

Member and Trustee Induction Policy

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Contents Page

1. Welcome	Page 4
2. Governance structure of the Rose Learning Trust	Page 5
3. The Trust Board	Page 7
4. Statutory Duties	Page 9
Appendix 1 - Trustee Recruitment and Induction Process	Page 12
Appendix 2 - Code of Conduct	Page 13



1. Welcome to the trust

Welcome to the Rose Learning Trust. Whether you are a member or a trustee your commitment to undertake a voluntary role in governance within the trust is greatly appreciated. You will help make a difference to the life chances of young people in our trust.

We are a trust founded on a shared belief that the best interests of pupils should be at the heart of the future of our schools. Our trust was founded by the Head Teachers and Governors of two schools who shared this belief and wanted to take the necessary steps to ensure that this was at the forefront of our educational futures.

We believe that all pupils should have the opportunity to achieve their full potential. Our focus is ensuring that all of our pupils have the best tools and support to learn and grow in a safe, enjoyable environment. We acknowledge that results are not the full picture. If pupils do not enjoy school or do not gain the life skills to make the most of their qualifications, success might evade them. We aim to provide an environment in which pupils can develop wholly, not just academically.

We seek to support and challenge each other to improve the outcomes and life chances of all the pupils across the communities of the Trust, whilst respecting the aspects of practice that are distinctive to our individual communities.

Our motivation is sustainable, mutually accountable collaboration and school improvement, focusing predominantly on how this will raise standards of teaching and learning for our pupils. With effective collaboration, good practice, and the sharing of resources, we aim to broaden the future opportunities of both our pupils and staff.

Our aim is not only to grow our Multi Academy Trust (MAT) successfully but also sustainably. We believe that through quality, not quantity, we can facilitate opportunities for our Trust that can be invested back into the people who will secure our future: pupils and staff.

What we offer (read alongside the Rose Learning Trust School Improvement offer)

- A trust which recognises each of its academies as unique establishments, which serve the needs of their individual communities
- Support from high performing strategic partnerships of the Trust
- An enhanced professional development offer
- Increasing economies of scale, shared resources, recruitment, retention, and meaningful collaboration which enables schools to focus as much budget as possible on the pupils
- Enhanced opportunities for CPD, allowing us to keep the best of our people within the trust
- Services of a Chief Financial Officer, assuring the financial health and probity of the Trust and its individual academies.
- Potential for contributing to school development services offers



Induction Outcomes

By the end of the induction period the new trustee will:

- Have an understanding of the trust's vision and aims
- Know their role and responsibilities as a trustee
- Have built 'professional' working relationships with other trustees
- Understand how the board of trustees works
- Understands the sub committees and structures and the terms of reference of the Audit and Risk and Education Standards committees
- Understand the roles and responsibilities of the central executive team
- Knows the organisation of each school within the trust

Our Vision and Mission

Our Vision – Transforming futures collaboratively

Our Mission – Expecting more than others think possible

A Trust in which schools seek to support and productively challenge each other to improve outcomes and life chances for all its pupils in all its communities.

A Trust which shapes the educational future rather than being shaped by events

2. Governance structure of the Rose Learning Trust

The Rose Learning Trust is a charitable voluntary organisation which relies on the valuable input of a considerable number of non-executive volunteers, supported by an experienced team of staff.

School governance regulations and the DfE's Governance Handbook identify 3 core functions for governing boards:

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

Governance within the trust operates at 3 levels:

Trust Members – the guardians of the constitution

Trust Board – the Trustees

Local Governing Bodies – the governors



A central team of staff consisting of the Chief Executive Officer (CEO), the Deputy Chief Executive Officer (DCEO), Chief Finance Officer (CFO) and the Chief Projects Officer (CPO) support effective governance at all levels.

Members

Members of the trust have an important role to play in overseeing and holding the Trust Board to account for the governance arrangements of the trust.

The Members appoint trustees to ensure the trust's charitable object is carried out and can remove trustees if they fail to fulfil this responsibility.



The Trust Board submits an annual report on the performance of the trust to the Members. Members are also responsible for approving any amendments made to the trust's Articles of Association. Members are in effect the 'guardians' of the governance of the trust.



3. The Trust Board

The Trust Board has strategic oversight and ultimate responsibility for all management decisions within the trust academies. As with all governance boards in state-funded schools in England, the Board has three core functions:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of all schools and their pupils within the trust, and the effective and efficient performance management of staff; and
- Overseeing the financial performance of the trust and making sure its money is well spent.

In practice, this means that it is responsible for setting the trust's overarching policies, adopting the trust's School Improvement Plan, budget plan, monitoring performance against these plans and making major decisions about the direction of the trust, including its curriculum, and the achievement and welfare of students and staffing. In addition, the Trust Board has responsibility for the following:

- Set the central services retainer
- Compliance with the provisions of the Funding Agreements
- Compliance with the Academy Trust Handbook including, but without limitation, determination of procurement policies for the trust
- Annual approval of the trust budget including those of each academy
- Is the legal employer of all staff, responsibility for human resource policies and procedures and terms of conditions of service?
- Appointment of the internal auditor for the trust
- The appointment, job description, appraisal, remuneration and dismissal of the CEO
- Compliance with all statutory regulations and Acts of Parliament governing the operation of the trust
- Determination of the admissions policy and arrangements for the trust in accordance with admissions law and Department for Education's (DfE) codes of practice
- Any other matter not covered above but set out in the Matrix or any other change in law or policy which places extra responsibility or authority on the trust

Further details of the current membership of the Trust Board can be found at the following weblink:

<https://www.roselearning.co.uk/page/trustees/122242>

The Trust Board is the legally accountable body for all decisions taken in the trust however, the Board does not need to take all decisions; it believes that, where possible, governance should be as close as possible to the point of impact of decision making, therefore it has delegated a range of decisions to:

- The CEO and other executive leaders within the central team
- Local Governing Bodies of individual academies
- Head Teachers of individual academies



These delegated decision-making powers are recorded in its written Scheme of Delegation which provides clarity as to who the decision makers are for various levels of decisions.

The Trust Board reviews and amends the Scheme of Delegation on an annual basis.

The CEO and the Executive Team

The CEO and the Deputy CEO are responsible for school improvement across the trust, producing the trust's Developing Excellence Plan and formulating policies and appropriate targets to achieve the trust's vision, aims and objectives. The CEO is also the Accounting Officer, linking the accountability and governance structures of the trust. The CEO is responsible for making day-to-day decisions in the running of the trust's central team.

In addition to the CEO and DCEO, the Senior Leadership Team at central trust level also comprises the Head Teachers of each school, the Chief Finance Officer, and the Chief Projects Officer. The team is responsible for implementing the Developing Excellence Plan across the central functions of the trust and at individual school level.

The Senior Leadership Team at individual school level comprises of at least the Head Teacher, Deputy Head Teacher(s) and School Business Managers who are responsible for the implementation of individual Developing Excellence Plan and will lead each school towards their agreed targets.

Further details of the current membership of the Central Team can be found at the following weblink:

<https://www.roselearning.co.uk/page/our-staff/60959>

Local Governing Bodies

The Local Governing Bodies of The Rose Learning Trust academies vary in number but have a minimum of 6 members and a maximum of 8, plus the Head Teacher. All governors are appointed for a four-year term of office and may be re-appointed for a further term of office upon the expiry of their current term. We have taken a skills-based approach to getting the right governors for each academy. Our approach aims to increase the effectiveness of the local governing body ensuring that it sets the vision and direction for the future and holds the academy to account for its standards and conduct.

The membership of all RLT governing bodies include: -

- The Head Teacher
- Two elected parent members
- One elected Staff Member
- Such other members as the Trust decides

The current membership of each LGB can be found on the website of each respective academy. Trustees and central team staff reserve the right to attend any LGB meeting.



4. Statutory Duties

Trustees must comply with:

Charity Law

- Ensure the charity is carrying out its purpose for the public benefit
- Comply with the charity's governing document and law
- Act in the charity's best interest
- Manage the charity's resources responsibly
- Act with reasonable care and skill
- Ensure the charity is accountable

Safeguarding

Trust boards have a duty to:

- Safeguard and promote the welfare of children
- Have regard to any statutory guidance on safeguarding issued by the Secretary of State
- Ensure the suitability of staff, supply staff, volunteers, contractors, and proprietors

Health and Safety

The main legislation covering this area is the Health and Safety at Work Act 1974 and its regulations. Under the Act the academy trust, as an employer, is responsible for the health and safety of its staff, pupils and visitors. Trust boards must follow the Department's 'Health and Safety' responsibilities and duties for schools' as well as 'Health and Safety Executive (HSE) guidance for education'

Asbestos

Trust boards have a duty to manage asbestos in their schools effectively, compliant with the <http://www.hse.gov.uk/asbestos/regulations.htm>

Estates Management

An academy trust's estate is both an asset and a mechanism to deliver outcomes for pupils. The DfE expects academy trusts to manage their school estate strategically and maintain their estate in a safe working condition.

Risk Management

The trust will ensure that the trust and any new schools have effective procedures in place to identify, monitor and mitigate at both trust and school level risk management. This will be achieved in the following ways:



- The Scheme of Delegation makes clear what risks are managed at what level
- The trust has capacity to manage the estate for which they are responsible
- The trust has a clear idea of how the way it manages risk may need to change as the trust grows and has made a balanced assessment of the risks expansion and opportunities might pose to its existing schools
- The trust has access to appropriate due diligence expertise so that they can be confident the trust knows what it is taking on (both in terms of benefits and risk) when an additional school onboards

Audit and Risk Committee

The trust board must appoint an audit and risk committee to advise the board on the adequacy of the trust's internal control framework including financial and non-financial controls and risk management arrangements

Members and Trustees will receive the following documentation:

Document	Notes
DfE Academy Trust Governance – Structures and Role Descriptors	GovernorHub and trust website
Details of members/trustees/governors	Governor Handbook and trust website
Code of Conduct	GovernorHub
GIAS Forms	Emailed by central team governance lead
Articles of Association	GovernorHub and trust website
Supplementary funding agreement	GovernorHub
Contact details for AMF clerking	GovernorHub
Terms of Office	GovernorHub and trust website
NGA Learning Link information	GovernorHub
Declaration of interest forms	Emailed by central team governance lead
Scheme of Declaration	GovernorHub and trust website
Latest signed accounts	GovernorHub and trust website
Trust meeting schedule	GovernorHub
Previous minutes	GovernorHub
Skills audit	Emailed by central team governance lead
Approved and signed minutes	GovernorHub
DFE Governance Handbook	GovernorHub and trust website
Trust Growth Strategy	GovernorHub
Developing Excellence Plan	GovernorHub
Audit/ Risk/Cyber and GDPR Terms of Reference	GovernorHub
Education Standards Committee Terms of Reference	TBC
NGA Book 'Welcome to Governance'	Hard copy available at meeting



National Governors Association (NGA)

The trust pays for Gold membership offering membership for all governing bodies and to individual governors. The NGA acts as a national voice for all governors and in addition provides regular newsletters and papers on relevant topics.

<https://www.nga.org.uk/Home.aspx/>



Appendix 1 – Trustee Recruitment and Induction Process

Stage 1

Potential trustee identified and introduced to CEO/CPO and chair of trust

Stage 2

Meeting arranged with the potential trustee to discuss the role, understanding of the trust and what the candidate could bring to the trust board

Stage 3

Following the meeting if both sides wish to progress, the CPO will send out application forms and supplementary documentation to the potential trustee for completion. This includes:

- Skills matrix
- Declaration of business interests
- GIAS information which will also be used to register with Companies House

Stage 4

Completed paperwork to be sent back to the CPO for checking

Stage 5

CEO will email all members and trustee to inform them of potential new trustee and will add to meeting agenda item for approval



Appendix 2- Code of Conduct

TRUSTEE CODE OF CONDUCT

As individuals on the trust board, we agree to the following:

Role and Responsibilities

- We will fulfil our responsibilities as a good employer, acting fairly and without prejudice
- We understand the purpose of the trust board and the role of the executive leaders.
- We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-today management
- We will fulfil our role and responsibilities set out in the trust's Scheme of Delegation
- We agree to adhere to trust policies and procedures
- We accept that we have no legal authority to act individually, except when the trust board has given us delegated authority to do so, and therefore we will only speak on behalf of the trust board when we have been specifically authorised to do so
- We accept collective responsibility for all decisions made by the trust board or its delegated agents. This means that we will not speak against majority decisions outside the trust board meeting
- We have a duty to act fairly and without prejudice
- We will consider carefully how our decisions may affect the community and other schools or academies.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our trust. Our actions within the trust the local community will reflect this
- In making or responding to criticism or complaints, we will follow the procedures established by the trust
- We will accept and respect the difference in roles between the trust board, ensuring that we work collectively for the benefit of the organisation.
- We will respect the role of the executive leaders and their responsibility for the day-to-day leadership and management of the organisation and avoid any actions that might undermine such arrangements
- We agree to adhere to the trust's rules, policies and procedures
- When formally speaking or writing in our trust board role, we will ensure our comments reflect current trust policy even if they might be different to our personal views
- When communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the trust and the board

Commitment

- We acknowledge that accepting office as a trustee involves the commitment of significant amounts of time and energy
- We will each involve ourselves actively in the work of the trust board and accept our fair share of responsibilities, including service on committees or working groups



- We will make full efforts to attend all meetings and where we cannot attend, explain in advance, why we are unable to
- We will get to know the trust well and respond to opportunities to involve ourselves in trust activities
- We will visit the academy schools with all visits arranged in advance with the senior executive leader and undertaken within the framework established by the Board
- When visiting the schools in a personal capacity (eg as a parent or carer), we will maintain our underlying responsibility as a trustee
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the Board, attendance records, relevant business and pecuniary interests, category of appointment and the body responsible for appointing us will be published on the trust website
- In the interests of transparency, we accept that information relating to trustees will be collected and logged on the DfE's national database of governors (Get information About Schools)

Relationships

- 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 trustees and governance professional and academy staff
- We will support the Chair in their role of ensuring appropriate conduct both at meetings and at all times
- We will develop effective working relationships with the executive leaders, staff, the trust and the community

Confidentiality

- We will observe complete confidentiality in all areas of our work.
- We will exercise the greatest prudence at all times when discussions regarding the trust board business arise outside a trust board meeting.
- We will not reveal the details of any trust board vote
- We will ensure all confidential papers are held and disposed of appropriately

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 trust boards business in the Register of Business Interests, and if any such conflicted matter arises in a meeting, we will offer to leave the meeting for the appropriate length of time.
- We accept that the Register of Business Interests will be published on the trust website
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise
- We will act in the best interests of the trust as a whole and not as a representative of any other group or organisation



Ceasing to be a trustee

- We understand that the requirements relating to confidentiality will continue to apply after a trustee leaves office

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the Chair and the Chair will investigate; the trust board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the Chair that we believe has breached this code, another appropriate member of the trust board will investigate.

The Seven Principles of Public Life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

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

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

Objectivity - 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.



Declaration

I,

declare as a trustee of The Rose Learning Trust that I have read and agreed to abide by this Code of Conduct. I understand that failure to sign or uphold this undertaking will result in disqualification as trustee

Institution: **The Rose Learning Trust**

Name:

Position:

