



RALEIGH LEARNING TRUST

Chief Operating Officer

For Summer 2021

Candidate Information Pack



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Welcome from the CEO

Dear Candidate,

I am delighted that you are interested in becoming Raleigh Learning Trust's first Chief Operating Officer.

Our Multi Academy Trust (MAT) has two special schools, two alternative education schools and one primary school, which currently supports approximately 1,100 students and 250 staff. Over the next three years, we intend to increase the number of schools to nine, reflecting the LGB Cluster arrangements and the Board's ambition to secure self-sustaining improvement systems. Our Chief Operating Officer (COO) will be a key component of that expansion, ensuring that the service proposition is something that new partners will want to join.

Up to this point the Trust's CFO and Operations Manager have worked closely with myself to put in place the building blocks for services such as Financial Management, ICT, Estate Management, Legal and Compliance guidance and Human Resources. As shared services, these are ready for a period of significant development, as we seek to ensure all services provided are measured to evaluate the success with which they deliver support. A set of services that at times will be directing, they will also have the capacity to listen, understand and adjust to the needs of each individual school. Measuring our success is an essential way for us to ensure quality and value for money. With the development of qualitative and quantitative key performance indicators, we will identify those areas which where we must improve upon.

We will identify those measurable aspects of service provision that ensure we never fall short, include robust appraisals to ensure that our staff are motivated to deliver development plans in each service area and to cultivate a talent management framework to promote from within as we grow.

The Chief Operating Officer, will focus their energy and skill in the following four service areas to ensure each area has strategic leadership and a clear model of what our schools should expect.

- Estate Management Services
- Catering Services
- ICT Services
- HR Services

More detail is contained in the Job Description later in this brochure but a common theme is that the Chief Operating Officer will work closely with the Chief Executive Officer, the Chief Finance Officer and the Trust's Improvement Partner to ensure we have a transparent and dynamic service provision which is held to account by our schools and the Raleigh Learning Trust Board on a regular basis.

This job is not for the faint hearted as when providing a service, we need to be able to take criticism and react positively to always seek the best solutions for our customers. It will at times dictate long hours and complex issues but the rewards are huge in the knowledge that what we do is always in the best interests of young people who attend our schools and their future aspirations. A strong Human Resource background will ensure our people are brought along as the organisation develops.

Sean Kelly, Chief Executive Officer



Role Overview and the Trust Schools

The Chief Operating Officer, will oversee the central trust operations and those of its four constituent schools. The expectation is for this service to embed, develop and expand over three years.

The requirement for this senior post has arisen with the growth of the Trust from two to five schools, including a brand new school building that opened in 2020 and the city council commissioner for alternative education (c26 independent settings). This has necessitated a review of key central support duties that previously fell under the CFO, Operations Manager and HR Lead (consultant led): a team that supported all schools in many non-teaching based operations. Some responsibilities of the former CFO and Operations Manager role have been devolved to the COO as shown below, with full details in Appendix 1:

Chief Operating Officer	Chief Financial Officer
RLT HR Services	RLT Finance Services
RLT ICT Services	RLT ESFA Compliance
RLT Estate Management	RLT Establishment Control Frameworks **
RLT Catering Services	RLT Risk Management
RLT Legal Services*	

*RLT Legal Services includes; GDPR and Employment Law advice and guidance – for example the recruitment of new staff.

**RLT Establishment Control Frameworks ensure that all RLT Services adhere to strict financial and procurement controls – for example the contract awards.

Upcoming challenges are interesting and multi-faceted: the potential to streamline and refine the management of the estates offers scope for development in the future; the £3m new CIF bids will present positive opportunities, if awarded, and estate challenges if unsuccessful; IT provision across the Trust is never static; catering operations present a real opportunity for a senior professional to leave a lasting mark; so the role will be varied with ongoing shifting emphasis of need and organisation. Critically, it is anticipated a high proportion of time will be focused on the development and implementation of the Board's People Strategy, ensuring policies and procedures are fit for purpose and the Trust is compliant in all areas of employment law.

For candidates with backgrounds outside the education arena a key point to understand is that – unlike in a commercial or business environment – profit does not drive the business aspect of the organisation. Cost effective efficiency to support learning is the driver for operations and tight educational budgets will always force a compromise on what the Trust would ideally like to provide for all young people.

The ability to take the strategic overview, plan creatively and successfully within financial constraints and to deliver a seamless operation that maximises learning opportunities will be at the heart of what you do.



Application Procedure

For a confidential discussion about this vacancy please contact Claire Beardsall, Executive Assistant within the Trust, Claire.beardsall@raleighlearningtrust.co.uk

Please complete the Trust's application form – available for download at www.raleighlearningtrust.co.uk/work-with-us/#1566970847368-996aac60-caab

Contact the Trust for further details: admin@raleighlearningtrust.co.uk or 0115 8550100

In compliance with Safer Recruitment Guidelines CVs will not be accepted.

Closing date: **12 p.m. Wednesday 14th April 2021**

Interviews: **20th & 21st April – candidates may be required on both days**

Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us within two weeks of the closing date, please assume your application has been unsuccessful.

Safer Recruitment

Raleigh Learning Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our pupils and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure.

Equal Opportunities

At Raleigh Learning Trust we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

The Candidate Privacy Notice can be viewed on the website at: www.raleighlearningtrust.co.uk/key-information/data-protection/

The schools within Raleigh Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Appendix 1 Job Description Chief Operating Officer

The Chief Operating Officer is to play a significant part in the Raleigh Learning Trust Shared Services model, providing an outstanding service to support the education of young people across five schools and the Central Services Team.

Delivering a transparent, professional and financially efficient service which raises standards while providing value for money.

The Chief Operating Officer will be responsible for developing and then overseeing the delivery and evaluation of the following Services:

- HR Services
- Estate Management Services
- Catering Services
- ICT Services

Salary Grade and Range

Salary subject to annual review by Remuneration Committee.

Salary estimate £60,000 - £65,000, negotiable for exceptional candidate (with expected growth over the next 5 years as the Trust expands)

Working Pattern

Permanent Full Time Contract, start date by negotiation.

There may be seasonality within the role which responds to the demands of service expectations from each school and the Trust as a whole. The working pattern is to be meticulously planned to ensure there is a regular cycle of evaluation and development. Human Resources, Catering, ICT and Estate Management will all require their own cycles so that there is never a moment that a lack of capacity means that any one service fails to deliver. There needs to be a constant focus on reviewing performance, listening, understanding and then adjusting to ensure continuous delivery and improvement

This job description is a newly devolved post and is subject to review and amendment through annual negotiation as the role develops in scope.

Responsible to

The Chief Executive Officer (CEO) who is responsible for overall Trust-wide accountability and standards.

Working alongside the Chief Finance Officer (CFO) who is responsible for delivery and evaluation of the following Services:

- RLT Finance Services
- RLT ESFA Compliance
- RLT Establishment Control Framework
- RLT Risk Management



Working alongside the Trust Improvement Partner who supports the Trust with educational matters, whilst holding executive accountability for special school settings and Board Clerk with all matters related to governance and oversight.

Responsible for:

The line management of the following service area employees:

- Senior HR Lead (consultant)
- HR/Payroll Officer
- Finance Officer
- Estate Lead (PTE – substantive school based role)
- IT – outsourced
- Legal services – outsourced
- School based Senior Office Administrator(s)

General Responsibilities

Motivating and holding service areas to account for the delivery and evaluation of specific services. Deploying financially efficient resources into all Trust schools so that the provision of Catering and ICT is of high standard and meets the expectations of all Principals.

Ensuring that the RLT Estate is well maintained focusing upon dynamic Health & Safety within the built environment and an aesthetically pleasing standard of grounds maintenance.

The line management of the Central Team is carried out in collaboration with the Chief Finance Officer (CFO) and the effective delivery of the HR Service ensuring that all staff recruitment is financially viable and that any employment matters are compliant with employment law.

Core Responsibilities in specific Service Areas

The Chief Operating Officer leads the line management of Non-Teaching Administrative Staff.

The post holder will be a member of the Central Executive Team for Raleigh Learning Trust and is therefore a catalyst for positive challenge and rigorous accountability across all relevant service areas ensuring outstanding service provision which evaluates, listens, understands and adjusts when necessary. The post holder will also play a key role in School Improvement Plans (SIPs), working collaboratively with Principals to ensure these are delivered on an annual basis. Both the COO and CFO are accountable to the CEO to ensure every effort is made to support all Principal's within the Trust to deliver their SIPs and to meet the expectations of the Ofsted School Evaluation Framework.

The COO and CFO provide strategic vision for their specific service areas which are in keeping with the Core Purpose of Raleigh Learning Trust. They will develop their own aims and priorities for each specific service area and promote a high level of professional leadership and management of non-classroom based support staff. A dynamic process of appraisal must motivate all staff and ensure a rigorous level of accountability.



The COO and CFO will provide termly Executive Summary documents (three times a year) which will clearly outline the level of performance achieved within the specific service areas. In these Executive Summary Documents Key Performance Indicators (KPIs) will clearly outline to the following stakeholders the performance of each service area and specific areas to develop. Development Plans for each service area must have clear and measurable development objectives.

Governance Stakeholders:

- Raleigh Learning Trust (Members)
- Raleigh Learning Trust Board (Trustees)
- Chief Executive Officer (CEO)
- Chief Finance Officer (CFO)
- Chief Operating Officer (COO)
- Trust Improvement Partner
- Principals
- Local Governing Body Clusters (LGB C1-3) 3

Strategic Service Provision

- Providing outstanding leadership and management of 'Business Management' in the service areas under COO control:
- Undertaking strategic planning and providing advice to Principals and LGB Clusters on the most effective use of resources.
- Ensuring that the business management functions operate in accordance with statutory regulations.
- Interpretation of new legislation and guidance and identification of the implications for each school. Ensure the effectiveness of services to maximise the positive impact on teaching and learning, safeguarding of children and extended services provision.
- Oversee effective procedures for the recruitment, appointment, induction, review and development of all employees.
- Develop and implement procedures to evaluate the effectiveness of the support staff and feed directly into improvement planning.
- Establish standard operating procedures and other processes to maximise efficiency and provide for service continuity in the event of staff absence.
- Develop an on-going customer service focus.
- Develop and share good practice across all schools and into partnerships with other schools and relevant bodies.
- Securing arrangements to source external advice and support where appropriate.
- To attend all Trust Finance & Operations committee meetings and when necessary LGB Cluster meetings.
- Ensure all non-financial ESFA returns are submitted accurately and within published timeframes.



Staff Management across the Trust

- Ensure sustainable cover arrangements for staff absence which maintain a high level of service provision.
- Monitor staff absences and implement agreed policies and procedures including return to work interviews.
- Involvement in Recruitment of relevant staff when necessary with input into advertisement, short listing, interviewing and appointment.
- Management and oversight of all employment policies and their application.
- Lead on all HR matters across the Trust
- Lead Trade Union relations

Estates - Facility Management

- Maintaining high standards of security for all school sites and their contents.
- Arrangements put in place for the maintenance, servicing, testing and inspection of site equipment, fixtures, and all school vehicles.
- Arrangements in place to deal with emergency repairs or call outs for any school-based facilities.
- Purchasing arrangements represent best value and that contracts are secured in accordance with financial guidelines and regulations.
- Developing and promoting energy efficiency measures.
- The operation and development of cleaning and grounds maintenance services either through outsourcing or in-house operations.
- Arrangements are in place for the site to remain operational during inclement weather where practical or effective closure for short periods.
- Ensuring the work of any school staff and contractors meets the requirements of Health and Safety and other regulations.
- Regular liaison with service providers for contracted out provisions to ensure compliance with contractual terms and effective operation.
- To lead and co-ordinate the maintenance and development of school sites, and act as school lead for any buildings work.
- To advise the Principals and Local Governing Body Clusters on the strategic development of the site to meet the development aims of the schools.
- To liaise with the DfE/ESFA or other providers of finance, together with the CFO and schools' professional advisors on all matters relating to capital building and development projects.

Estates - Health & Safety

- To secure appropriate advice for the Principals and Local Governing Body Clusters on all Health & Safety matters.
- To secure effective arrangements for the monitoring and audit of Health and Safety matters.
- To comply with the requirements of the Health & Safety at Work regulations. To take reasonable care of the Health & Safety of all employees and to ensure that the Health & Safety responsibilities are carried out.



ICT Services

- In liaison with Senior Leaders and the Trust Improvement Partner develop the Trust's ICT infrastructure & Strategic vision
- Manage the performance of the ICT Managed Service Contract in relation to agreed KPIs and other performance criteria

HR Services

- Advice to the CEO and Principals with regards to employment law and financially efficient recruitment strategies through an Establishment Control Framework, working with the CFO to ensure recruitment is affordable.
- Coordinate and manage all disciplinary and grievance activity across the Trust.
- The COO will evaluate the service ensuring that key performance metrics are analysed and will ensure that all employment policy and procedures are fit for purpose.

Effective Day to Day Management

- Lead the Operations Group Network.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, confidentiality and data protection (GDPR), reporting all concerns to an appropriate person.
- Maintain high quality working relationships with staff, pupils and parents/carers that contribute to creating a productive and happy working environment.
- As a member of staff in a school that works in partnership with other organisations, to contribute to the development and sharing of good practice into partnerships with other schools and relevant bodies. This may include undertaking duties and work in other schools and at other locations.
- As a member of staff in a school setting you will have the opportunity to participate in programmes for mentoring pupils and to participate in extra-curricular activities.

The post holder will be expected to carry out all duties in the context of and in compliance with all Trust's policies and procedures and in compliance with our Equal Opportunities Policies and Code of Conduct.

Other Duties

- Participate in training and other learning activities as required.
- Attend and participate in meetings as required.
- Perform all other reasonable requests as required within the grading of your post.
- Respect confidentiality at all times.

The duties described in the Job Description may vary or be amended from time to time without changing the level of responsibility associated with the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the post holder.



Appendix 1 Person specification qualifications

<p>Person Specification Qualifications</p>	<ul style="list-style-type: none"> • Educated to degree level or equivalent • Recognised qualifications in Human Resource • Professional qualification in business management or project management • A relevant higher education qualification such as an MBA 	<ul style="list-style-type: none"> • Essential • Essential • Desirable • Desirable
<p>Experiences</p>	<ul style="list-style-type: none"> • Significant experience of leading the strategic planning for a large organisation/service unit • Experience of monitoring a range of contracts such as Human Resource, Facilities Management and/or ICT Managed Services to ensure KPI requirements are met, including Value for Money • Evident of successful management and leadership of diverse teams • Experience of working as a member of a Senior Team • Experience of working with Local Governors, Trustees or a Board of Directors preferred • Experience of working with a range of external partners to achieve organisational aims preferred • Successful track record of managing complex projects from inception to completion 	
<p>Knowledge and Skills</p>	<ul style="list-style-type: none"> • Strong knowledge and understanding of employment matters and experience of effective trade union relations. • Ability to secure arrangements for the effective Facilities Management for Trust schools • Knowledge of the building industry in order to be able to get the best from any contractors employed by the school • Knowledge of ICT and competent use of IT within the workplace • The ability to work strategically and to seek and implement creative solutions • Strong skills in analysis, risk management and impact evaluation • The ability and motivation to review and improve practice continuously • Excellent leadership skills and the ability to inspire colleagues, peers and teams • The ability to manage the performance of a diverse range of staff • Excellent literacy, numeracy and ICT skills • Highly effective administrative and organisational skills • The ability to prioritise workloads and to work to given deadlines • Knowledge of Premises Management requirements of a large site • Knowledge of Health and Safety legislation • Understanding and appreciation of working in a school context and how the role contributes to safeguarding and positive outcomes for pupils • Excellent communication skills and the ability to act as a professional and positive ambassador for the trust 	
<p>Personal Qualities and Attributes</p>	<ul style="list-style-type: none"> • Energy, drive, commitment and enthusiasm • Highly organised and able to prioritise and adapt quickly to change • Earn respect and demonstrate appropriate levels of authority • Manage change effectively building a sound team ethos • Entrepreneurial and able to bring others on board • Strong team player with the ability to work collaboratively as a member of a variety of teams • The capacity to work well under pressure, remain calm, and to cope with the unexpected • Reliable, discreet, honest and trustworthy • A willingness to commit to the Trust's vision and to 'go the extra mile' in order to achieve it • Ability to draw upon a range of communication skills, and negotiate at multiple levels successfully • Evidence of a commitment to your own professional development • To be an excellent role model • A commitment to equal opportunities • A commitment to safeguarding and promoting the welfare of children and young people 	



Appendix 2: Sponsor impact

<p>Woodlands Academy The Academy is a special school that caters for approx. 80 pupils from Early Years through to Year 11 who experience social, emotional and mental health needs, autism spectrum disorder, speech, language and communication needs, severe and moderate learning disabilities. <u>It is rated good by Ofsted.</u></p> <p>“Pupils enjoy coming to school and feel safe. Behaviour in lessons and around school is good. Pupils are polite and caring towards each other, staff and visitors. Parents and carers say what a positive difference the school has made to their children’s attendance and attitudes to school.” Ofsted, February 2020</p> <p>In 2019-20, 91% of year 11 pupils left with a qualification and 58% achieved five qualifications including English and mathematics at any level.</p>	<p>Westbury Academy The Academy is a special school that caters for approx. 120 boys from Year 4 through to Year 11 who experience social, emotional and mental health needs. <u>It is rated good by Ofsted.</u></p> <p>“Pupils make good progress and almost all of them gain vocational and GCSE qualifications, including English and mathematics, by the end of Year 11. Many of the students, especially the older ones, display outstanding attitudes to work.” Ofsted, November 2013</p> <p>In 2019-20, 80% of year 11 pupils left with a qualification and 45% achieved five qualifications including English and mathematics at any level.</p>
<p>Denewood Academy Denewood joined the Trust in 2017, following a period of informal support from Trust leaders in 2015 when the Academy was judged inadequate by Ofsted.</p> <p>The Academy is an educational setting for over 100 children permanently excluded from mainstream schools in key stage 2 and 3. The curriculum aims to create an educational and social experience that meets the academic and emotional needs of all its learners, within a caring, supportive and structured environment. <u>It is now rated good by Ofsted.</u></p> <p>“Pupils like attending this welcoming and friendly school. Leaders create a calm place of safety where pupils, previously ‘switched off’ from education, are now learning. Staff help pupils to overcome challenges and focus on their educational goals. Pupils behave well.” Ofsted, February 2020</p> <p>The key stage 2 and 3 pupil referral unit is a short-stay provision and does not record school performance measures. Attendance is recorded and has been 10% above the national for the last two years.</p>	<p>Ambleside Academy Ambleside joined the Trust in 2018, following a period of informal support by Trust leaders in 2016 when the Academy was judged inadequate by Ofsted.</p> <p>The Academy is a three form entry school with up to 700 pupils on role including a nursery which can cater for 68 places in both morning and afternoon sessions. The priority of the Trust since joining has been to add significant additional capacity at both senior leadership and governance structure.</p> <p>In its first full year in the Trust, the Academy improved its headlines measures and is now in line with the national at the end of all key stages (Phonics - Y1 81%, ARE in RWM - Y2 67% and Y6 65%). Prior to the Trust’s sponsorship, the Academy was significantly below the national level in 2014-2016.</p> <p>Assessment is externally moderated and currently Academy self-evaluation <u>indicates good achievement overtime and ARE broadly in line with the national.</u></p>
<p>Unity Academy Unity joined the Trust in 2017, following a period of informal support by Trust leaders in 2016 when the Learning Centre was judged requires improvement by Ofsted.</p> <p>The Academy is an educational setting for over 140 children permanently excluded from mainstream schools in key stage 4. The majority of pupils’ access coordinated full-time education through the Independent Schools and Alternative Providers. There is a small on-site provision for particularly vulnerable young people.</p> <p>The proportion of pupils achieving GCSE English and mathematics at any grade continues to rise (2018-19 44%, 2019-20 47%), and 28% achieved five qualifications including English and mathematics at any level.</p>	<p>System Leadership and Collaboration (current examples) NCC Alternative Provision Commissioner. Managing c4m High Needs Funding and framework support to c26 providers and Free Schools.</p> <p>Successful tender application to support the Autism Education Trust with a DfE funded national research programme developing teaching and learning resources for the sector.</p> <p>National Literacy Trust providing support and resources to improve literacy outcomes for pupils across the Trust.</p> <p>Children’s Society providing support to gather intelligence on the experience of children who are permanently excluded from mainstream settings.</p>



Appendix 3: Vision and Values

Culture

Who we are

Raleigh Learning Trust is a legal entity registered as an exempt charity established in April 2017. Our mission is that children and young people will learn and develop the skills and character required in adulthood, through our aim to foster confidence, curiosity, creativity and empathy. We believe they will progress with the strength of character necessary to embrace life's challenges.

By 2018, the Trust had brought together two special schools, two pupil referral schools and one mainstream primary school to create a new partnership that supports learning for more than 1,000 pupils. The Trust was further strengthened by becoming the alternative provider commissioner on behalf of the city council, responsible for commissioning arrangements with c24 independent and free school alternative providers. We strongly believe that each school within the Trust has individual strengths to bring to the organisation and we celebrate the diverse and unique qualities of each particular school.

What we stand for

A value-based learning experience: the development of confidence, challenge, curiosity, character and creativity influence all that is planned for teaching and learning through each school curriculum.

We are ambitious and aspirational for all our pupils. Pedagogies are evidence-based, supporting high-level learning and engagement. Deep and powerful understanding is formed through the use of memory and recall. Children are challenged by personalised and project-based learning. That is relevant, encourages opportunities for collaboration, and develops skills that are useful beyond the world of school.

We do not allow disadvantage or disability to be a barrier to learning through our combined energy and determination, and we support our pupils to be the very best

Why we exist

Our mission and vision are central to our work and the driving force behind all that we do. Our universal values guide these aims. By embedding these in each school curriculum, children will make a positive and significant impact in early adulthood as a result of their learning in school.



C1: Confidence

The foundation of successful progression through life. With the right **mindset, personal wellbeing and physical dexterity**, the challenges of life can be experienced as the rich tapestry of learning and development through early adulthood. We encourage our children and young people to move from their comfort zones to nurture confidence within the unknown and unfamiliar.

C2: Challenge

We aim to prepare the children in our care for work, life and growth in a world of possibilities: an ever-changing world which can be complex and uncertain. Our ambition is to strengthen their **resilience, intellectual capacity and skills**, and equip them to face these hurdles head-on.

C3: Curiosity

A world full of mystery and unknowns is not one we want our children to enter with fear or trepidation. We aim for the children to not only meet the challenges of early adulthood, we want to ensure they are excited to overcome them; **curiosity is the doorway to exploration, understanding and the acquisition of knowledge.**

C4: Character

Essential traits to living a meaningful and purposeful life include **empathy, compassion and self-awareness**. by focusing on these strong areas of character alongside the achievement of **personalised academic excellence** we believe children in our care will walk through their doors and go on to lead fulfilling lives.

C5: Creativity

Collaboration and exploration permeate throughout our school environments. **Imaginative, original thinking and creative expression** are encouraged throughout the curriculum.



Appendix 4 Trust Legal Framework

Members and MAT Trustees

The role of our three Members is to appoint a Board of Trustees to run the Academy Trust. The Board comprises seven appointed Trustees, and the CEO. Their remit is:

- Create an ethos consistent with that of Raleigh Learning Trust
- Provide excellent education and care in Trust schools
- Meet all financial and legal requirements

MAT Trustees will operate at a strategic level. Operationally the Chief Executive Officer is supported by both the Chief Operating Officer, the Chief Finance Officer and the Trust Improvement Partner in managing a team of other professionals providing a central support team using both internal employees and external specialist advisors.

A number of other centralised Trust committees exist to manage the Finance, Audit and Resource Committee and Pupil Performance Committee.

Local Governing Bodies

Within the Trust these are currently referred to as Local Governing Body Clusters and focus on the strategic oversight of the individual schools. They will focus on the following areas:

- Outcomes for Pupils (Standards)
- Quality of Teaching, Learning and Assessment (Standards)
- Personal Development, Behaviour and Welfare / SEND (Resources)
- Leadership & Management / Areas for Development (Both)
- Financial Management (ring fenced funding only)
- Health & Safety including Educational Visits (Resources)
- SEND & Pupil Premium (Standards)

Company Secretary

The Clerk and Company Secretary will ensure that good quality training is in place for all governors (including members of each Cluster), catering for different backgrounds and experience of the various members. They will assist the Trust in preparing Schemes of Delegation to the various sub-Committees, policies and procedures, and ensure that Board and Committee papers are produced on time, and to a good standard.

Conflicts of Interest

All governors will complete a register of financial and other relevant interests upon appointment. This will be reviewed annually, and Governors will be asked at every meeting to declare any interest they might have in specific agenda items. Any governor with a financial interest in any decision could not be party to the discussion and could not vote on that agenda item.