

# Engage Enrich Excel Academies

## Governance Handbook

2019 - 2021



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## **About Engage Enrich Excel Academies (EEEE)**

Engage Enrich Excel Academies (EEEE) was established on 1<sup>st</sup> December 2014 when Ravenscote Junior School converted with articles of a Multi-School Trust (MAT). The trust was named Engage Enrich Excel Academies.

Currently EEEA consists of:

- **Ravenscote Junior School**, which has 622 pupils.
- **The Cambridge Primary School** – CPS opened in September 2018 and currently has 3 classes – NOR 90.
- **South Camberley Primary and Nursery School** joined the trust on December 1<sup>st</sup> 2017. The school has 758 NOR including the Nursery. There is also a children centre as part of the school.
- **Westfield Primary School** to joined on 1<sup>st</sup> July 2018 – the school caters for 500 pupils.
- **Maybury Primary School** joined on 1<sup>st</sup> June 2019 – the school caters for 210 pupils and runs a nursery with 50 children.

### **EEEE Vision:**

Our vision is to ensure that all children experience a rich and varied curriculum delivered by staff that are passionate, positive and pro-active. Our core business is teaching and learning and we believe we have a moral obligation to foster the hopes and dreams of all the children and staff within our trust.

We recognise that every school has a key role to play and that our School Leaders should be highly focused on providing consistently high-quality pedagogy and innovation in order to maximise pupil progress.

As a trust we believe that we can achieve our vision by:

- nurturing a culture based on high levels of trust and a collective responsibility
- developing outstanding leadership at all levels through collaboration and positivity
- enabling schools to develop inspirational curriculums, which reflect their community and the needs of their children
- having a strong commitment to improving the chances of vulnerable children

### **Organisational Details:**

Company Number: 9279884

Registered Office: Ravenscote Junior School  
Old Bisley Road  
Frimley  
Surrey  
GU16 9RE

Telephone Number: 01276 709007

Website Address: [www.eeea.co](http://www.eeea.co)



Chair of the Board of Directors: Joanna Brill

Chief Executive Officer (CEO): David Harris.

## **EEEE Family**

### **Ravenscote Junior School**

Old Bisley Road  
Frimley  
Surrey  
GU16 9RE

Telephone Number: 01276 709007

Headteacher: David Harris

Primary: Five form of entry school aged 7 to 11 years old.

Pupil Roll as of September 2017: 622 children.

Local Authority: Surrey

Founding member of the Trust on 1<sup>st</sup> December 2014.

### **South Camberley Primary and Nursery School**

James Road Infant  
James Road  
Camberley  
Surrey  
GU15 2RG

France Hill Drive Infant  
France Hill Drive  
Camberley  
Surrey  
GU15 3QA

Junior Campus  
Frimley Road  
Camberley  
Surrey  
GU15 2QB

Telephone Number: 01276 63870

Executive Headteacher: Nicky Wright

Primary: 3 to 11 years old, includes nursery provision

Pupil Roll as of September 2017: 703 children.

Local Authority: Surrey

Joined the Trust 1<sup>st</sup> December 2017

### **The Cambridge Primary School**

Queen's Avenue  
Wellesley  
Aldershot  
Hampshire  
GU11 4AA

Telephone Number: 01252 314884

Headteacher: Sarah Kennedy

Primary: 4 to 11 years old, includes reception

Pupil Roll as of September 2019: 90 children.

Local Authority: Hampshire

Joined the Trust 1<sup>st</sup> September 2018

### **Westfield Primary School**

Bonsey Lane  
Woking  
Surrey  
GU22 9PR

Telephone Number: 01483 764187

Headteacher: Karyn Hing

Primary: 4 to 11 years old, includes nursery provision

Pupil Roll as of September 2017: 500 children.

Local Authority: Surrey

Joined the Trust 1<sup>st</sup> July 2018



## **Maybury Primary School**

Walton Road

Woking

Surrey

GU21 5DW

Telephone Number: 01483 763272

Headteacher: Amanda Merritt

Primary: 3 to 11 years old, includes nursery provision

Pupil Roll as of September 2017: 261 children.

Local Authority: Surrey

Joined the Trust 1<sup>st</sup> June 2019

Our academies are comprehensive, inclusive and dedicated to serving their communities. EEEA is a not-for-profit organization providing education in the state sector. No EEEA academies have religious affiliations.

### **EEEA Motto:**

*“Engage, Enrich, Excel”*

We believe that every learner has the right to be engaged with inspiration and creativity, to enable them to enrich and enhance their learning experience. By establishing the key steps to success every learner can perform exceptionally well.

### **EEEA Ethos:**

Our values enable us to build strong individuals and communities who stand for what is right and wrong and can challenge, with confidence, what is not right. Our values and leadership behaviours are:

#### **What do these values mean?**

- Trust: To be able to rely upon each other
- Respect: To appreciate and celebrate each other's beliefs
- Positivity: To look for solutions and celebrate success
- Creativity: To turn ideas into reality
- Responsibility: To make sure things get done
- Collaboration: To work together to benefit all
- Integrity: To be honest to make a positive difference

#### **Our core principles we expect from all leaders**

##### **Leadership Principles:**

- To be strategic not operational
- To recognise the importance of relationships
- To do the right thing
- To be honest and open
- To collaborate and not compete
- To unlock and develop capacity in staff
- To believe that nothing is impossible



### **Language of culture:**

- Collaboration not competition
- Empowering leaders to make a difference
- Believe to achieve

### **EEEEA Promise to Families:**

- We will keep your children safe, secure and cared for;
- We will provide first-rate teaching in all lessons and strive for excellence in everything that we do;
- We will ensure that high standards in English and Mathematics are at the heart of a broad and exciting curriculum;
- We will prize your children's creativity and individuality, and listen attentively to their views, opinions and feelings;
- We will be by their sides lending a hand as their self-belief and self-confidence grows;
- We will ensure they leave primary education ready, willing and able to take the next step in their learning and the next step in their lives.

### **EEEEA Governance**

The full legal title of the organisation is Engage Enrich Excel Academies. However, it is normally referred to in the shortened form, EEEA. The term governance describes how EEEA organises the oversight of its operations, including each of its academies. These arrangements are intended to ensure high quality, transparent and efficient governance which meets statutory and contractual expectations too.

Engage Enrich Excel Academies is a company limited by guarantee which:

- Holds the master funding agreement with the DfE;
- Takes a long lease on each school;
- Operates each school under the terms of the school's supplemental funding agreement;
- Has Board Directors who are the legal Governors of all EEEA academies.

### **Board Directors**

The current Board Directors are:

- Joanna Brill (Chair of the Board)
- Nathan Elstub
- David Johnston
- John Lovell
- Justine Green
- Lauren Heywood
- Vince Scannella
- David Harris (Chief Executive Officer)

See Appendix one – Board Bio's page





## EEEE Board Committees

The following committees enable us to operate our governance functions:

- Audit and Risk
- Education & Well Being
- HR/ Personnel

The EEEA Strategic Team will consist of all the headteachers of the Trust and will be the driving force to ensure the Directors aims and objectives are achieved. All headteachers have a place on the Excellence Board.

Please Appendix two for the terms of reference for each of the committees (page)

## Organisational Charts

- The Trust Member Group, Board of Directors and Local Advisory Committees;
- The Board and its Committees and Advisory Groups.

Please see appendix one (page 19).

## Local Advisory Committee

Although the EEEA Board is the legal Governing Body, it delegates many of its functions to a Local Advisory Committee for each school. Members of each Local Advisory Committee are referred to as Governors.

## Composition

A Local Advisory Committee normally consists of between 7 and 12 Governors, as follows:

- No more than 2 elected Parent Governors;
- Three appointed Trust Governors;
- Up to three Staff Governors: to include the headteacher and elected staff

The Governors of that Local Advisory Committee elect the Chair and the Vice Chair on an annual basis. Staff Governors may not act as Chair or Vice Chair of a Local Advisory Committee. All Governors are appointed or elected for a period of four years, apart from the Headteacher who has the position until he or she leaves.

## Delegation Principles

EEEE operates under the following principles:

- Delegation to academies wherever practicable;
- The annual budget devolved to the Local Advisory Committee includes all the funding that the school has been given by the DfE via the Education Funding Agency and the Local Authority, apart from the contribution to EEEA for the provision of shared services (more details on page 19);
- EEEA support should be available in areas where a lay Local Advisory Committee cannot reasonably manage the burden of prescriptive legislation and detailed compliance, or where expert skills are needed.

Each Local Advisory Committee technically operates as a committee of the EEEA Board with delegated powers. The actual level of delegation can vary according to the circumstances of individual academies.

Each Local Advisory Committee will have a committee structure to ensure it complies with the EEEA requirements. The structure of the committees will be decided with each individual LAC. The key areas for consideration are finance, resources and teaching and learning.

### **Legal Liability**

In legal terms the Local Advisory Committee is an advisory body to the EEEA Board (the legal Governing Body for all EEEA academies). Whilst many of the scrutiny functions are delegated from the EEEA Board to the Local Advisory Committee, legal responsibility cannot be delegated. Local Advisory Committee members are therefore free from any threat of personal litigation or responsibility, although the expectation of professional and ethical standards remains at all times.

### **Members**

There are currently four Trust Members. One member, the chair of the board, is involved with the day-to-day governance, leadership and management of the academies. The other three members are not as involved as the chair, their role is to ensure that the fundamental vision and values of the trust are respected, valued and safeguarded. They also have key duties under the terms of the trust's Memorandum and Articles of Association, including deciding on the membership of the Board each year.

The current Trust Members are:

- Steve Barker
- David Camp
- Joanna Brill
- Bob Rehill

### ***Division of Responsibilities: Board and Local Advisory Committee Bodies page***

**Code of Conduct Members and Directors** (Please see appendix four page 32).

### **The role of the Local Advisory Committee**

#### **Overview**

The Local Advisory Committee is:

- To be accountable to parents/carers and the school's local community;
- To actively listen to the views and opinions of the children, their parents and staff colleagues so that it can shape the school's services to the needs of the families;
- To fully implement the trust's vision, strategy and policies while remaining sensitive to the circumstances and needs of its particular school;
- To account for the performance of the individual school, including its academic and financial performance;
- To be the voice of the individual school in the trust as a whole.

A successful Local Advisory Committee will:



- Contribute to and monitor the implementation of the School Development Plan (SDP) and school finances effectively;
- Act as a critical friend, developing a strong, open and supportive relationship with the headteacher and his or her senior team;
- Be knowledgeable about the individual school.

### **Central Monitoring Function**

A core function of the Local Advisory Committee is monitoring the implementation of its SDP. It is, moreover, responsible for monitoring the financial plans of the school as expressed through its budget and finance reports. It works with the Headteacher and senior team to monitor and evaluate progress. Its focus should be on the achievement of accelerated educational progress, high educational standards, effective teaching and learning, excellent behaviour, and first-rate safeguarding and care.

### **Critical Friend**

Whilst the Local Advisory Committee will support the headteacher and staff and exists to promote the interests of the individual school and its pupils, it can only be effective if it asks challenging questions and seeks sufficient information to make sound decisions.

The relationship between the headteacher and the Local Advisory Committee is critical to the success of the school. The headteacher is required to report to the Local Advisory Committee regularly.

The Chair of the Local Advisory Committee reviews, with the Chief Executive Officer and the Board - the headteachers performance.

Although Governors are not involved in the day-to-day management of the school, the headteacher should discuss the main aspects of school life with the Local Advisory Committee and provide it with sufficient information to make decisions and fulfil its responsibilities to parents and carers, and to the trust as a whole.

### **Consulting Parents and Carers**

Each Local Advisory Committee includes up to 2 elected Parent Governors. EEEA recognises that it can be hard to recruit parent governors and so having parent governors on the LAC is not essential. The board has 2 parent directors which help fulfil the role of parents within the governance structure.

Ofsted inspection arrangements require schools to assess how effectively they listen to and act on parents and carers' views. Governors are required by law to consult parents and carers on certain significant changes to the school such as changes to the admission arrangements, expanding the school or changing the school day. Parents and carers are also a school's main link into the local community, so very good communications with them will also help with building community relationships.

### **Consulting Pupils**

It is important to listen to the views of pupils and to ensure that pupils know that they are listened to. It is for each individual school to make arrangements to achieve this goal.

## **Getting to know the School**

Governors' time is limited but effective Governors will know their school well. A programme of visits to the school will be provided across the school year and Governors with specific responsibilities such as Special Educational Needs and Disability (SEND), and Safeguarding are encouraged to arrange meetings with relevant staff through the headteacher.

## **Local Advisory Committee Organization**

Local Advisory Committees are encouraged by EEEA to structure themselves in the best way to enable them to work as a community. EEEA recommends that all LAC meetings take place during the working day, where possible. If a LAC wishes to change their organisation they can do this at the start of an academic year and need to notify the executive team. The Local Advisory Committee Chair does not need to chair every committee, and the membership of each should reflect the interests and skills of individual Governors of the Local Advisory Committee.

Non-Governors can be invited to attend committees as advisers, but do not have voting rights.

Committee structures and membership should be reviewed regularly to make sure that they are effective and helping the Local Advisory Committee manage the overall business of the school.

## **Panels**

Governor panels – for pupil exclusions, staff disciplinary matters and general complaints – are convened as needed and do not have permanent membership.

## **Local Advisory Committee Terms of Reference**

Please see appendix four (page 28).

## **Code of Conduct for Local Advisory Committee Governors**

Please see appendix five (page 29).

## **Confidentiality**

Governors receive a great deal of confidential information, including information about individual children, staff members and local families. It is essential that confidentiality is respected and that confidential information is not shared outside the Local Advisory Committee, orally or in writing.

All Governors should feel able to express honest opinions on matters being discussed, if the Local Advisory Committee is to have real value. Even if an issue is not confidential, it may still need to be handled carefully and sensitively.

## **Local Advisory Committee Meetings**

Governors should come prepared to meetings. Papers are sent out in advance so that everyone can read them before meetings, and if anything is unclear it is best to ask for an explanation before the meeting. A headteacher report should be produced for every full local advisory committee meeting.

Some issues raised may lead to differences of opinion, and Governors may have different

views about the right course of action. At meetings Governors always need to be prepared to listen as well as to talk. To enable governor meetings to operate effectively all agenda items and papers will be sent out no later than 5 working days before a meeting. Minutes from the meetings will be produced within 2 weeks of the meeting date.

Governors are not expected to be education experts and should not be afraid to ask questions if they do not understand something, or if the terms used are unfamiliar

*(Please see the glossary in appendix seven page 34)*

All new Governors experience a steep learning curve in their first few months. EEEA aims to provide effective Governor Training to help Governors acquire the knowledge and understanding they need.

### **Role of the Chair and Vice-Chair**

The Local Advisory Committee Chair has to ensure that the agenda is properly covered in the time available. He or she also has to give Governors enough time to express opinions, ensure that nobody dominates the discussion and that time is not wasted by repetition.

The Vice-Chair supports the Chair and chairs meetings when the Chair is absent and to support the Chair in his or her role.

### **Quorum**

A Local Advisory Committee and its committees can only make decisions if sufficient Governors are present. This number is known as the quorum. The Local Advisory Committee quorum for meetings is half the full Local Advisory Committee, excluding vacancies (rounded up to a whole number). For example, if the full membership is nine and there is one vacancy, the quorum for a Local Advisory Committee meeting will be four Governors (one half of eight).

The quorum for committees is three, unless otherwise stipulated. Where Governors excuse themselves from a particular vote due to a conflict of interest then the quorum will be reduced by the numbers excused.

### **Voting**

Nearly all decisions will be arrived at by consensus. In the rare event that it is necessary to hold a vote, the Chair should be clear about the subject matter, and how it will be recorded in the minutes. A vote may be conducted by show of hands or secret ballot, and a motion will be carried by a simple majority of those Governors present and voting. If any governors have a conflict of interest in a vote they are not permitted to vote.

Governors are collectively responsible for Local Advisory Committee decisions, even if their own vote was cast against a decision. Governor voting on contentious issues should not be discussed outside the Local Advisory Committee.

### **Restrictions on Participation**

Occasionally a Governor should not take part in or vote at a meeting. This is the case if:

- There is a conflict between the interests of the Governor and the interests of EEEA (including the school);
- The Governor has a financial interest in the matter under discussion;

- There is reasonable doubt as to a person's ability to act impartially;
- Staff Governors may be required to withdraw from the meeting if sensitive staff issues are being discussed.

If there is any dispute as to whether or not a Governor should withdraw from a meeting, the other Governors present at the meeting must decide.

A Local Advisory Committee or committee may still allow a Governor to give relevant evidence to a meeting in which they otherwise do not participate.

### **'Part 2' Sessions**

Occasionally it may be appropriate for the Local Advisory Committee to discuss potentially sensitive matters without staff members present. Where this is the case these 'part 2' sessions will occur at the end of the normal Local Advisory Committee meeting. Usually these sessions will deal with sensitive staffing or performance issues. The Local Advisory Committee will inform the CEO of the Trust about any part 2 items 2 days prior to the meeting taking place.

Local Advisory Committee meetings are closed meetings, however if a parent did want to attend this would need to be agreed by the headteacher 5 working days before a meeting.

### **The Record of the Meeting**

The minutes taken by the clerk represent the formal record of the outcome of meetings. They represent a draft record until approved by Governors and signed by the Chair at the next meeting. They are distributed as soon as possible after the original meeting, which means that there may still be one or two small points that need to be corrected. Once signed, they become the formal record. 'Part 2' sessions are recorded as occurring, but not the detail of the discussion or any action points.

### **Working with the Schools**

EEEA has an integrated system of targets, planning and reporting, designed to minimise the number of reports and plans expected of academies.

These documents will assist the Local Advisory Committee and individual Governors in gaining a full knowledge of the school and the major issues being addressed. These will be discussed at Local Advisory Committee meetings. They provide valuable monitoring and evaluation tools for Governors.

The main documents are:

- School Development Plan (annual);
- Budget (annual);
- Regular Finance Reports;
- Headteachers Report (termly);
- Scholar Pack Assessment document (termly);
- Self-Evaluation Form (twice yearly: mid-autumn and late spring);

- Reports on Termly School Learning Walks from the Chief Executive and school Headteacher (three times a year);
- Analytical report of the Inspection Data Summary Report (IDSR) from the Standards Director/ CEO: Standards (annual);
- Ofsted Reports (in line with the inspection cycle);
- The KPI document for use with LAC's.

### **School Development Plans**

All schools are expected to produce a School Development Plan (SDP), which is approved by the Board in the autumn term. The SDP is primarily written by the headteacher and the senior team. That said, the headteacher will invite Governors to contribute to the SDP during the drafting stages of the process. The Local Advisory Committee is responsible for reviewing this plan and overseeing its implementation. It is also the responsibility of the Local Advisory Committee Chair and the Headteacher to keep the Board updated about in-year progress against the SDP's targets.

The SDP:

- Incorporates the agreed attainment and progress targets. These are agreed with the Board following the advice given by the CEO.
- Sets out clearly and concisely in four sections the aims and intended actions in relation to:
  - The subject(s) area focus for the year – this will be based on the previous years outcomes for attainment and progress
  - A trust wide target – focusing on the new assessment system
  - The progress and attainment of disadvantaged pupils in the school
  - Personal development behaviour and welfare – to reflect the unique challenges of each school.

It prioritises actions clearly according to their urgency and significance, so that staff colleagues and Governors can understand how the plans should be put into practice. SDPs will be submitted to the CEO for approval no later than 30<sup>th</sup> September.

The SDP:

- Incorporates as far as possible all plans required by law;
- Avoids repetition: the same actions should not be shown under multiple headings;
- Is fully costed and linked to the budget-setting process.

### **Excellence Board**

In the autumn term, the excellence board will update their KPI documents and these will be shared with the board to discuss both effective practice and practice that needs to be developed.

EEEE is a “mutual society” where all members rally round and support those who are facing challenges. The Trust, moreover, wants all its schools to be great schools, so it wants to smoothly and quickly move great ideas round the Trust as a whole so that all children in its care benefit from the very best practice.

A key driver in the endeavour to simultaneously address poor performance and spread excellent performance is the collection and skilful use of comparative data. This must be done sensitively and professionally to ensure that a blame culture is avoided and a “we can do it together” culture thrives.

### Annual Budget and Monthly Finance Reports

Each school receives a specific amount of funding from the Education and Skills Funding Agency (ESFA). The ESFA is a section within the Department for Education.

In 2018/19 each school will contribute 3.5% of its GAG funding (excluding Pupil Premium funding, SEND funding for specific children, and the Sports Grant) to the EEEA to cover the costs of shared services provided by the Central Trust (see page 22). The remaining 96.5% of the budget received by the individual school from ESFA is retained by the school.

If a school requires improvement it will contribute 5% to the Trust and if in special measures it will contribute 7.5%. This enables the Trust to fund measures to accelerate the school’s progress back to being a great school.

Below is a step-by-step description of the budget-setting and approval process at EEEA for each of its academies:

Steps	
1	Headteacher with support from his or her finance team draws up the first draft of the budget.
2	The draft budget is distributed to all Governors on the relevant Local Advisory Committee and comments are sought from them by the CEO.
3	CEO reviews the draft budget.
4	In light of Governor comments, the draft budget is presented to the EEEA Board’s Audit and Risk.
5	The Audit and Risk Committee recommend the school budget to the full Board for approval.
6	Full Board approval is given. Each Local Advisory Committee receives from the Board confirmation of the school’s budget for the following academic year.
7	The approved budgets for all EEEA academies and for the Central Trust (shared services) are submitted to the ESFA and as a consequence the DfE. All school budgets must be sent to the Trust by June 30 <sup>th</sup> .  Board approved budgets must be submitted to the ESFA by 31 <sup>st</sup> July.

Each Local Advisory Committee has authority to spend the approved budget in a manner which it believes will most benefit the children’s’ education, care and safeguarding, and is in line with the SDP.

The ESFA requires financial returns at set times in the year:





- Indicative and final budgets;
- Mid-year financial projections for academies that join mid-year;
- End-of-year income and expenditure reports.

The Central Trust in liaison with the finance teams at each school ensures that these returns are made. Moreover, EEEA employs external and independent auditors, James Cowper Kreston, to audit the Trust's accounts. On an annual basis Trust accounts are submitted to the ESFA and are submitted separately to Companies House. The annual audited accounts can be found on the Trust's website too.

### **Headteachers Report**

The headteacher provides a written report to the Local Advisory Committee at least once a term. The excellence board have developed a focused report that enable s governors to challenge and support the school.

The CEO will provide a termly update for each Local Advisory Committee which will be distributed termly to each school.

### **Self-Evaluation Form (SEF)**

Twice yearly (autumn and spring) the headteacher will provide the Local Advisory Committee with a comprehensive self-evaluation form (SEF) of strengths and areas for development in key areas. Furthermore, this document will be exceptionally useful when Ofsted inspect the school.

### **Ofsted reports**

All Ofsted reports are shared with the Local Advisory Committee.

### **Performance Management**

Each School Headteacher will establish a team of senior and middle leaders to conduct performance management in his or her school. They will become performance appraisers. It is crucial that they carry out their duties fairly and consistently. To this end, the School Headteacher will ensure that they are trained to carry out these key duties. There will be standardised paperwork for all central performance management processes. All appraisal meetings will be completed by the October half-term holiday.

During November moderation processes will be led by the CEO to ensure that performance management and performance-related pay decisions are carried out consistently, fairly and equitably across all Trust academies, and that the processes are in line with the Trust's published policies relevant to performance and pay.

In the middle of November, the CEO will recommend to the Board's Performance and Pay Committee (PPC) the performance-related pay decisions and performance reviews of senior teachers in the trust. The anonymity of teachers will be respected by Directors during this process. The PPC has delegated authority from the Board to approve these recommendations.

The PPC will ask the CEO to report the relevant outcomes of its mid-November meeting to the Headteacher and Local Advisory Committee Chair at each school. It will be the responsibility of each Headteacher to then formally write to each teacher to inform him or her of the pay decision of the trust. Any pay increases will be backdated to 1<sup>st</sup> September of the relevant year.



The PPC will report its decisions to the Board at the next full Board meeting which will normally be in December.

### **Policies**

Statutory policies are the responsibility of the Board of Directors. Approval for these policies can be held by the full Board or can be formally devolved by the Board to its committees or to the CEO.

Non-statutory policies are the responsibility of individual Local Advisory Committees in light of advice and guidance provided by the Central Trust. Approval for these policies can be held by the full Local Advisory Committee or can be formally devolved to its committees (if it has decided to establish any such groups) or to the Headteacher.

### **Shared Services for Trust Academies**

The Central Trust provides a comprehensive range of shared services for its academies. These are primarily funded through the annual contribution made each year by the individual academies to EEEA and its Central Trust.

Below are the key shared services provided directly or indirectly by the Central Trust to EEEA academies:

#### 1. School Improvement:

- Educational Leadership
- Educational Leadership Training and Development
- Curriculum Development
- Teaching and Learning Development
- Monitoring of Academic Standards (attainment and progress)
- Monitoring of Teaching Quality
- Performance Management
- Safeguarding
- Continuing Professional Development (CPD) including:
  - The Next Steps Leadership Programme
  - NQT Development Programme
  - Improving Teacher Programme
  - Outstanding Teacher Programme
  - Middle Leadership Development Programme
  - Senior Leadership Development Programme
  - Class-based Support Staff Development Programme
  - Governor Development Programme.

#### 2. Ofsted Preparedness

#### 3. Financial Management led by the trust's Chief Operating Officer:

- Advice and Guidance
- Policy Development and Implementation
- Training



- Financial Aspects of Major Projects (e.g. competitive quotations, value for money analysis, approvals from the Local Advisory Committees and the EEEA Board etc.)
- Budget Setting
- Internal Audit
- Support with submissions to the ESFA
- Provision of full annual external audit via the Trust's auditors, James Cowper Kreston.

4. Human Resources support.

5. Premises Management.

6. Health and Safety Management.

- Monitoring and Evaluation
- Advice of Fire Safety
- Advice on Risk Assessments
- Premises Training (provided in-house and via external providers).

7. Legal services via EEEA's legal representatives, Michelmores.

8. Insurance via the DfE's Risk Pooling Arrangement.

9. School Conversions.

10. Establishing New Academies.

11. Information and Data Support Service (e.g. Academic Data Dashboard, Organisational Data Dashboard).

12. General Operations Support.

## **Appendix One – Board Bio’s**

### **Joanna Brill – Chair of Directors**

Joanna Brill is a professionally trained coach and trainer with over 10 years' experience working with executive, business and life coaching clients from around the world. After a 10-year career as a marketing communications professional in telecoms and investment management she successfully certified as a coach and has run her own coaching and training practice since.

Joanna has trained many managers to develop their own leadership and coaching skills. She also works with the Surrey Based Youth Charity, Eikon supporting their initiatives for the development of resilience and emotional well-being for all young people in Surrey.

Joanna previously served as Chair of Governors for Ravenscote School and is currently the Chair of Directors for EEEA. She is a mother to two teenaged children and passionate about improving outcomes and opportunities for all children in the Trust.



**Appointed:** December 2014

### **David Harris – Chief Executive Officer/ Accounting Officer**

David is a National Leader of Education (NLE) and has extensive experience in education. David has over 18 years' experience in senior leadership in different settings. David has completed the NPQH and the Professional Qualification for Schools Inspectors. David is a highly experienced Lead Inspector for Ofsted and enables David to understand the key components of highly effective teaching and learning.

David has been a Headteacher in two different settings. David has taken a school from special measures to good with outstanding features. David works with school leaders to empower them to drive and embed positive change. As an NLE and National Support School David and his team have worked with over ten schools, locally and nationally, to improve outcomes and build leadership capacity. David's current school is graded outstanding and his leadership was recently described as 'innovative, passionate and inspirational'.

David has a passion for running and has completed a couple of marathons, including the London Marathon. When David is not running he enjoys watching and coaching rugby.

David is the CEO of Engage Enrich Excel Academies and is working with the board to build a primary trust built on trust, support and corporate responsibility. David is passionate about education and is passionate about improving the hopes and dreams of every child, employee and family connected with EEEA.

**Appointed:** December 2014

### **David Johnston (School Ambassador)**

David is a very experienced senior executive and his career covers a range of multinational businesses across industrial sectors. This includes over 25 years' experience at Board level. He has a track record of delivering sustainable performance improvement.

He is a qualified accountant and Fellow of the Chartered Institute of Management Accountants. He has been Finance Director of organisations with revenue in excess of £750m.

David is an expert in change management and has led broad programmes to implement corporate wide organisational change, often in the context of post-merger integration. He holds an MBA from the University of Surrey and his studies focussed on strategic change management.

David has held the position of Group Director of Strategy at FTSE 250 level and has for many years led mergers and acquisitions activity (M&A) with an extensive list of completed transactions around the world.

David has also has a deep knowledge of Procurement, HR, IT and Risk Management having been responsible for these functions and teams.

He is now focusing on Non-Executive and advisory work and is a member of the Board and Audit Committee of the Single Source Regulations Office which regulates Ministry of Defence

procurement.

David's motivation for being involved in EEEA is to bring the benefit of his skills and experience to an ambitious organisation committed to improving educational outcomes. He supports the 'Inspiring the Future' programme.

**Appointed:** February 2016

### **Nathan Elstub (School Ambassador)**

Nathan has spent the last 25 years working as a Venture Capital investor and entrepreneur. He has set up, invested in, sat on the boards of and worked with a wide range of high growth companies from start-ups to large international businesses. Some of these did fairly well and have become successful household names, and whilst he wouldn't claim any credit for their success, he observed and learned a lot from his mistakes and other people's achievements about the challenges of developing organisations and teams as they grew.

Since 2010 Nathan has been exclusively working with businesses that are specifically seeking to make a positive impact on society. He is Managing Partner of Nesta Impact Investments, one of the leading social enterprise investors in the UK supporting start-up businesses active in the fields of education, health and sustainability. Nathan has a particular interest in innovation in Education; Nesta is currently Europe's most active start up education technology investor and Nathan is additionally on the Board of Emerge Education, Europe's leading ed-tech accelerator program, and the Advisory Board of UCL Knowledge Lab's Educate programme developing an evidence base for effective use of technology in education.

He has learned about some of the practical aspects of education through seeing his two daughters' experience of school. They were lucky to have some amazing teachers and support during their time in education and he is proud to admit that as a result both are smarter than he is. One is currently studying education and psychology and the other is in sixth form working out how she is going to change the world.

In the very distant past Nathan was an engineer and played with model aeroplanes in wind tunnels before he became a chartered accountant and got boring. When he is not working Nathan spends too much of his time playing (and sometimes building) stringed instruments, particularly banjos, of which his wife claims he has too many, sometimes riding his bikes (ditto) and when it rains, trying to remain upright in his kayak, (not all at the same time).

**Appointed:** February 2016

### **Vince Scannella (Members appointment)**

Vince is Deputy Principal for Curriculum and Innovation at The Sixth Form College Farnborough one of the largest and most successful colleges in the country with over 3700 full time 16-19 students and designated by Ofsted as outstanding.

His main roles are to oversee the curriculum and all aspects associated with its delivery and quality including financial oversight of the circa £11m staffing budget. In 2017 the college value added score was 1 (top 1% of institutions in the UK) for AS and 2 (top 10%) for A level and vocational courses – particularly impressive in the context of a college with the highest 16-18 A level entry of any institution in the country.

He also appoints and is responsible for the professional development of the 186 teachers at the College who produce these fantastic results. For many years, Vince has encouraged research engagement as the primary strategy for developing and maintaining a restless and informed exploration of teaching and learning. In recognition of this, the College was the first to be awarded the 'Research-engaged status' accolade by the National Foundation for Educational Research.

Vince is a biologist by training and applies this to his interest in improving learning and especially in how emotions can be managed to this end. To 'walk the walk' he has undertaken his own Action Research project to put into practice the ideas that have influenced the development of pedagogy at the College – something which he has talked about at several national conferences with offshoots attracting press coverage in the Times Educational Supplement and Guardian newspapers.

Previously Vince has worked for the Nuffield Foundation as author and Consultant Editor for science teaching materials and in his non-professional, time enjoys gardening, wildlife watching and walking his dog!

**Appointed:** December 2017

### **Lauren Heywood**

Having qualified as a Chartered Accountant in 1996, Lauren Heywood has been working as a finance manager for most of the last 20 years. She has gained extensive experience of financial planning, controlling and reporting during that time, as well as team management and development.

Lauren has lived and worked in the local area for over 10 years. She is married with two daughters who attend Ravenscote Junior School, where she served as Governor from 2016 to 2017.

Lauren has a strong belief in the value of life-long learning. She is delighted to be a part of a growing primary Multi-School Trust, improving opportunities for all children in the Trust.

**Appointed:** December 2017

### **Justine Green**

Justine is an HR Director for an IT Services Company and comes with over 10 years' experience working both at grass roots level and at strategic level. Justine has mentored and trained senior managers to ensure that they are delivering people success throughout their divisions and provides guidance and strategy on HR issues and topics.

Although Justine is an HR Generalist, she comes with a solid background in Employment Law and TUPE. Justine has helped guide businesses through legislation and then interpretation, looking at both strategic and individual risk for HR issues.

Justine previously worked in both recruitment and account management, and was responsible for relationships and service delivery for key clients.

She is delighted to be part of this multi primary school trust and is passionate about ensuring excellent educational opportunities are available for all children.

**Appointed:** February 2018

### **John Lovell (Members appointment)**

John is Group Pensions Director at Coats Group plc a FTSE 250 company and has held similar roles at FTSE100 companies such as National Grid and Sainsbury's Supermarkets. He holds a degree in law and is a Fellow of the Pensions Management Institute and Associate of the Chartered Insurance Institute.

Through the management of multi-billion-pound pension arrangements John brings a wealth of financial, operational and risk management skills and knowledge of working with Trustee boards.

John has lived in Camberley for forty years and both he and his two daughters attended the local schools including Ravenscote Junior School and so he is excited to be able to contribute to the work of EEEA for the benefit of the children.

**Appointed:** March 2019

## **Appendix Two – Terms of reference for the Trust committees**

### **Audit and Risk Committee Terms of Reference**

EEEA will have an Audit and Risk Committee comprising of no fewer than three members, two of whom will be non-executive members. Members of the Committee will be appointed by the Chair of the Board. The Committee's quorum will be two non-executive members. The Committee will be chaired by a non-executive member.



The Audit and Risk Committee will meet at least four times each year. The Audit and Risk Committee provides scrutiny, oversight and assurance of risk management, internal control and governance procedures to the CEO, as Accounting Officer, and to the Board including:

- The production of EEEA's annual report and financial statements, recommending them to the Board for approval;
- EEEA's financial and accounting policies, processes and practices, including IT;
- EEEA's internal control systems including policies for addressing fraud and arrangements for internal audit; in particular to appoint internal auditors, approve their work plan and review their reports and responses of management;
- The implementation of recommendations from internal and external audit reports;
- The arrangements for controlling and reporting EEEA expenditure;
- EEEA's assessment and management of risk, including failure to comply with laws and regulation, reporting its views on EEEA's risk management to the Board;
- The results of annual audit by the external auditors, including their management letter and the response by management
- Corporate governance arrangements, reporting annually to the Board on the Committee's view of the governance of EEEA and on the Committee's own effectiveness
- [HR arrangements]
- [Procurement arrangements]
- Reviewing and recommending any necessary changes to financial policies at least once a year
- Approving any significant changes to insurance cover that increase risk to the EEEA; and
- To approve any changes to EEEA's internal audit arrangements.

The Audit and Risk Committee will present the minutes of its meetings to the Board as soon as possible after each meeting.

The Audit and Risk Committee will make recommendations to the Board as it considers appropriate.

### **Education and Well Being Committee Terms of Reference**

EEEA will have a Education and Well Being Committee comprising no fewer than three members, two of whom will be non-executive members. Members of the Committee will be appointed by the Chair of the Board. The Committee's quorum will be two non-executive members. The Committee will be chaired by a non-executive member.

The Education and Well Being Committee will meet at least [twice] each year.

The Education and Well Being Committee will:

- To receive reports from the CEO and appropriate members of the executive management team on curriculum development and planning.
- To act as a consultative group to the head teachers in the area of curriculum development.
- To ensure that the school curriculum meets statutory requirements of the national curriculum and related legislation.

- To ensure that the curriculum meets the full range of needs of children placed at the school and that the appropriate facilities and resources are in place to support the delivery of the curriculum.
- To receive summary reports from the CEO, broken down by Key Stage, on the overall quality of teaching in the school and to act as a consultative group to the CEO on actions required to continuously improve and maintain the quality of teaching.
- To monitor overall rates of progress of pupils at the school, by considering the rates of progress of groups or cohorts of children in core areas.
- To compare the rates of progress and attainment of children at the schools with national data on the attainment of children with similar needs via national data bases, for example, IDSRs (Inspection Data Summary Report).

The Education and Well Being Committee will present the minutes of its meetings to the Board as soon as possible after each meeting. The Education and Well Being Committee will make recommendations to the Board as it considers appropriate.

### **The Human Resources Committee Terms of Reference**

The role of the Trust HR Committee will be to scrutinise policies, review performance and make recommendations to the Board in accordance with agreed Terms of Reference.

The HR Committee will consist of no fewer than 3 directors. The HR Director will chair the committee and report to the board of directors.

The Board has the following responsibilities with regard to HR:

1. The approval of school staffing structures within the school's budget, including approval of any restructuring;
2. The *organisation of procedures* for the appointment of senior staff at the schools, including middle leaders;
3. The appointment of principals/headteachers;
4. To determine the Pay Policy for the Trust;
5. To advise each Local Advisory Committee/finance committee on current and future pay levels;
6. To ratify appropriate salary ranges and starting salaries for lead practitioners, and members of the leadership group;
7. To ratify annual pay progress for teachers (by 31 October at the latest) as set out in the Pay Policy, taking account of any recommendations made by the Local Advisory Committee and the HR (staff pay and performance management) committee, in accordance with the approved pay policy;
8. To approve annual pay progression for the CEO (by 31 December at the latest), taking account of the recommendation made by the Performance Review Panel, following the annual review;
9. To determine the application of national inflationary increases as required;
10. To monitor and report to the Local Advisory Committee on the annual pattern of performance pay progression at each level and the correlation between pay progression, quality of teaching and outcomes for pupils;
11. To oversee the work of the Staff Disciplinary/Dismissal Committee and the Staff Appeals Committee (including pay appeals);
12. To monitor and review the performance and pay of all Headteachers in the Trust;
13. To oversee the recruitment, induction, training, CPD, wellbeing and other HR processes for all staff within the Trust at a strategic level;
14. To ratify all HR policies for the Trust;
15. To approve pay increases or pay awards to the Headteachers in the Trust.

## **Excellence Board Terms of Reference:**

The Excellence Board will be convened by the Chief Executive Officer and will comprise the Headteachers of each school within the Trust. The CEO will chair the meetings. The EEEA Strategic Team will consist of all the Headteachers of the Trust and will be the driving force to ensure the Directors aims and objectives are achieved.

- The board's quorum will not be less than three Headteachers and the CEO.
- The board will meet at least once a term and the meetings will take place in the schools within the trust. The meetings will take place on a rota of the schools as decided by the Headteachers.
- The 'host school' will provide refreshments for the meeting.
- Meetings will take place from 8.30am to 4.00pm
- The CEO will send out an agenda beforehand and Headteachers can contribute to this.

The board will be responsible and held to account for the following aspects of the Trust's operation:

- Safeguarding;
- Pupils outcomes;
- Behaviour and Safety;
- Continued Professional Development;
- Quality assurance across the trust and between schools;
- SEND provision;
- Curriculum support and development;
- Talent management;
- Headteacher well-being;

This team is not part of the governance structure; it is a key element of the operational structure. The CEO and Headteachers have the operation authority delegated to them through their employment contracts and job descriptions. This leadership team will inform and make recommendations to the Trust about policy and strategy.

## **Appendix three – division of responsibilities**



## Engage Enrich Excel Academies

### Division of responsibilities between the Board of Directors and the Local Advisory Committees

Local Advisory Committee	Board of Directors
<p><b>Strategic Planning:</b> Joint approval with the Board for the School Development Plan</p> <p><b>Monitoring:</b> Full implementation of the trust vision, values, strategy and statutory policies personalised to the specific needs of each school Educational offering (in line with the trust educational model) Monitoring and reviewing the implementation of the School Development Plan Attainment and progress reports Budget management, including monitoring and evaluation Inclusion provision Statutory compliance and risk management with the support of the Board through the trust's Chief Operating Officer Pupil admissions and marketing Pupil discipline and exclusions</p> <p><b>Oversee Staff Matters and Performance Management:</b> Review staffing structure for efficiency and affordability Appointments with the Chief Executive Officer of Deputy Headteachers Contribute to and evaluate performance management systems so that they bring about improved education, safeguarding and care for the pupils Other staff matters (with support from Human Resources (HR) and Chief Operating Officer on staff disciplinary or grievance issues/dismissals where necessary)</p> <p><b>Help with Relationships and Marketing:</b> Parent, carer and community relations Pupil recruitment Other locally co-ordinated activities, if applicable: admissions forums, governor forums, other groups School marketing and public relations (jointly with the Chief Executive Officer and the Chief Operating Officer where required)</p>	<p><b>Governance:</b> Development of core trust vision, values and statutory policies Development of core trust strategy Determining level of delegation to each Local Advisory Committee</p> <p><b>Strategic Management:</b> Recruitment of the Chief Executive Officer Recruitment of the Headteachers with the active involvement of Local Advisory Committees Recruitment of the Chief Operating Officer Direct performance management of the Chief Executive Officer and oversight of the performance management of Headteachers, Deputy Headteachers and the Chief Operating Officer Approval of key performance targets for each school Joint approval with the Local Advisory Committee for the School Development Plan and key performance targets Approval of school budgets Approval of Central Trust Development Plan and key performance targets Development and evaluation of future development opportunities, including new academies and services to other organizations</p> <p><b>Network Management:</b> Monitoring and reviewing the implementation of all statutory policies Planning, budgeting and reporting procedures</p>

<b>Local Advisory Committee</b>	<b>Board of Directors</b>
<p><b>Establish and Review Policies:</b>  Responsibility for non-statutory policies in light of advice and guidance from the Central Trust  Review the implementation of non-statutory policies  Review the implementation of trust statutory policies  Provide feedback to the Board on the effectiveness of trust statutory policies</p> <p><b>Possible Standing Committees to deal with:</b>  Finance, Personnel and Premises  Teaching, Learning and Pupil Welfare  Major construction projects  School expansion</p> <p><b>Occasional Committees to deal with:</b>  Statutory matters: discipline/exclusions/appeals (ad hoc).</p>	<p>Governance advice, guidance and training  Statutory compliance and risk management  ICT network strategy  Major procurement policies</p> <p><b>Education:</b>  Development of the overall trust educational model, including the broad approach to teaching and learning, and the curriculum  Support for school improvement and the implementation of School Development Plans  Monitoring and reviewing of the performance of the academies</p> <p><b>Other Services to be offered:</b>  The Central Trust: Key shared services for trust academies  Educational and leadership programmes  Consultancy support to schools, academies and organizations outside of the trust.</p>

## **Appendix Four**

### **Local Advisory Committee - Terms of Reference**

#### **Each Local Advisory Committee has four key responsibilities:**

- To implement the policies of the Trust;
- To account for the performance of the School;
- To actively listen to the views and opinions of the children, their parents and staff colleagues to shape the school's services to the needs of the families;
- To be the voice of the School within the Trust as a whole.

To achieve the above, it must:

#### **Monitor:**

- The EEEA vision/ethos/aspirations
- Curriculum
- Quality of Teaching
- Attainment and Progress
- Preparedness for External Inspection
- School Development Plan (SDP)
- Budget Management
- Use of Pupil Premium
- Special Educational Needs and Disabilities provision
- Statutory Compliance and Risk Management (e.g. health and safety)
- Pupil Admissions and Marketing
- Pupil Discipline and Exclusions.

#### **Oversee Staff Matters and Performance Management:**

- Review staffing structure for efficiency and affordability
- Monitor the implementation of Trust's performance management and performance-related pay systems
- Other staff matters (with the Trust on staff disciplinary or grievance issues/dismissals where necessary).

#### **Help with Relationships and Marketing:**

- Parent relations (including liaison with any parent council)
- Pupil recruitment
- Community activities and relationships
- School Marketing and Public Relations (jointly with the Trust where required).

#### **Contribute to Trust Policies (e.g. performance management) and Establish School Policies (e.g. calculation policy in Maths) in line with Trust's approach:**

- Establish and review school policies and procedures, reflecting Trust key criteria
- Provide feedback to the Trust on the effectiveness of Trust policies.

#### **Be able to establish committees to deal with:**

- Major construction projects
- Expansion of school
- Statutory matters: discipline/exclusions/appeals

- Significant matters that happen on an adhoc basis.

## Appendix Five

### Code of Conduct – Local Advisory Committee

#### Local Advisory Committee Governors

#### **Code of Conduct for Local Advisory Committees of Engage Enrich Excel Academies**

##### **Purpose**

The purpose of this code is to provide guidance to Members, Directors and Local Governors on the principles and commitments associated with the Trust's governance arrangements.

##### **Over-riding principles: The Nolan Standards of Public Life**

Local Governors will at all times conduct their activities in accordance with the Seven Principles of Public Life defined by the Nolan Committee:

- **Selflessness** - Holders of public office should take decisions 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 should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.
- **Objectivity** - 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 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 be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.
- **Honesty** - 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 promote and support these principles by leadership and example.

##### **Commitments:**

##### **Local Advisory Committees have the following core functions:**

- Ensuring clarity of vision, ethos and alignment with the strategic direction of the aims of the Trust;
- Holding leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff;
- Overseeing the financial performance of the organisation and making sure its money is well spent;
- Ensuring that the school complies with the functions of governance agreed by the Trust board.

**As individual governors, we agree to fulfil these core functions through the following principles and commitments:**

### **Role & Responsibilities**

- We understand the role and responsibilities of the local advisory committee and the Headteacher/executive leaders.
- We will actively support and challenge the Headteacher.
- We accept that we have no legal authority to act individually, except when the whole local advisory committee has given us delegated authority to do so, and therefore we will only speak on behalf of the local advisory committee when we have been specifically authorised to do so.

### **Commitment**

- We acknowledge that being a governor involves the commitment of time and involvement in school life and to our own individual professional development.
- We will actively involve ourselves in the work of the local advisory committee, including serving on committees/working groups and making regular visits to the school.
- We will make every effort to attend all meetings and where we cannot, we will submit our apologies and explain, at least 24 hours in advance, why we are unable to attend, to the clerk to the local advisory committee.
- We will get to know the school well and respond to opportunities to visit and get involved in school activities.
- We will regularly reflect on our individual skills and experiences, relevant to governance and how these impact on individual and collective training and development needs of the local advisory committee, accessing appropriate training and development activities that will contribute to effective governance at the school.

### **Collective Responsibility**

- We accept collective responsibility for all decisions made by the local advisory committee. This means that we will not speak against decisions outside local advisory committee meetings and always present a united front.
- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors.
- We will support the Chair in their role of ensuring appropriate conduct both during meetings and at all times.

### **Confidentiality**

- We will observe total confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school. This will include not discussing the content of minutes/meetings until such time as the local advisory committee approves minutes at its next meeting.
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a local advisory committee meeting.
- We will not reveal the details of any local advisory committee vote, including our own voting intentions or history.

### **Conflicts of interest**



- We will record any pecuniary or other business interest, (including those related to people we are connected with) that we have in connection with the local advisory committee business, in the Register of Interests.
- We will declare any potential conflict at the start of any meeting.
- We will act in the best interests of the school as a whole and not as a representative of any group, regardless if elected or appointed to the local advisory committee.

**Breach of this code of conduct**

- If we believe this code has been breached, we will raise this issue with the Chair, who will investigate this alongside the CEO: the Trust will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes.
- Should it be the Chair that we believe has breached this code, another governor, such as the vice chair will report this to the CEO and the Trust will investigate.
- The local advisory committee when considering breaches of this code should recognise the EEEA board’s powers to suspend and or remove governors and ensure that appropriate and statutory processes and procedures are always adhered to.

**Removal from Office**

- The Trust in determining whether to remove, rather than suspend a governor will make reference to the *School Governance (Constitution and Federations) (England) (Amendment) Regulations 2017* and statutory guidance issued in August 2017 in considering whether:
  - There have been repeated grounds for suspension
  - Serious misconduct has occurred which either threatens to bring the school, local advisory committee or Governance into disrepute.
  - There has been serious or repeated failure to contribute meaningfully to the effectiveness of governance at the school, such as non- attendance at meetings, not engaging in training or not participating in meetings.
  - They have engaged in conduct aimed at undermining British values.
  - The actions of the governor are sufficiently detrimental and compromise the operational efficiency of the school.

Name: .....

Signature.....

Date: .....

**School staff, in their dealings with Directors and Local Governors, commit to:**

- Respect the responsibilities that Directors and Local Governors hold and facilitate the exercise of those responsibilities;
- Be open and honest in their dealings with Directors and Local Governors;
- Accept questioning, advice and guidance from Directors and Local Governors;
- Ensure written reports and papers are available in advance of meetings in accordance with agreed timetables so that Directors and Local Governors can prepare for meetings and take informed decisions.

## Appendix Six

### Code of Conduct – Members and Directors

#### **Code of Conduct for Members and Directors of Engage Enrich Excel Academies**

##### **Purpose**

The purpose of this code is to provide guidance to Members, Directors and Local Governors on the principles and commitments associated with the Trust's governance arrangements.

##### **Over-riding principles: The Nolan Standards of Public Life**

Members, Directors and Local Governors will at all times conduct their activities in accordance with the Seven Principles of Public Life defined by the Nolan Committee:

- **Selflessness** - Holders of public office should take decisions 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 should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.
- **Objectivity** - 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 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 be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.
- **Honesty** - 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 promote and support these principles by leadership and example.

##### **Commitments:**

##### **All Members, Directors and Local Governors commit to:**

- Consider their training needs in relation to their governance role, and any particular responsibilities they assume, and make themselves available for suitable training;
- Participate in a range of committees, panels and other activities, maintaining a good attendance rate;
- Prepare thoroughly for meetings, including reading all papers carefully in advance;
- Raise issues at meetings and in other visits with a view to discharging their key responsibilities;
- Consider whether they may have a personal interest in any items of discussion and ensure any interests are declared so that their role in relation to the item may be considered;

- Respect the confidentiality of all information obtained in the course of carrying out their role, including that relating to staff and students/pupils;
- Conduct themselves at all times in a way that brings credit to each school and avoid actions which may reflect poorly on the Trust;
- Give prior notice to the headteacher of any visit to a school and clear all requests for meetings with staff with the headteacher in advance;
- Be honest and forthright in meetings, recognising that disagreements may well arise from time to time;
- Accept collective responsibility for decisions taken by the Board and/or Local Advisory Committee and respect the confidentiality of meetings;
- Uphold the reputation and good name of the Trust and each school at all times and exercise care and discretion when speaking about them publicly.
- Abide by Trust policies on the use of IT and social media. Chairs of Committees, Panels and Local Advisory Committee commit to:
  - Liaise with the clerk in good time in advance of each meeting to plan the agenda;
  - Ensure that papers to be considered are circulated to all members one week in advance of the meeting;
  - Ensure all members have opportunities to participate fully at meetings.
- Make arrangements for minute taking at each meeting;
- Ensure that the minutes are approved and sent to the clerk at least 10 working days before each meeting;
- Report on the work of the committee or panel of the Local Advisory Committee to the Board.

**School staff, in their dealings with Directors and Local Governors, commit to:**

- Respect the responsibilities that Directors and Local Governors hold and facilitate the exercise of those responsibilities;
- Be open and honest in their dealings with Directors and Local Governors;
- Accept questioning, advice and guidance from Directors and Local Governors;
- Ensure written reports and papers are available in advance of meetings in accordance with agreed timetables so that Directors and Local Governors can prepare for meetings and take informed decisions.

## Appendix Seven

### Jargon Buster

#### Glossary of Educational Terms and Acronyms

**AR** – Audit & Risk Committee

**Academies** – Independent state schools

**ARE** – Age-Related Expectation

**ASD** – Autistic Spectrum Disorder

**AWPU** - Age-Weighted Pupil Unit. The sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school from the DfE

**Baseline assessment** - assessment of children's knowledge and skills at school entry

**Benchmarking** - comparing school data (e.g. academic, financial etc.) with broadly similar schools or with all schools nationally

**Carry-forward** - money left unspent at the end of the financial year that is added to the school's budget for the following year

**CEO** – Chief Executive Officer

**CPD** - Continuing Professional Development - any activity that furthers staff colleagues' knowledge or understanding and their effectiveness in schools (see also INSET).

**DDA** - Disability Discrimination Act 1995

**DfE** – Department for Education

**Differentiation** - the organisation of teaching to suit the age, ability and aptitudes of individual children

**EAL** – English as an Additional Language

**Early Years Foundation Stage (EYFS)** - the curriculum followed by children below statutory school age, in schools (Nursery and Reception) and pre-school provision.

**ESFA** – Education Skills Funding Agency

**Exclusion** - the temporary or permanent banning of a pupil from school

**Extended Schools** - schools are expected to provide a range of extended services and facilities for the benefit of pupils, parents, families and the wider community

**Form of entry** - the number of nominal classes of 30 pupils each that a school admits each year

**GAG** - General Annual Grant – the main source of funding provided by the DfE

**HMI** - Her Majesty's Inspector, the highest class of school inspector employed by Ofsted

**Home-school agreement** - a written agreement between school, parents and the pupil. It sets out expectations for all parties of attendance, behaviour, standards of education and homework.

**IDSR** – Inspection Data Summary Report

**INSET** - In-Service Education and Training - professional development for teaching and support staff.

**Inclusion** - used to denote that pupils with special and other needs are included in a mainstream school.

**ICT** - Information and Communication Technology

**Key Stages (KS)** - the four stages of the National Curriculum for pupils aged 5-16:

**KS1** - aged 5-7 (Years 1 and 2)

**KS2** - aged 7-11 (Years 3 to 6)

**LA** - Local Authority

**LSA** - Learning Support Assistant

**LAC** – Local Advisory Committee

**NAGM** - National Association of Governors and Managers

**NAHT** - National Association of Headteachers.

**NASUWT** - National Association of Schoolmasters and Union of Women Teachers.

**NPQH** – National Professional Qualification for Headship

**NQT** - Newly Qualified Teacher

**NUT** - National Union of Teachers

**Ofsted** - Office for Standards in Education

**Peripatetic teacher** - normally a teacher who provides specialist instruction e.g. music at a number of schools

**PGCE** - Post-Graduate Certificate of Education for newly qualified teachers (NQT).

**PP** – Pupil Premium

**PPA** – Planning, Preparation and Assessment time

**PPC** – Performance and Pay Committee

**PPG** – Pupil Premium Grant

**PTA** - Parent Teacher Association

**PTR** - Pupil/Teacher Ratio, calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers.

**SACRE** - Standing Advisory Council on Religious Education. A local statutory body which advises on religious education and collective worship.

**SATs** - Standard Assessment Tasks used for National Curriculum assessments – properly called National Curriculum tests

**SEF** – Self Evaluation Form

**SEND** - Special Educational Needs/Disability

**SENCO** - SEN Co-ordinator - the teacher responsible for co-ordinating SEND provision in the school.

**SDP** – School Development Plan

**SRP** - Special Resource Provision within a school for children with particular needs (e.g. children with Autism Spectrum Disorder)

**EEEA** – Engage Enrich Excel Academies

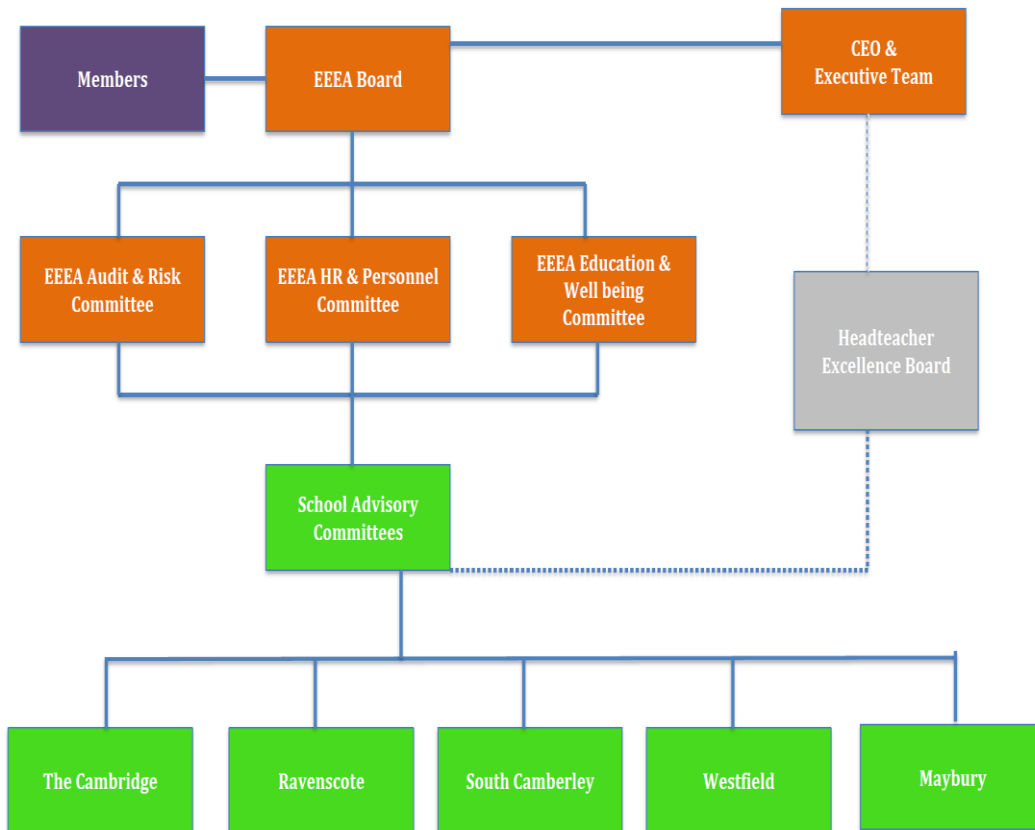
**Value Added** -shows the progress made by an individual pupil or groups of pupils compared with the average progress made by similar pupils nationally between the Key Stages

**Virement** - a local authority term for the transfer of money from one budget heading to another

## Appendix 8 – EEEA Governance Structure



EEEE Governance Structure



Appendix 9

Financial scheme of delegation

Delegated Duty	Value	Delegated Authority	Method
Ordering Goods and Services (raising requisitions)	Up to £3000	Budget Holder	Selection from preferred supplier list unless agreed otherwise with SBM
	£3001 to £5000	As above plus Headteacher	Minimum of two quotes
	£5001 to £50,000	With agreement from the LAC	Minimum of three quotes
	Over £50,000	Audit & Risk Committee	Formal tendering process, including advertising in OJEU (if over the OJEU threshold of £173,934)
Signatories for cheques, BACS payment authorisations and other bank transfers	Up to £10,000. any two signatories, different to person authorising the order	Any two signatory <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Member of SLT</li> </ul>	
	Over £10,000 two signatories plus approval at LAC	Any two signatory <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Member of SLT</li> </ul>	Cheque/Bacs payment notified to finance committee, payment can be agreed in principle before the actual bill has been received (depending on the timing of the meeting and the payment)
Signatories for DfE/ESFA grant claims and DfE/ESFA returns	Any	COO/ AO (or as required by DfE/ ESFA)	All returns must go to the LAC for approval

Or, in the absence of the Headteacher, his/her nominated deputy

Transfer of budget provision between budget heads	Up to £5000	Headteacher,	
	Over £5000	LAC	
Disposal of assets (other than freehold on land or building and heritage assets which must have SoS approval)	Up to £1000	Headteacher plus SBM	
	£1001 to £5000	Finance Committee	
	£5001 and above	As above, plus LAC	
Write-off of bad debts  (annual income is defined as grant income as disclosed in the trust's last set of audited accounts, or to be disclosed)	1% of total annual income or £45,000 (whichever is smaller) per single transaction.	LAC, if within criteria otherwise SoS	In the first year
	Cumulatively, 2.5% of total annual income in any one financial year per	Trustees, if within criteria otherwise SoS	If timely, unqualified financial returns for the last two financial years, <b>have not</b> been submitted

	category of transaction.		
	Cumulatively, 5% of total annual income in any one financial year per category of transaction.	Trustees, if within criteria otherwise SoS	If timely, unqualified financial returns for the previous two financial years <b>have</b> been submitted.
Purchase or sale of any freehold property	Any	SoS approval required	
Granting or take up of any leasehold or tenancy agreement exceeding five years	Any	SoS approval required	
Raising invoices to collect income	Any	SBM	
Charges for lettings	Any	LAC to approve	
Lettings Policy		SBM to recommend to LAC	Within prescribed time limits
Finance Policy		COO/AO to recommend to A&R	Within prescribed time limits
Annual Accounts		COO/AO to recommend to trustees to report to Members	Nominated Trustees to support the writing of the reports within the Annual Accounts

#### Engage Enrich Excel Funds SCHEME OF DELEGATION

Delegated Duty	Value	Delegated Authority	Method
Ordering Goods and Services (raising requisitions)	Up to £3000	COO	Selection from preferred supplier list unless agreed otherwise with CEO
	£3001 to £10000	CEO	Minimum of three quotes  Any expenditure previously discussed and approved by Trustees for Integration plans and projects and included in the trust budget
	£10001 to £50,000	As above with agreement from the Trustees	Formal tendering process, including advertising in OJEU  (if over the OJEU threshold of £173,934)
	Over £50,000	Trustees	