



BrightTribe
learn grow prosper

Trust Governance

November 2017





Contents

| | | |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1. | Introduction | 2 |
| 2. | Trust Governance Structure | 3 |
| 3. | Board Trustees | 3 |
| 4. | Sub-Committees | 4 |
| 4.1. | The sub-committee structure includes two operational groups and two sub committees of the Board. | 4 |
| 4.2. | The two Sub committees of the Trust Board are: | 4 |
| 4.3. | The Executive Sub-Committee is only convened as and when required and made up of Trustee representatives, which must include the Chair of the Trust Board and a member representative. The quorum is 3 Trustees and the remit of the group has been confirmed by special resolution of the board. | 4 |
| 4.4. | Structure..... | 5 |
| 5. | The ARC Group | 6 |
| 6. | Drive Teams | 6 |

1. Introduction

The Trust staffing structure is as follows:

| | |
|---------------------------------|---------------------------------------------------|
| Interim Chief Operating Officer | Heidi Hoskin |
| Operations Director | Simon Evans |
| Executive Manager | Anne-Marie Winter |
| Director of Primary Education | Vacant |
| Director of Secondary Education | Linda Bamford |
| Regional Executive Principals | Cassandra Williams Kathy Iles Judith Greene |

2. Trust Governance Structure

Members

Members for each Trust are

- ALAT – Adventure Learning Schools; Helping Hands: Stephen Moore as Chair
- Bright Tribe – Adventure Learning; Helping Hands; Stephen Moore as Chair

No members are employees of the Trust.

3. Board Trustees

The Board consists of a total of 10 Trustees appointed by Members/Up to 4 Trustees appointed by each Founding Up to 2 Trustees appointed by the members as a whole

- The Interim Chief Operating Officer (ex-officio) and The Director of Education (ex-officio) are Trustees
- Parent Trustees (not required if the trust opts to have parents at school/local governance level).

Current Trustees are:

- Helping Hands Trust Ltd (BTT and ALAT)
- Adventure Learning Schools (ALAT and BTT)
- Stephen Moore (BTT and ALAT)
- David Hare (BTT and ALAT)
- George Holmes (BTT and ALAT)
- Trust Interim COO – Heidi Hoskin (BTT and ALAT)

The Board currently meets 4 times a year with meetings being formally recorded by a qualified clerk.

A 'Golden Thread' exists between the minutes and actions; information flows up and down between all layers of governance. (This is evidenced in minutes)

The majority of Trustees are unpaid (less than half the Board) with a strong preference for independence.

Also, under the Articles, the total number of Trustees, including the Interim Chief Operating Officer and Director of Education, who are employees of the Company must not exceed one third of the total number of Trustees.

The post of Director of Education is left vacant, which will mean that only one member of the Board going forward will be an employee

The Trust Board leads on the Trust strategy, ethos and vision and work to develop a 3-5-year strategy.

Close links between the Board and schools are achieved by a nominated Trustee for each region and/or Trustee linked to a specific school and region. This Trustee will sit both on regional ARC panels and the Trust board (again, supporting the golden thread). The Chair of the ARC Group also sits on the Trust Board.

Induction is a key element of being a Trustee.

Leads for SEN, safeguarding (including H and S), Pupil Premium, finance, estates and data are identified.

Minutes of Board meetings will address and respond to issues raised at ARC and Drive Team meetings and feedback directly to these groups. Minutes of all meetings will include: key recommendations and feedback (The golden thread)

The Board is answerable to the Members. The Interim COO is held to account by and is answerable to the Trust Board and is supported by the Executive Leadership Group who can be invited to either to attend the Board to present information or as observers.

4. Sub-Committees

The 'Golden Thread' is reinforced to link actions and information up and down between governance and operational groups.

4.1. The sub-committee structure includes two operational groups and two sub committees of the Board.

The two operational groups are:

- An Estates Group which also has a remit for Health and Safety.
- An Executive Leadership Group which also has a remit for safeguarding. This group contains the Interim COO, the Director of Education, the Finance Director, the Operations Director and the Executive Manager.

The Estates Group and Executive Leadership Group are not part of the governance structure but report into the Board and appear by invitation. The Estates Group and Executive Leadership Group contain senior Trust representatives such as the Director of Education and the Operations Director but do not contain Board members but Board members can request to attend as they see fit. A member of the Audit and Scrutiny Committee can also attend these groups to quality assure the activities which the Estates and Executive Leadership Group undertake.

4.2. The two Sub committees of the Trust Board are:

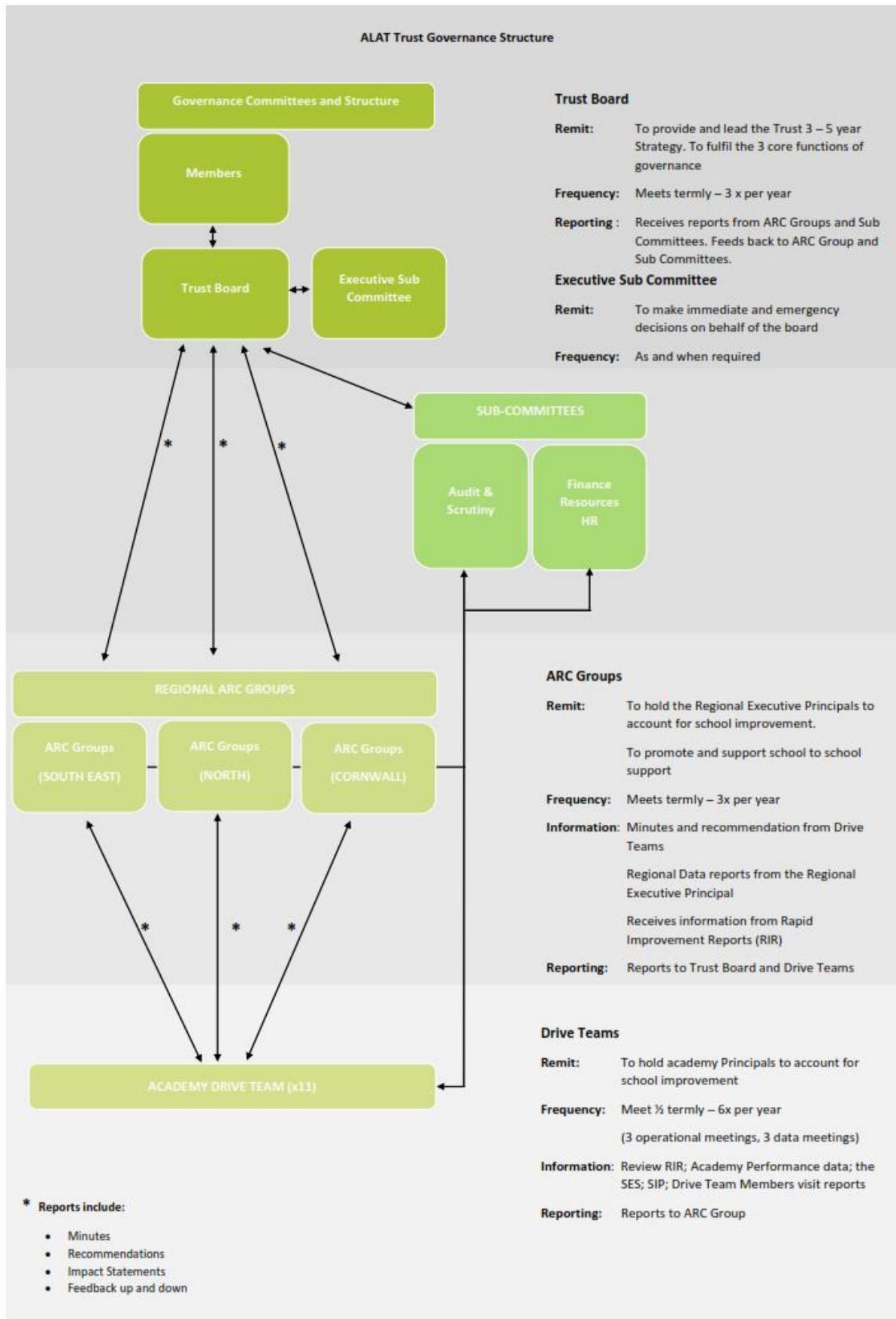
- A Finance Committee which also has a remit for Human Resources.
- An Audit and Scrutiny Committee.

The Financial Handbook states that all trusts with an annual income over £50 million must have a dedicated audit committee.

The Finance Committee will contain a majority of Trustees, with the quorum being either 3 Trustees.

4.3. The Executive Sub-Committee is only convened as and when required and made up of Trustee representatives, which must include the Chair of the Trust Board and a member representative. The quorum is 3 Trustees and the remit of the group has been confirmed by special resolution of the board.

4.4. Structure



5. The ARC Group

The meetings are led by a Chair and formally clerked.

Regional Executive Principals are held to account at the ARC Group and are responsible for written reports to the ARC group through agreed and standardised reporting formats. This will include regional data summaries. The ARC group uses information such as the RIR document, SEF and ADP as evidence for discussion and challenge around school improvement during the meeting.

- A 'Golden Thread' exist to link actions and information up and down between governance and operational groups.
- The ARC group meets 3 times a year with meetings being face to face within each region.
- Meetings are scheduled to ensure the most effective flow of information from Drive Teams and data collection points and for reporting to the Board.
- ARC's are one regional meeting with school by school discussions.
- The majority of attendees should not be employees of the Trust.

Member of the ARC Group include the following:

- The Chair for the ARC Group, who is the regional Trustee * (who attends across the region and sits on the Trust Board)
- An independent National Leader of Governance* (who attends across the region)
- A Drive Team Chair* (who attends across the region. All respective Drive Team Chairs are invited with a minimum of one to attend)
- Either The Director of Primary Education* or The Director of Secondary Education * (who attends across the region)
- The Regional Executive Principal (who attends across the region, but is not a member)
- The Principal (invited to attend but are not members).
- The Regional Business Manager (invited to attend but not a member)
- The regional HR Officer
- A clerk

The majority of members will not be employees*

Parents sit on the Drive Team, instead of the ARC Group, and serve as the local governing body.

6. Drive Teams

- The Drive Team consists of:
 - Two parents who are elected onto the Drive Team (processed by REP and approved at ARC meetings)
 - The school Principal
 - One staff representative
 - Two community representatives

- One co-opted representative
- The Regional Executive Principal who attends to provide a Quality Assurance function (in attendance but not a member)

There is a Chair identified for each Drive Team. This person will liaise with the regional National Leader of Governance who sits on the ARC group.

- A 'Golden Thread' exists to link actions and information up and down within the governance structure. The Trust Board and the Drive Teams have a very close link. The activities of the Board reflect what is happening on the ground and vice versa.
- The Drive Team is the group that acts as a local governing committee of the Trust Board and engages locally with schools in order to demonstrate local governance.
- The Drive Team will hold the Principal to account for school improvement at the Drive Team meeting. The school Middle Leadership Team and Senior Leadership Team will be invited to attend Drive Team meetings.
- The Lead of the Drive Team is elected and not an employee of the Trust.
- The Drive Team quality assure school improvement processes and have an impact on the ADP.
- Drive Team members know the school well.
- The Drive Team provide an opportunity for the pupil and parent voice to be heard.
- The Drive Team analyse and review feedback from stakeholders.
- A standardised agenda is used for all Drive Teams. (6 meetings a year – 3 data meetings and 3 operational/QA meetings)
- The Drive Team skills audit is aligned with Ofsted criteria, based around outcomes and aligned with the DfE Governance Competency Framework.
- The Drive Team receive RIR documentation, ADP, SEFs and school level data reports and school monitoring/QA visit reports.
- Minutes are recorded by the school according to an agreed Trust wide template. These minutes must be shared with the ARC group and on school websites. Roles and Responsibilities for Drive Team Members
 - Evaluating pupils' attitudes to learning and conduct around the academy
 - Evaluating and reviewing actions to reduce persistent absence. Reviewing data of racial, homophobic, bullying etc. incidents
 - Evaluating pupils' behaviour and how well it is managed
 - Evaluating school environments, this could be health and safety and facility management
 - Reviewing the effectiveness of parental and community liaison e.g. analysis linked to school questionnaires
 - Regularly meet with pupils to monitor and evaluate:
 - The extent to which pupils feel safe
 - The extent to which pupils adopt healthy lifestyle
 - The extent to which pupils contribute to the academy and wider community

- The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being.
- Reviewing the effectiveness with which the academy promotes community cohesion and promotes British Values
- Supporting the completion of safeguarding audits and single central record checks
- Carrying out Trust audits and checks alongside the Principal
- Reviewing the impact of school improvements or actions by meeting with middle leaders
- Reviewing the impact of the school Self Evaluation Statement (SES)
- Supporting to draft the school SEF
- Evaluating the impact of pupil premium actions plans
- Evaluating the impact of sports premium actions plans
- Supporting external funds and grant applications.



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