

BOARD INDUCTION

Document Status

Date of creation/review	Reason for review	Date of next review	Reviewer Body
Sept 2018	YEAT Policy Cycle	July 2021	Trustees SILG FRAR
Jan 2020	Change in structure	July 2021	LGB LGB-Finance CEO Headteacher Company Secretary

As a responsible Trust, we wish to provide people new to Governance of Yorkshire Endeavour Academy Trust, with the information that they will need to become as effective as possible in their role.

Through our induction process we aim to achieve four things:

- Build an understanding of the nature of the Trust, its purposes and the communities in which we operate.
- Develop understanding of the role, including legal duties.
- Build a link with the academy's people including, Senior leaders, teachers, staff, pupils and communities
- Build an understanding of the main relationships that the trust has, both inward and outward facing.

Yorkshire Endeavour Academy Trust expects that induction will be tailored to the needs of the particular Member/Trustee/Governor. We fully understand that in order for us to have a broad range of expertise on our boards, people will come from a wide range of backgrounds and experiences. We want to avoid repeating information that people may be aware of and ensure that through a bespoke and thorough induction process we are able to make the most effective use of the valuable time that our volunteers in Governance have available.

The Company Secretary will take the lead working with individual Trustees, to develop a bespoke induction process that reflects and meets their specific individual need. For local Governing Boards the Company Secretary will support the chair to develop a bespoke induction plan.

A key element of our induction process is to empower Trustees and those involved in Governance to lead their own learning and continuous professional development.

We have developed this handbook to support our new Trustees to become as effective as possible in their role. The handbook gives an overview of many aspects of the work of the Trust, it is an initial introduction into the work of Yorkshire Endeavour, its prime focus is to show you where to find more detail and who to contact for more information.

Please contact Sharon Markham, Company Secretary if you require more information smarkham.castleton@yeat.co.uk

Welcome

Thank you for taking up this important role within the Yorkshire Endeavour Academy Trust.

Our academy trust is built on shared core values and a real drive to provide an outstanding education for all.

We are an inclusive group of schools who firmly believe in celebrating and preserving the diversity within our member academy schools, whilst ensuring that the Trusts ethos of an outstanding education for all, is at our very core and underpins everything we do.

We provide a rich and exciting curriculum in a safe and caring environment, where children flourish and have the opportunity to build positive relationships, make reputable choices and be inspired to become innovative life-long learners.

Collaboration is at the core of our practice; we have an open culture and it is through our differences that we challenge and support each other to do the best for our children. This careful building of capacity and central systems will sustain improvement and growth in future years.

Christina Zanelli
CEO

Vision

We firmly believe in celebrating and preserving the diversity within our member academies, whilst ensuring that all of our people, pupils, staff, parents and carers have access to the very best opportunities, with real and effective tangible outcomes to enable them to exceed their expectations and fulfil their potential.

Aims and Values

The Endeavour MAT is a family of primary schools who believe that by learning and growing together we can:

- Ensure that all our children, regardless of their starting point, receive an outstanding education that prepares them for the world.
- Nurture a culture and climate of mutual respect.
- Be a safe and inclusive place for children.
- Create opportunities for all our staff to develop and shine.

Whilst collaboration is at the core of our practice, we believe that this works best when each school has a unique identity and place at the heart of their community. It is through our differences that we can challenge and support each other to do the best for our children.

Governance at Yorkshire Endeavour Academy Trust

As a multi-academy trust, Yorkshire Endeavour has a number of layers of governance as shown in the diagram below. Each plays an important part in the oversight of the Trusts work, and whilst communication between the layers is vital, it is important that the work is complementary and is not duplicated. In order to define this we have an accountabilities framework that set out which layer is responsible for specific aspects of our work. This can be found by following this link <http://www.yeat.co.uk/about-our-trust/governance-documents/>

Yorkshire Endeavour Academy Trust Structure

OUR STRUCTURE

Members

The Members are responsible for ensuring that Yorkshire Endeavour Academy Trust's constitution as set out in the articles of association. It is their responsibility to ensure that Trustees are pursuing the Trust's charitable objectives and to hold the board to account for its conduct and performance.

Trustees

The Board of Trustees has overall accountability and legal responsibility for the trust. As non-executive directors, they are responsible for ensuring that Yorkshire Endeavour Academy Trust meets its obligations as a company. They are responsible for the vision, ethos and strategic direction of the Trust as a whole. They hold the CEO and trust senior leadership team to account.

The main Trust board has two main committees, Finance, Resources, Audit and Risk (FRAR) and School Improvement Leadership Group (SILG)

Local Governing Boards (LGBs)

Local governing boards play a vital role in supporting school improvement, and whilst they are not legally responsible for schools, they are able to focus on school improvement by supporting and challenging Headteachers and the wider school leadership team. LGBs also have a finance committee that supports and challenges financial decision making in individual academy schools.

Developing an Understanding of the Role of the trustee/director/governor

Element	Time frame	Date completed
A brief outline of the role of the trustee/director/governor and a summary of their responsibilities and continuing obligations. This may need to be more detailed where the appointee has no previous experience	Within 4 weeks of Appointment	
Charity Commission booklets. <ul style="list-style-type: none"> • The Essential trustee; what you need to know, what you need to do. • Charities and charity Trustees - an induction for school governors 	Within 4 weeks of Appointment	
Department for Education and other appropriate providers documents: <ul style="list-style-type: none"> • Academies Financial Handbook • The Essential trustee; what you need to know, what you need to do. • Essential Trustee - 6 Main duties, infographic • Governors handbook • Competency framework • NGA Code of Conduct <p>How to keep updated with the latest alerts and updates from the DfE, click on the link below Sign up for DfE latest updates and alerts</p>	Within 4 weeks of Appointment	
An outline of the role of the company secretary in supporting the trustee/director/governor	Within 4 weeks of Appointment	
Where to access Policies and procedures (key policies, statutory etc.)	Within 4 weeks of Appointment	
Trustee/director liability insurance that may be in place Upon appointment	Within 4 weeks of Appointment	

The Board routines

Element	Time frame	Date completed
Governing body/board structure and schedule of meeting dates	Within 4 weeks of Appointment	
The biographical and contact details of other trustees/directors/governors or director/trustees and the senior leadership team	Within 4 weeks of Appointment	
The minutes of the meetings and agendas for board meetings	Within 4 weeks of Appointment	
A list of current trustees/directors/governors, the company secretary	Within 4 weeks of Appointment	
Protocols and procedure. These would normally cover details such as: <ul style="list-style-type: none"> • when the papers are sent out • normal location of meetings • how long meetings last • an indication of the routine business transacted • procedure for raising items for consideration • board code of conduct 	Within 4 weeks of Appointment	
Conflicts of Interest policy and Register of Interests	Within 4 weeks of Appointment	
Governing body member code of conduct	Within 4 weeks of Appointment	
Training in the use of sharepoint to access documents	Within 4 weeks of Appointment	
Details of relevant committees	Within 4 weeks of Appointment	
GDPR	Within 4 weeks of Appointment	

The Nature of the Yorkshire Endeavour Academy Trust

Element	Time frame	Date completed
A copy of the Articles of Association	Within 4 weeks of Appointment	
A copy of the strategic plan	Within 4 weeks of Appointment	
A copy of the business plan, and Development plan	Within 4 weeks of Appointment	
A copy of the mission statement, vision and values	Within 4 weeks of Appointment	
The annual report and accounts	Within 4 weeks of Appointment	
Details of the professional advisers – Accountants/ Solicitors Quick Call	Within 4 weeks of Appointment	
Details of the academy’s funding agreement and other information held by the principal regulator and website details for each regulator or registrar (including the Charity Commission and Companies House)	Within 4 weeks of Appointment	
Risk profile and tolerance, risk management and internal control procedures and relevant disaster recovery plans	Within 4 weeks of Appointment	

Building a link with the academy’s people

Element	Time frame	Date completed
Organisational chart – including who’s who and where to find relevant information	Within 4 weeks of Appointment	
Contact details and sharepoint	Within 4 weeks of Appointment	
School visits and meetings with strategic leads if required	Within 6 months of appointment	
Company Auditors – Who, role and access details	Within 4 weeks of Appointment	

Review of process

Date	Discussion	Actions/Conclusions

I certify that the induction programme has been fully completed.

Signature of Board Member:

Signature of Chief Executive:

Signature of Chairman of the Board:

Date:

Role description for Trustees

Academy trustees are volunteers. The Charity Commission defines trustees as the people responsible for governing a charity and directing how it is managed and run.

In academy trusts, this means:

Holding executive leaders to account for the educational and financial performance of the trust

- The board creates robust accountability for executive leaders through rigorous analysis of performance data and financial information.

Setting the trust's vision and values, and the strategy for achieving this vision

- The trust's vision will centre on pupil progress, achievement and growth of the Trust. Working with senior leaders, the board sets strategic objectives to help the trust reach its goals.

Ensuring the trust's financial success and probity

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

Responsibilities

- Develop the trust's vision and strategy
- Establish a culture of high educational standards, which promotes staff and pupil wellbeing
- Ensure all pupils have access to a broad and balanced curriculum
- Monitor provision for pupils with special educational needs (SEN) and disabilities
- Monitor educational performance of the trust's academies, using a range of data sources
- Ensure stakeholders (parents, pupils, staff and the local community) are informed and consulted as appropriate
- Approve the budget for the academy trust, and where relevant, for academies within the trust
- Monitor and evaluate the trust's financial performance
- Approve and review school policies as defined in the Trusts Accountability Framework document, and hold staff to account for their implementation
- Ensure the trust is compliant with legal requirements, including that all statutory policies and documents are in place
- Carry out the appointment and performance management of the CEO
- Monitor and evaluate the trust's staffing structure(s)
- Monitor health and safety in the academy/across the trust
- Work with those involved in local academy governance, supporting and holding them to account

Skills and experience

Essential:

- Critical listening and the ability to ask effective questions
- Strategic thinking
- Excellent communication
- Problem solving and analysis

Desirable:

- Understanding of data
- Finance and/or accounting knowledge
- HR experience
- Knowledge of education
- Leadership and management
- Risk management
- Legal expertise, particularly knowledge of charity law
- Marketing and communications

Time commitment

The time commitment for the trustee role will vary. However, all trustees must attend at least 3 meetings of the full board plus three committee meetings per year.

The term of office is 4 years.

Preparation for meetings includes reading papers and preparing questions for senior leaders. You will also be expected to undertake any training required to enable you to discharge your role effectively.

Trustees are also expected to visit a minimum of two Academy schools per year while it is open to pupils.

Additional information

Academies are both charities and companies limited by guarantee. Academy trustees are therefore both charity trustees and corporate directors and must comply with company and charity law. This includes the academy registering trustees with Companies House as a director. All Trustees must complete a DBS check.

