, DELT or CFO who will then broker that support on their behalf.

All final academy budgets must be submitted to the Trust Board for ratification by 30 June each year. Projected outturns must be in place by April each year. Budgets are set by the academy Headteachers and CFO, with support from FMAT central Finance team, in consultation with the Local Governing Board Chair. They are then submitted to the CEO (Accounting Officer) for approval, before presentation to the Finance and Audit Forum and the Trust Board for ratification.

## Policies

Key Trust policies, processes and procedures are formulated centrally and reviewed as required by the ELT on behalf of the Board of Trustees. These policies have been approved by the Trust Board and apply to all FMAT academies and staff. The academy Headteachers are responsible for implementing these policies and responsible for the policies delegated to the academies. The Local Governing Boards/Local Advisory Boards are responsible for oversight and quality assuring the implementation of the local policies. Academies are also free to develop and adopt additional policies relevant to their individual circumstances.

A list of Trust Policies can be found in Appendices and on the Trust website [www.fierte.org](http://www.fierte.org) and academy specific policies can be found on the academy websites.

## Governance

### Trust Forums

#### Leadership Forum

The Leadership Forum will be instrumental in monitoring the work of the partner academies in Fierté Multi Academy Trust in raising standards and providing a curriculum that is both broad and balanced. It will also be important in the development of the leadership of our academies both senior leadership and middle leadership by encouraging shared practice, joint monitoring opportunities, coaching and mentoring. The Forum will be key to developing and sharing outstanding classroom practice through performance management of all staff, teaching and non-teaching for the benefit of the children in our care.

The Leadership Forum will report to the Trust Board termly through the minutes of the meetings and the CEO and DELT report. (*Terms of reference to be found in Appendices*)

The Leadership Forum has the delegated powers to:

- Monitor the standards of achievement and progress in the partner academies;
- Monitor the teaching profile and support each other in the performance management of staff; teaching and non-teaching;
- Encourage moderation between the academies across the curriculum;
- Develop capacity for the MAT to support failing academies;
- To develop succession planning for the leaders of the future through senior leadership development and middle leader development;
- To unify policies, risk assessments across the MAT with particular reference to safeguarding;

- To act as a support, mentors and coaches for Headteachers and other Senior Leaders especially for Headteachers and Deputy Headteachers new to the role;
- Monitoring the safeguarding concerns and identifying professional development needs.

## **Governance Forum**

The Governance Forum will be instrumental in monitoring the governance of the partner academies in Fierté Multi Academy Trust in holding the Leadership to account for the standards in their academies. It will also be important in the development of the Governance of our academies by supporting self-review, skills audits and improving practice. It will also be important for training and recruitment of Governors. The Governance Forum will report to the Trust Board termly through the minutes of the meetings and the Chair of the Trust Board report. *(Terms of reference to be found in Appendices)*

The Governance forum has the delegated powers to:

- Monitor and Review Governor Development Plans from each of the Local Governing Trust Boards/Local Advisory Boards;
- Monitor and Review Code of Conduct and other policies relating to governance;
- Ensure succession planning within FMAT;
- Support Governing Trust Boards in their annual review required for the annual report;
- Monitor governor training opportunities and needs across the MAT including in-house training;
- Undertake Reviews of Governance for new academies joining FMAT or when required by academies;
- Discuss current issues in governance e.g. recruitment, induction;
- Produce and monitor Induction Programmes for new Governors and provide a mentoring system for them;

## **Finance and Audit Forum**

The Finance And Audit Forum is responsible for all finance and personnel related matters. The Finance and Audit Forum is a Forum of the Trust Board. The Finance and Audit Forum meets at least once a term but more frequent meetings can be arranged if necessary. The main tasks are:

- the regular monitoring and scrutiny of the academy management accounts;
- ensuring the annual accounts are produced in accordance with the requirements of the Companies Act 1985 and the ESFA guidance issued to academies;
- reviewing and checking details of contracts and purchases;
- authorising the award of contracts and purchases;
- reviewing the reports of the Responsible Officer on the effectiveness of the financial procedures and controls. These reports must also be reported to the trust board.

*(terms of reference can be found in the appendices)*

## **Local Governing Boards** (including Local Advisory Board and Interim Advisory Board)

The Local Governing Board/Local Advisory Board will have delegated power to monitor the role of the academy at an operational day to day level and review:

- the management and organisation of the academy including;
  - monitoring teaching and learning;
  - staff performance and employment;
  - staffing structure;
  - premises and site issues;
- the implementation of the decisions of the Board;
- the implementation of policies approved by the Board including;
  - policies monitoring pupil welfare, behaviour and safety;
- the implementation of all extended academy activities.

The Local Advisory Board will consider student welfare, site issues and extended academy issues as standing agenda items. LABs will gain earned autonomy which means that as the LAB makes improvements, responsibilities will be restored after consideration and reports to the Trust Board.

The Local Governing Board and Local Advisory Board will report to the Board on decisions and will also provide advice and make recommendations to the Board on issues.

## **Interim Advisory Board**

An Interim Advisory Board will be appointed by the Trust Board when:

- A academy is put into a category 3 or 4 after an Ofsted Inspection that highlights leadership and management as a significant issue;
- A governance review highlights significant concerns about the efficiency and effectiveness of the Local Governing Board

Local Governing Boards and Local Advisory Boards may elect to have standing Forums for Curriculum and Standards for the more focused analysis of Data especially the official data in order to hold the SLT to account for standards and a Health and Safety Forum. It may also be necessary from time to time by agreement with the Chair of the Trust Board to establish a single purpose working party or Task and Finish Group of the Governing Board in order to deal with an issue that cannot be dealt adequately by the Local Governing Board or the Local Advisory Board in one of its scheduled meetings. Any such working party will be disbanded as soon as its work is complete.

The 'normal' termly schedule of meetings should commence with the Local Governing Board and the Local Advisory Board, followed by the Leadership, Governance and Finance Forums with the Trust Board meeting towards the end of the term. This allows action and decisions made by a Governing boards and Forums to be reported to the Board as required by the Articles of Association and within a termly cycle. Where an Interim Advisory Board is in place, the meetings will be more frequent than termly but will report to the Trust Board Meetings.





## Appendices

## THE SEVEN PRINCIPLES OF STANDARDS IN PUBLIC LIFE

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

*Current descriptor* Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

**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.

*Current descriptor* Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

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

*Current descriptor* In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

**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.

*Current descriptor* Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

**Openness** – Holders of public office should 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.

*Current descriptor* Holders of public office should be as open as possible about all the decisions and actions that they take. They should give their reasons for their decisions and restrict information only when the wider public interest clearly demands.

**Honesty** – Holders of public office should be truthful

*Current descriptor* Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

**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.

*Current Descriptor* Holders of public office should promote and support these principles by leadership and example.

# Appendix 1

## Terms of Reference for the Fierté Multi Academy Trust Board

### Remit

The Trustees of the Trust have overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of Academies, but have delegated the governance responsibility to strategic governing bodies, who will support the work of the Trust and promote the success of the Academies. The day to day management and responsibility for the running of the Academies has been delegated to the CEO (also a Trustee), who will be part of the Executive Leadership Team (ELT) including the Director of Excellence in Learning and Teaching (DELT) and the Chief finance Officer (CFO). The ELT are also supported by both an central management team, The Leadership Forum and the Governance Forum. The role and responsibilities of the Trustees are set out in the Scheme of Delegation and the Trustees fulfil their responsibilities through strategic planning and by the setting of policy and standards as well as taking responsibility for the oversight and management of risk. The Trustees have the power to direct change where required. The Trustees must act independently and in the best interest of the Trust even if those interests conflict with those of the board or organisation that might have appointed or nominated such persons to serve on the Trust Board. The Trustees are accountable to the Secretary of State for Education and to the communities that they serve. The Trustees, whilst in certain circumstances possibly also sitting on an Academy governing board, are responsible for all the Academies run by the Trust and are expected to use their skills and experience in undertaking a role on the Trust Board.

### Membership

The composition and powers of the Trust Board are (subject to charity and company law) determined by the Articles of Association and in any conflict between these Terms of Reference and the Articles, the Articles shall prevail. Board members must be able to demonstrate an understanding of the ethos and values of the Trust and a commitment to fulfilling the Trust's mission and objectives for the Academy, drawing on specialist skills where required.

The CEO is a trustee and is included in the number of Trustees which is 8 as determined by the Articles of Association.

### Terms of Reference

The legal and statutory core functions of Trustees are:

- **Holding executive leaders to account for the educational and financial performance of the trust**  
The board creates robust accountability for executive leaders through rigorous analysis of performance data and financial information.
- **Setting the trust's vision and values, and the strategy for achieving this vision**  
The trust's vision will centre on pupil progress and achievement. Working with senior leaders, the board sets strategic objectives to help the trust reach its goals.
- **Ensuring the trust's financial success and probity**

Trustees are responsible for ensuring that the trust operates with regularity, propriety and value for money, using only the resources it has available.

### **Responsibilities**

- Develop the trust's vision and strategy;
- Develop and review the processes and procedures for safeguarding to ensure the safety and well being of all staff and pupils;
- Establish a culture of high educational standards, which promotes staff and pupil wellbeing;
- Ensure all pupils have access to a broad and balanced curriculum;
- Monitor provision for pupils with special educational needs (SEN) and disabilities;
- Monitor educational performance of the trust's academies, using a range of data sources;
- Ensure stakeholders (parents, pupils, staff and the local community) are informed and consulted as appropriate;
- Approve the budget for the academy trust, and where relevant, for academies within the trust;
- Monitor and evaluate the trust's financial performance;
- Approve and review school policies, and hold staff to account for their implementation;
- Ensure the trust is compliant with legal requirements, including that all statutory policies and documents are in place;
- Carry out the appointment and performance management of the Chief Executive Officer, the Director of Excellence in Learning and Teaching (DELT) and the Chief Finance Officer (CFO)
- Monitor and evaluate the trust's staffing structure;
- Monitor health and safety across the trust;
- Work with those involved in local academy governance, supporting and holding them to account.

### **Quorum**

The quorum for a meeting of the Trustees, and any vote on any matter thereat, shall be any three Trustees 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.

### **Appointment of Chair**

The Chair of the Trust Board will be elected on an annual basis at the Summer Term meeting of the Trust Board in order to facilitate hand-over when a new C is elected.

In the absence of the Chair, the Trust Board will elect a temporary replacement from among the Trustees present at the meeting.

### **Clerk**

The clerk of the Trust Board will be specifically appointed by the Trust Board to serve the Trust Board. The Secretary of the Trust will not normally undertake this role. Non-Trustees will not undertake this role.

In the absence of the clerk the Trust Board will appoint a replacement clerk for the meeting.

The clerk will upload onto Sharepoint an agenda and papers for each meeting at least 10 working days before the Leadership Forum meeting.

## **Recording and reporting the proceedings of Trust Board meetings**

The clerk will record attendance at meetings and these will be posted on the Trust website. Issues discussed and recommendations for decisions will be recorded. The written record will be reviewed by the Chair of the Trust Board and returned to the clerk of the Board of Trustees in sufficient time for it to be included in the agenda and papers for the next meeting of the Board of Trustees. This is to meet the statutory requirement to provide information to the Board of Trustees and to seek ratification of decisions and recommendations.

## **Review**

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

## **The General Equality Duty**

The Trust must have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

### **Protected characteristics**

- Age (not pupils);
- Disability;
- Ethnicity and race;
- Gender;
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Religion and Belief;
- Sexual identity and orientation.

## **Appendix 2**

### **Leadership Forum – Terms of Reference**

#### **Remit**

The Leadership Forum will be instrumental in monitoring the work of the partner academies in Fierté Multi Academy Trust in raising standards and providing a curriculum that is both broad and balanced. It will also be important in the development of the leadership of our academies both senior leadership and middle leadership by encouraging shared practice, joint monitoring opportunities, coaching and mentoring. The Forum will be key to developing and sharing outstanding classroom practice through performance management of all staff, teaching and non-teaching for the benefit of the children in our care. The Leadership Forum will report to the Trust Board termly through the minutes of the meetings and the CEO report.

#### **Membership**

The membership of the Leadership Forum will consist of the CEO, DELT, Headteachers of the Trust's academies and the Deputy Headteachers and Assistant Headteachers of the Trust's academies.

#### **Terms of Reference**

- To meet termly;
- To ensure Safeguarding processes and procedures follow legal requirements and ensure the safety and well-being of all our pupils and staff;
- Hold Headteachers and Senior Leaders to account for the standards in their academies;
- To ensure academies have the capacity to drive academy improvement;
- Monitor the Standards of achievement and progress in the partner academies;
- Monitor the teaching profile and support each other in the performance management of staff, teaching and non-teaching;
- Encourage moderation between the academies across the curriculum;
- Develop capacity for the MAT to support failing academies;
- To develop succession planning for the leaders of the future through senior leadership development and middle leader development;
- To unify Policies, risk assessments across the MAT;
- To act as a support, mentors and coaches for Headteachers and other Senior Leaders especially for Headteachers and Deputy Headteachers new to the role.

#### **Quorum**

The Quorum for meetings of the Leadership Forum is 3 members.

#### **Appointment of Chair**

The Chair of the Leadership Forum will be elected on an annual basis at the Summer Term meeting of the Leadership Forum in order to facilitate hand-over when a new CoG is elected.

In the absence of the Chair of the Leadership Forum will elect a temporary replacement from among

the ELT present at the meeting.

### **Clerk**

The clerk of the Leadership Forum will be specifically appointed by the Trust Board to serve the Leadership Forum. The Secretary of the Trust will not normally undertake this role. Members of the Leadership Forum will not normally undertake this role.

In the absence of the clerk the Leadership Forum will appoint a replacement clerk for the meeting.

The clerk will upload onto Sharepoint an agenda and papers for each meeting at least 10 working days before the Leadership Forum meeting.

### **Recording and reporting the proceedings of Leadership Forum meetings**

The clerk will record attendance at meetings and these will be posted on the relevant website. Issues discussed and recommendations for decisions will be recorded. The written record will be forwarded by the clerk to the Leadership Forum to the clerk of the Board of Trustees in sufficient time for it to be included in the agenda and papers for the next meeting of the Board of Trustees. This is to meet the statutory requirement to provide information to the Board of Trustees and to seek ratification of decisions and recommendations.

### **Review**

The Leadership Forum meeting arrangements and terms of reference will be reviewed annually in the Summer Term by the Trust Board.

## Appendix 3

### **Governance Forum – Terms of Reference**

#### **Remit**

The Governance Forum will be instrumental in monitoring the governance of the partner academies in Fierté Multi Academy Trust. It will also be important in the development of the Governance of our academies by supporting self-review, skills audits and improving practice. It will also be important for training and recruitment of Governors. The Governance Forum will report to the Trust Board termly through the minutes of the meetings and the Chair of the Trust Board report.

#### **Membership**

The membership of the Governance Forum will consist of the Chair of the Trust Board, Chairs of the Local Governing Boards and Vice-Chairs/Co-Vice Chairs of Local Governing Boards.

The Executive Leadership Team are ex-officio members of the Governance Forum.

#### **Terms of Reference**

- To hold LGBs to account for their roles in raising and maintaining standards in their respective academies;
- To ensure academies have the capacity for further improvement;
- Monitor and Review Governor Development Plans from each of the Local Governing Boards;
- Review, monitor and unify Code of Conduct and other policies and procedures relating to governance;
- Ensure succession planning within the LGBs of the MAT;
- Support Governing Trust Boards in their annual review required for the annual report;
- Monitor governor training opportunities and needs across the MAT including in-house training;
- Undertake Reviews of Governance for new academies joining the MAT and every three years thereafter;
- Discuss current issues in governance e.g. recruitment, induction;
- Produce and monitor Induction Programmes for new Governors and provide a mentoring system for them;
- Support LGBs of academies in difficulties with Governance;
- To share good practice within the MAT and in collaboration with other MATs.

#### **Quorum**

The Quorum for meetings of the Governance Forum is 3 members.

#### **Appointment of Chair**

The Chair of the Governance Forum will be elected on an annual basis at the Summer Term meeting of the Local Governing Board in order to facilitate hand-over when a new CoG is elected.



No Trustee/Governor who is employed by the Academy Trust will act as Chair to the Governance Forum.

In the absence of the Chair of the Governance Forum will elect a temporary replacement from among the Trustees/Governors present at the meeting.

#### **Clerk**

The clerk of the Governance Forum will be specifically appointed by the Trust Board to serve the Governance Forum. The Secretary of the Trust will not normally undertake this role. Members of the Governance Forum will not normally undertake this role.

In the absence of the clerk the Governance Forum will appoint a replacement clerk for the meeting.

The clerk will upload onto Sharepoint an agenda and papers for each meeting at least 10 working days before the Governance Forum meeting.

#### **Recording and reporting the proceedings of Governance Forum meetings**

The clerk will record attendance at meetings and these will be posted on the relevant website. Issues discussed and recommendations for decisions will be recorded. The written record will be forwarded by the clerk to the Governance Forum to the clerk of the Board of Trustees in sufficient time for it to be included in the agenda and papers for the next meeting of the Board of Trustees. This is to meet the statutory requirement to provide information to the Board of Trustees and to seek ratification of decisions and recommendations.

#### **Review**

The Governance Forum meeting arrangements and terms of reference will be reviewed annually in the Summer Term by the Trust Board.

## Appendix 4

### Finance and Audit Forum – Terms of Reference

#### Terms of Reference

1. To adhere to the “seven principles of public life”.
2. To consider the trusts indicative funding, notified annually by the ESFA, and to assess its implications for the trust, in consultation with the CEO and CFO in advance of the financial year, drawing any matters of significance or concern to the attention of the trust board.
3. To consider and recommend acceptance/non-acceptance of the trust’s budget, at the start of each financial year and present to the trust board for ratification.
4. To consider and adopt the finance policy.
5. To contribute to the formulation of the trust’s development plan, through the consideration of financial priorities and proposals, in consultation with the CEO, with the stated and agreed aims and objectives of the trust.
6. To receive and make recommendations on the broad budget headings and areas of expenditure to be adopted each year, including the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the trust improvement priorities.
7. To liaise with and receive reports from other forums, as appropriate, and to make recommendations to those forums about the financial aspects of matters being considered by them.
8. To monitor and review expenditure on a regular basis and ensure compliance with the overall financial plan for the trust, and with the financial regulations of the ESFA, drawing any matters of concern to the attention of the trust board.
9. To receive reports from the Responsible Officer relating to procedures for ensuring the effective implementation and operation of financial procedures, on a termly basis.
10. To receive auditors’ reports and to recommend to the full trust board action as appropriate in response to audit findings.
11. To recommend to the trust board the appointment or reappointment of the auditors of the academy.

# Appendix

## Local Governing Board – Terms of Reference

### Remit

The Local Governing Board will be responsible for the strategic governance of the academy to include:

- the management and organisation of the academy in line with the Fierté Multi Academy Trust and individual academy development plans;
- the management and organisation of the academy including;
  - monitoring teaching and learning;
  - staff performance and employment;
  - staffing structure;
  - premises and site issues.
- the implementation of decisions of the Fierté Multi Academy Trust Board and the Chief Executive Officer;
- the implementation of policies approved by the Board to include, but not exclusively:
  - Student Welfare;
  - Student Behaviour;
  - Attendance;
  - Uniform;
  - Medical;
  - Sex and Relationships Education;
  - RE;
  - Health and Safety of the site;
- Implementation of all extended academy activities.

### Membership

The membership of the Local Governing Board will be no more than 9 governors and all governors are to be recruited to fill skills gaps identified by a skills audit of the full Local Governing Board.

The Executive Leadership Team and Chair of Trust Board are ex-officio members of the Local Governing Board.

### Local Governing Board meetings

There will be a minimum of 3 meetings each academic year in order to fulfil its responsibilities and Governors are expected to attend all meetings. Other meetings can be arranged if necessary.

If an occasion arises where a governor cannot attend, apologies with reason should be sent to the clerk. Any Governor missing 2 meetings with no apologies accepted will be asked to resign.

Any Trustee may attend meetings of any of the Local Governing Board only as an observer unless asked by the Chair to contribute.

The Local Governing Board may invite attendance at meetings from persons who are not Trustees/Governors to assist or advise on a particular matter or range of issues, including parents and members of academy staff.

Meetings of the Local Governing Board and Standing Committee meetings should not exceed 2 hours. If the agendas are not covered in this time frame the remaining items should be carried onto the next meeting. If this occurs frequently the agendas will need modifying.

The Chairs and Vice-chairs of the Local Governing Boards will meet with the Fierté Multi Academy Trust Chair termly at the Governance Forum to develop and foster strong governance within the partner academies of the Trust and to plan the annual work of the Governors of partner academies.

### **Quorum**

The Quorum of the Local Governing Board is 3 Governors.

### **Voting at Local Governing Board Meetings**

Only members of the Local Governing Board may vote at its meetings.

The Chair will have a casting vote.

### **Appointment of Chair**

The Chair of the Local Governing Board will be elected on an annual basis at the Summer Term meeting of the Local Governing Board in order to facilitate hand-over when a new CoG is elected.

No Trustee/Governor who is employed by the Fierté Multi Academy Trust will act as Chair to the Local Governing Board.

In the absence of the Chair, the governors of the Local Governing Board will elect a temporary replacement from among the Trustees/Governors present at the meeting.

### ***Academy Local Governing Board Chairs:***

Glascote Academy –	Mrs Vanessa Buchanan	<a href="mailto:v.buchanan@glascote.org">v.buchanan@glascote.org</a>
Violet Way Academy –	Mrs Jo Smith	<a href="mailto:j.smith@violetway.staffs.sch.uk">j.smith@violetway.staffs.sch.uk</a>
Anker Moor Academy –	Mrs Julie Kirkham	<a href="mailto:j.kirkham@ankermoor.staffs.sch.uk">j.kirkham@ankermoor.staffs.sch.uk</a>
Dosthill Academy –	Mrs Julia Jones	<a href="mailto:jones.j@dosthill.staffs.sch.uk">jones.j@dosthill.staffs.sch.uk</a>

### **Clerk**

The clerk of the Local Governing Board will be specifically appointed by the Trust Board to serve the Local Governing Board. The secretary of the Trust will not normally undertake this role. Members of the Local Governing Board will not normally undertake this role.

In the absence of the clerk the Local Governing Board will appoint a replacement clerk for the meeting.

The clerk will upload onto sharepoint an agenda and papers for each meeting at least a week before the Local Governing Board meeting.

### **Recording and reporting the proceedings of Local Governing Board meetings**

The clerk will record attendance at meetings and these will be posted on the relevant website. Issues discussed and recommendations for decisions will be recorded. The written record will be forwarded by the clerk to the Local Governing Board to the clerk of the Board of Trustees in sufficient time for it to be included in the agenda and papers for the next meeting of the Board of Trustees. This is to meet the statutory requirement to provide information to the Board of Trustees and to seek ratification of decisions and recommendations.

A member of the Local Governing Board will be delegated the responsibility to ensure the academy website is compliant with the DfE expectations including:

- Governors' attendance at meetings;
- Minutes of LGB and committee meetings;
- Structure and membership of the LGB and Committees;
- Roles and responsibilities of Governors;
- Meeting dates;
- Register of business interests.

### **Review**

The Local Governing Board' meeting arrangements and terms of reference will be reviewed annually in the Summer Term by the Governance Forum.

## Appendix 6

### Local Advisory Board - Terms of Reference

#### Remit

The Local Advisory Board will be responsible for the operational day to day running of the academy to include:

- the management and organisation of the academy in line with the Fierté Multi Academy Trust and individual academy development plan;
- the implementation of decisions of the Fierté Multi Academy Trust Board and the Chief Executive Officer;
- the implementation of policies approved by the Local Advisory Board to include, but not exclusively:
  - Student Welfare;
  - Student Behaviour;
  - Attendance;
  - Uniform;
  - Medical;
  - Health and Safety of the site;
- Implementation of all extended academy activities.

#### Membership

The membership of the Local Advisory Board will be agreed by the Trust Board on an annual basis.

The Executive Leadership Team and the Trust Board Chair are ex officio members of the Local Advisory Board.

The membership for the 2018/2019 academic year shall be:

- 6 – 9 Co-opted Governors;
- 1 Staff Governor;
- Academy Headteacher;
- Chief Executive Officer (ex officio).

#### Attendance at Local Advisory Board meetings

Any Trustee may attend meetings of Local Advisory Board

The Local Advisory Board may invite attendance at meetings from persons who are not Trustees/Governors to assist or advise on a particular matter or range of issues, including parents and members of Academy staff.

#### Quorum

The Quorum is three members of the Local Advisory Board.

#### Voting at Local Advisory Board Meetings

Only members of the Local Advisory Board may vote at its meetings.

The Chair will have a casting vote.

### **Appointment of Chair**

The chair of the Local Advisory Board will be elected by the Chair of the Trust Board using Chair's Power to Act.

No Trustee/Governor who is employed by the Fierté Multi Academy Trust will act as Chair to the Local Advisory Board.

In the absence of the Chair of the Local Advisory Board the board will elect a temporary replacement from among the Trustees/Governors present at the meeting.

### **Clerk**

The clerk of the Local Advisory Board will be specifically appointed by the Trust Board to serve the Local Advisory Board. The secretary of the Trust will not normally undertake this role

In the absence of the clerk the Local Advisory Board will appoint a replacement clerk for the meeting.

The clerk will circulate an agenda and papers for each meeting at least 10 working days before the Local Advisory Board meeting.

### **Recording and reporting the proceedings of Local Advisory Board meetings**

The clerk will record attendance at meetings and this will be recorded on the website. Issues discussed and recommendations for decisions will be recorded. The written record will be forwarded by the clerk to the Local Advisory Board to the clerk of the Board of Trustees in sufficient time for it to be included in the agenda and papers for the next meeting of the Board of Trustees. This is to meet the statutory requirement to provide information to the whole Board of Trustees and to seek ratification of decisions and recommendations.

### **Frequency of meetings and programme of work**

The Local Advisory Board will meet as often as necessary to fulfil its responsibilities and at least once a term.

The Chairs and Vice-Chairs of the Local Advisory Boards will meet with the Fierté Multi Academy Trust Chair termly at the Governance Forum to develop and monitor strong governance within the partner academies of the Trust and to plan the annual work of the Governors of partner academies.

### **Review**

The Local Advisory Board's meeting arrangements and terms of reference will be reviewed annually by The Governance Forum.

# Appendix 7

## Interim Advisory Board – Terms of Reference

### Remit

An Interim Advisory Board will be appointed by the Trust Board when:

- A academy is put into category 3 or 4 after an Ofsted inspection that highlights leadership and management as a significant issue;
- A governance review highlights significant concerns about the efficiency and effectiveness of a Local Governing Board.

The Interim Advisory Board will be responsible for the operational day to day running of the academy and will report directly to the Trust Board on progress and development of the Leadership and Management of the academy and includes:

- the management and organisation of the academy in line with the Fierté Multi Academy Trust and individual academy development plan;
- the implementation of decisions of the Fierté Multi Academy Trust Board and the Chief Executive Officer;
- the implementation of policies approved by the Board to include, but not exclusively:
  - Student Welfare;
  - Student Behaviour;
  - Attendance;
  - Uniform;
  - Medical;
  - Health and Safety of the site;
- Implementation of all extended academy activities.

### Membership

The membership of an Interim Advisory Board will be appointed by the Trust Board and will consist of:

- 3 Trustees;
- Members of the Executive Leadership Team where appropriate;
- Existing Governor (if appropriate).

### Attendance at Interim Advisory Board meetings

Any Trustee may attend meetings of the Interim Advisory Board.

The Interim Advisory Board may invite attendance at meetings from persons who are not Trustees/Governors to assist or advise on a particular matter or range of issues, including parents and members of Academy staff.

### Quorum

The quorum is 3 members of the Interim Advisory Board of which 2 must be Trustees.



### **Voting at Interim Advisory Board Meetings**

Only members of the Interim Advisory Board may vote at its meetings.

The Chair will have the casting vote.

### **Appointment of Chair**

The chair of the Interim Advisory Board will be appointed by the Trust Board or the Chair of the Trust Board under Chair's Power to Act if necessary.

In the absence of the Chair, the Interim Advisory Board will elect a temporary replacement from among the Trustees present at the meeting.

### **Clerk**

The clerk of the Interim Advisory Board will be specifically appointed by the Trust Board to serve the Interim Advisory Board. The Secretary of the Trust will not normally undertake this role.

In the absence of the clerk the Interim Advisory Board will appoint a replacement clerk for the meeting.

The clerk will circulate an agenda and papers for each meeting at least a week before the Interim Advisory Board meeting.

### **Recording and reporting the proceedings of Interim Advisory Board Meetings**

The clerk will record attendance at meetings and this will be recorded on the website. Issues discussed and recommendations for decisions will be recorded. The written record will be forwarded by the clerk to the Interim Advisory Board to the clerk of the Board of Trustees in sufficient time for it to be included in the agenda and papers for the next meeting of the Board of Trustees. This is to meet the statutory requirement to provide information to the whole Board of Trustees and to seek ratification of decisions and recommendations.

### **Frequency of meetings and programme of work**

The Interim Advisory Board will meet as often as necessary to fulfil its responsibilities and at least monthly

The Chair of the Interim Advisory Board will meet with the Trust Board Chair monthly to develop and monitor effective governance within the partner academies of the Trust and to plan the annual work of the Governors of partner academies.

## Appendix 8 “Trustee Ten”

Fierté Multi Academy Trust Trustees aim to work as effective teams, with clear roles and responsibilities to ensure we jointly maintain high standards. Trustees also have an individual responsibility to develop our practice and effectiveness. The following areas have been devised to ensure our effectiveness.

	Focus Area	Reference documents	Further Actions
1	<b>Understanding the nature of the role</b> – bring the core functions, scheme of delegation and Governance Handbook to life so we are clear on priorities and how we integrate what we do with the work of the LGBs.	<ul style="list-style-type: none"> <li>- Induction</li> <li>- Scheme of Delegation</li> <li>- Governance Handbook</li> <li>- Code of Conduct</li> <li>- The Key resources</li> </ul>	<ul style="list-style-type: none"> <li>- Pre-meeting reminder</li> <li>- Effective recruitment</li> </ul>
2	<b>Need to know versus nice to know</b> – accept that it’s impossible to know everything that is going on at local level. Be clear that our role is strategic and not operational and to make an accurate judgement about the key information and level of detail required that allows us to fulfil our core functions.	<ul style="list-style-type: none"> <li>- Scheme of Delegation</li> <li>- Governance Handbook</li> <li>- Code of conduct</li> <li>- Forum T.o.R</li> <li>- DfE data dashboards</li> <li>- Ofsted reports</li> <li>- CEO reports</li> <li>- HT reports</li> <li>- LGB minutes</li> <li>- Trust newsletter</li> <li>- Academy websites</li> </ul>	<ul style="list-style-type: none"> <li>- refinement and focus of KPI presentation</li> </ul>
3	<b>Ethos and Tone of Voice</b> – we are part of a team where effective working relationships with fellow trustees, local governors and academy leaders is crucial to the benefit of all. When asking questions, seeking information or challenging decisions or performance, we should be professional, respectful and positive. We are role models for the Trust Vision.	<ul style="list-style-type: none"> <li>- Code of Conduct</li> <li>- Personal development</li> <li>- Background reading                             <ul style="list-style-type: none"> <li>o Nolan Principals</li> <li>o Building Teams</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Pre-meeting reminder</li> <li>- Chair as conduit for communications</li> </ul>
4	<b>Relationships</b> - Consider our relationship with LGBs and how they are reassured and informed about the work of the Trust Board.	<ul style="list-style-type: none"> <li>- Scheme of Delegation</li> <li>- Governance Handbook</li> <li>- Governance Forum representation</li> <li>- Trust Board minutes</li> <li>- Trust Newsletter</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing</li> </ul>
5	<b>Commitment</b> -We should consider the workload and commitment of all parties. We should work to avoid duplication and ensure we do not make unnecessary demands of others.	<ul style="list-style-type: none"> <li>- All be mindful of demands and overhead on staff, leaders, clerks, Governors and Trustees</li> </ul>	<ul style="list-style-type: none"> <li>- Pre-meeting reminders</li> <li>- refinement and focus of KPI presentation</li> </ul>
6	<b>Impact</b> -At all times we should seek to streamline the work of the trust board so it has maximum impact on academy development and performance with minimum overhead possible for our academy staff and leaders.	<ul style="list-style-type: none"> <li>- Meeting schedules</li> <li>- all to be mindful of demands and overheads</li> <li>- Flexible Working Policy</li> </ul>	<ul style="list-style-type: none"> <li>- Pre-meeting reminder</li> </ul>

7	<b>Direction</b> -We should all be pulling in the same direction, which is set out in our development plan. We should not expend significant time and resources on side projects that are not aligned to our agreed priorities.	<ul style="list-style-type: none"> <li>- Trust Strategic Plan</li> <li>- MAT Good Practice and Expectations for Growth</li> </ul>	<ul style="list-style-type: none"> <li>- Pre-meeting reminder</li> </ul>
8	<b>Communications</b> – we should develop the use of our available technology platforms to share and store documents efficiently. We should be using our trust emails for trust communications. There are opportunities to collaborate and communicate more effectively.	<ul style="list-style-type: none"> <li>- Acceptable Use Policy</li> <li>- Communications Policy</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Development of Sharepoint</li> <li>- Reminder re e-mail usage</li> </ul>
9	<b>Wider Community</b> -The Trust Board is outward looking and continues to engage with other Academy Trusts, academies and the wider community as part of it.		<ul style="list-style-type: none"> <li>- Ongoing</li> </ul>
10	<b>Time Investment</b> – Individual Trustees invest time in understanding and evaluating their role and the wider education context.	<ul style="list-style-type: none"> <li>- DfE publications</li> <li>- National press</li> <li>- Discussion with others</li> <li>- The Key/FASNA/NGA resources</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing – all to consider as part of their role.</li> </ul>

## Appendix 9 Key Trust Policies

Trust	Who/frequency	Month
Accounting (Internal Controls)	CFO - annually	October
Complaints	CEO - annually	November
Discipline	HR Insight - review as required	
Equality	CEO - Annual	March
Flexible Working	HR Insight - review as required	
GDPR Policies	DPO - Annual	November
Grievance	HR Insight - review as required	
<b>Health and Safety</b> (Accidents, Asbestos, Business Continuity, Emergency Planning, Fire Safety, Food preparation, Intimate Care, Management of Contractors, Noise, Violence and Aggression, Smoking, Asbestos, Fire Safety, Water Safety)	CEO - Annual	March
Induction (Trustees, Governors and Staff)	CEO - Annual	June
Investment Policy	CFO - annually	October
Managing Attendance at Work	HR Insight - review as required	
Maternity, Adoption, Paternity and Parental Leave	HR Insight - review as required	
Mental Health and Wellbeing (Stress)	Samantha Lewis (CEO); annual	November
Pay Policy	HR Insight - review annually	October
Performance Improvement	HR Insight - review as required	
Redundancy	HR Insight - review as required	
Risk Assessment	Arthur J Gallagher (CEO) - annually	March
Safer Recruitment	HR Insight - review as required	
Social Media	HR Insight - review as required	
Staff code of conduct	HR Insight - review as required	
Supporting pupils with medical conditions	CEO - Annual	November
Teacher Appraisal	HR Insight - review as required	
Time Off for Compassionate Leave, Emergencies,	HR Insight - review as required	
Trust Board Code of Conduct	CoT - annually	May
Trustee Visits	CoT - annually	May
Volunteers	CEO - Annual	June
Wider Staff Appraisal	HR Insight - review as required	

Work break and Public Duties Policy	HR Insight - review as required	
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