

E-ACT's New Governance Structure: an Overview



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1. Background

1.1 On 17th December 2015 the Board of Trustees approved a move towards a regionalised governance structure to support the newly formed regionalised model of delivering school improvement through our Education and Operations teams. This document aims to answer any questions you may have regarding the new governance structure.

2. What does the new governance model look like?

2.1 The November 2015 DfE governance handbook for trustees of multi-academy trusts recognises that MAT boards have '*the opportunity to expand their central executive team as a means of exercising their responsibilities of oversight,*' whilst also noting that '*as individual school principals become line managed by, for example, a chief executive, there is a risk of duplication or confusion between the role of the chief executive and the LGB in holding the school principal to account.*' In line with DfE guidance (para 19 November 2015), this model aims to be clear about how the Board of Trustees will exercise their governance and oversight through both executive and non-executive channels, and how the two fit together.

2.2 The new governance structure is based on the establishment of Regional Teams that will be led by a Regional Education Director (RED) and a Regional Operations Director (ROD). The Regional Directors will be supported by a series of expert System Leaders.

2.3 For the Regional Education team, this will include:

- a Safeguarding and attendance System Leader,
- a SEND and behaviour System Leader,
- a data System leader; and
- subject specialist System Leaders (depending on the needs of the region).

2.4 For the Regional Operational Team, this will include:

- A Finance System Leader
- A Procurement System Leader
- An Estates System Leader
- A Regional Co-ordinator to link with the HR external support service.

2.5 Within this model the newly appointed REDs will lead on many of the former scrutiny and challenge functions carried out by the LGB from an education perspective and the ROD from an operational perspective, each assisted by their regional teams of System Leaders.

2.6 The RED will hold the Principal to account on the performance of each academy within their region, acting under the delegated authority of the Board of Trustees. In turn, the

REDs will be held to account by the CEO for the academies within their region, and the CEO will be directly accountable to the Board of Trustees.

2.7 The ROD will hold the Academy Business Manager to account on the operational performance of each Academy within their region, acting under the delegated authority of the Board of Trustees. In turn, the RODs will be held to account by the National Director of Finance for the academies within their region, and the National Director of Finance and the CEO will be directly accountable to the Board of Trustees.

3. What is the formal mechanism through which the Board of Trustees ensure support and challenge for the educational and operational outcomes within the Trust?

3.1 In this model, every E-ACT academy – regardless of current performance - will have 6 weekly Raising Achievement Board meetings to ensure that the academy is being supported and scrutinised in their educational performance. The educational Raising Achievement Boards will be led by the RED, with attendance from the relevant regional System Leaders and Academy Senior Leadership Team. The ROD will also hold 6 weekly Raising Achievement Boards to support and scrutinise operational performance.

3.2 The RED and RODs will be held to account for their region's performance through 6 weekly Regional Raising Achievement Board meetings with the CEO and Director of Finance.

3.3 The CEO and National Director of Finance are held to account for the national performance through 6 weekly Education & Personnel; Finance; and Audit & Risk Committee Meetings.

3.4 Alongside the Raising Achievement Boards, advisory bodies will be established in each of the academies called the **Academy Ambassadorial Advisory Group (AAG)**. This group will focus on the key areas of: communication; celebration; complaints; and community engagement.

3.5 All members of the AAG will also have an invitation to attend the academy's Raising Achievement Board meetings so that the AAGs can also take part in the scrutiny process. More information on the Academy Ambassadorial Advisory Group can be found in **appendix E**.

3.6 The Director of Education/ Director of Children's Services within each of the academy's respective Local Authority will also be invited to attend each Raising Achievement Board meeting.

3.7 **Appendix A** visually represents the new governance model.

4. How will The E-ACT Board of Trustees ensure that there are independent checks and balances within the governance structure?

4.1 The Board of Trustees have ensured that the new governance model includes an appropriate level of independence and transparency through the following checks and balances:

- All Trustees of the Board are totally independent and are unpaid volunteers.
- As in charities and commercial companies, independent assurance is gained by the Trustees through internal audit functions, as well as external assurance from OfSTED regulation and our external auditors, KPMG.
- All members of the Academy Ambassadorial Advisory Group are invited to attend and take part in all Raising Achievement Board meetings so that the formal mechanism of academy scrutiny and support is open, transparent, and enables members of the local community to be part of the process.
- All disciplinary, grievance and exclusion appeals will have a majority of non-staff parent or community member Academy Ambassadors on the panel, ensuring that non-E-ACT employees are in the majority on any of these decisions.
- Each Academy Ambassadorial Advisory Group has a mechanism within the structure whereby they can ensure that their voice is heard at all levels of the organisation. this includes:
 - The Principal's attendance at a minimum of 3 Advisory Group meetings within each academic year
 - A minimum of one meeting per term with the CEO
 - A minimum of one meeting per year with Trustees
- Each Academy Ambassadorial Group will have a minimum of 2 parent Ambassadors, elected by the parent body of the academy.

5. What does the new governance model aim to do?

5.1 The new governance model aims to do the following:

- Enable the Board of Trustees to effectively carry out their key role of: setting the strategic objectives of the organisation; ensuring financial viability of the organisation; and holding the Executive to account on the performance of the organisation. The model defined is intended to create a streamlined model of accountability whereby everyone within the Trust – from the classroom teacher; the Head of Departments; the Principals; the Regional System Leaders; the Regional Directors; the National Directors; and the Board of trustees – is clear and transparent.

- Reduce bureaucracy so that Principals can have an unrelenting focus on teaching and learning.
- Have clear lines of accountability and ensure that there is no confusion regarding performance management, particularly in relation to the Principals.
- Have clear requirements in terms of the information/evidence that needs to be scrutinised, and who is responsible for producing this information
- Provide assurance to the Board that the appropriate levels of scrutiny and support is in place at each level to drive forward organisational performance
- Ensure that the Board of Trustees are meeting their statutory duties, OfSTED requirements in relation to governance to a **high and consistent standard**, and that they have overall assurance that the organisation is working towards reaching its charitable objectives.
- In an environment of increasing expectations from school governors, who are volunteers with often high expertise but limited time, this model is designed to provide the Board of Trustees with the assurance they need through experts in the field who are paid and therefore can be held to account on their performance.
- The new model aims to encourage, rather than deter, local involvement. The Academy Ambassadorial role we envisage is an advisory body to the Board and will have at least two elected parents as part of its membership. This body is intended to provide a dedicated forum for local people – parents, staff, local businesses, local universities – to come together to focus on the culture of the school, its ethos, and how it can genuinely find creative solutions to make sure that the school is at the heart of its community. We have deliberately made the membership for this body less prescriptive, so that more people, including those who may not have wanted the responsibility of becoming a governor, will engage in the group's work.

6. Is E-ACT able to do this?

6.1 This change of direction follows the powers granted by the DfE in their model Articles of Association, which the Board of Trustees approved in December 2015. These Articles provide Multi-Academy Trusts with the freedom to choose whether to appoint Local Governing Bodies or not (article 100). They also give the option of establishing bodies solely for the purpose of an advisory function to the Board of Trustees (article 104), which is what the new proposal sets out. In line with the articles, each of these advisory bodies will have at least two elected parents as members (article 101A).

6.2 The Board also approved the new model funding agreement in December, which allows for alternative arrangements to Local Governing Bodies under paragraph 1.23.

7. Who should OfSTED inspectors expect to see as the representative of the Board of Trustees?

7.1 The Regional Director of Education is the governance representative at academy level, under the delegated authority of the Board of Trustees. Regional System Leaders will also be in attendance, eg. the Safeguarding System Leader, to demonstrate how they support and scrutinise the effectiveness of safeguarding within the academy.

7.2 Where possible, Academy Ambassadors will also join the meeting to discuss the ways in which they are working to increase stakeholder engagement and monitor satisfaction.

7.3 The name allocated to the Chair of the Governing Body on each OfSTED report should read 'Michael Wemms' – the Chair of the E-ACT Board of Trustees. However we would also like to request that an additional line for the named Regional Director of Education is also included within the report.

8. What will be presented to OfSTED inspectors to evidence the scrutiny and challenge at each academy when they inspect individual academies?

8.1 As a minimum, Ofsted inspectors will be presented with the agendas and minutes of the 6 weekly Raising Achievement Board meetings and the records of visits from the Regional System Leaders. Additional information will also be available on request, for example minutes of the Regional Raising Achievement Board meetings and Education & Personnel Committee meetings, and evidence of anonymised teacher and Principal pay progression scrutiny.

9. How will the new structure ensure that OfSTED, DfE and statutory requirements are being met?

9.1 **Appendices B, C and D** set out each of the expectations of Ofsted, legislation and the DfE in relation to governance. These tables set out all of the roles and responsibilities that will be undertaken at each level, including in relation to approving the pay awards of all teaching staff within their region; in exclusion hearings, in staff disciplinary hearings and in pupil/parental complaints.

9.2 **Appendix E** includes the Terms of Reference for the Academy Ambassadorial Advisory Groups which will be established within each academy.

Appendix B: Making sure we meet OfSTED’s Requirements in relation to Governance

Current OfSTED Governance Requirements	Who is responsible for demonstrating scrutiny to OfSTED?			What evidence will be required?
	Locally	Regionally	Nationally	
<i>Work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition</i>	Principals, working with their staff	RED, working with the Principal	CEO, working with the REDs. <u>Board of Trustees</u> , working with ELT.	Organisational Strategy Academy Improvement Plan Stakeholder surveys and focus group feedback
<i>Provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school</i>	Principals effectively performance managing their staff, ensuring appropriate challenge and support for teaching and learning	RED, holding the System Leaders and Principal to account on a regular basis. Formalised through 6 weekly RAB meetings where specific evidence is reviewed.	CEO holding the REDs to account through a formalised cycle of RAB meetings. <u>Board of Trustees</u> , primarily via the Trustees Education & Personnel Committee, holding the CEO to account. Formalised through 6 weekly E&P meetings where specific evidence is reviewed.	<u>Trustees</u> E&P Committee papers and minutes Record of RABs (Regional and Academy) Record of Regional SL visits and actions Academy Self-evaluation
<i>Provide support for an effective headteacher, demonstrating an understanding of the issues facing the school</i>	System Leaders working with the Principal to drill into the key issues of the school across all areas of T&L, SG, SEND, PP, data, attendance and behaviour.	RED, holding the System Leaders and Principal to account on the performance of the school. Formalised through 6 weekly RAB meetings where specific evidence is reviewed.	CEO, holding the REDs to account through a formalised cycle of Regional RAB meetings. <u>Board of Trustees</u> , holding the CEO and ELT to account. Formalised through 6 weekly Trustees E&P meetings where	<u>Trustees</u> E&P Committee papers and minutes Record of RABs (Regional and Academy)

Current OfSTED Governance Requirements	Who is responsible for demonstrating scrutiny to OfSTED?			What evidence will be required?
<p><i>Understand how the school makes decisions about teachers' salary progression and performance</i></p>	<p>Principal effectively PMs HoD who in turn effectively PM the teachers. Scrutinised by RED.</p>	<p>RED, holding the Principal to account on individual teachers' salary progression and performance within each academy.</p>	<p>specific evidence is reviewed.</p> <p>CEO holding the REDs to account on individual Principal's salary progression</p> <p><u>Board of Trustees</u>, via the Trustees Education & Personnel Committee holding the REDs, and CEO to account regarding teacher, Principal and RED salary and Principal pay progression. Formalised in annual PM report to Trustees Education & Personnel Committee.</p> <p>Formal approval of all Pay Progression for Principals, Regional Teams and National Teams by Education & Personnel Committee.</p>	<p>Record of Regional SL visits and actions</p> <p><u>Trustees</u> E&P Committee papers and minutes in relation to PM of CEO (Board), ELT and REDs.</p> <p>Record of RAB in relation to Pay Award approvals of teaching staff within their region.</p> <p>Record of any teacher support plans in place</p>
<p><i>Performance manage the headteacher rigorously</i></p>		<p>RED, performance managing the Principal.</p>	<p>CEO PM of the REDs.</p> <p><u>Trustees</u> Education & Personnel by reviewing the PM of the REDs, as carried out by the CEO and approving the targets set.</p> <p><u>Chair of the Board</u>, by Performance Managing the CEO and reporting to the Board of</p>	<p>Record of annual Performance Managements for:</p> <ul style="list-style-type: none"> • CEO • RED • Principal

Current OfSTED Governance Requirements	Who is responsible for demonstrating scrutiny to OfSTED?			What evidence will be required?
			Trustees and seeking approval of the targets set.	
<i>Understand the impact of teaching, learning and assessment on the progress of pupils currently in the school</i>	Principal has consistent focus on the quality and impact of teaching. Works with Data SL to accurately assess sub-group progress of pupils across the school.	RED, scrutinising the individual academy data and quality of teaching submissions of the academies within their region.	CEO, scrutinising regional data and quality of teaching across the region. Trustees Education & Personnel Committee, scrutinising the national data and quality of teaching submissions.	Trustees E&P Committee papers and minutes, inc. regular data captures and common assessment results Record of findings from the Academy RABs, including peer reviews of teaching and learning
<i>Ensure that assessment information from leaders provides governors (Trustees) with sufficient and accurate information to ask probing questions about outcomes for pupils</i>	Principal regularly assess teaching and learning within the academy. SL providing regular layer of QA for this.	RED, scrutinising assessment of academies within regions from data captures, as QA'd by regional data system leader	CEO, scrutinising assessment of academies across the regions and tallying with outcomes. Trustees Education & Personnel Committee, scrutinising national assessment information based on Trust-wide data captures	Record of regular data captures and analysis provided regarding lines of enquiry
<i>Ensure that the school's finances are properly managed.</i>	Business Managers work with all academy budget holders and to ensure that the budget is spent appropriately. Support from Operational System Leaders.	ROD holding Academy Business Managers to account for financial performance and compliance	NDoF&R holding ROD to account for regional performance Trustees Finance Committee and Audit & Risk Committee each holding the CEO and DoF&R to account for national performance	Record and papers of Finance & ARC minutes Record of Monthly Budget Monitoring
<i>Ensure that the school is using the pupil premium and the primary PE</i>	Principal working with designated academy leads	ROD, working with the PP System Leader and Principal	CEO holding the ROD to account for PP outcomes within region.	Trustees E&P Committee papers

Current OfSTED Governance Requirements	Who is responsible for demonstrating scrutiny to OfSTED?			What evidence will be required?
<i>and sport premium in a way that is having an impact on outcomes</i>	and regional System Leaders to ensure that the PP and Sports Premium are having an impact on outcomes	to hold the Principal to account on PP strategies and impact	Trustees Education & Personnel Committee, scrutinising the progress of PP sub-group data nationally.	<p>and minutes</p> <p>Record of RABs (Regional, National and Academy)</p> <p>Record of Regional PP SL visits and actions</p> <p>Record of PP and sport premium scrutiny from PP System Leader</p> <p>Record of Impact on PP outcomes from Data System Leader</p> <p>PP Strategy and Impact monitoring report</p>
<i>Inspectors will report on the achievement of disabled pupils and those who have special educational needs. This includes reporting on the pupils in any specialist resource provision managed by the governing body and the extent to which the education the school provides meets the needs of these pupils.</i>	Principal working with designated academy leads and regional System Leaders to ensure that the pupils with SEND have the appropriate support and strategies in place to achieve.	RED, working with the SEND System Leader to hold the Principal to account on SEND support and impact.	<p>CEO holding the RED to account for the outcomes of pupils with SEND within the region.</p> <p>Trustees Education & Personnel Committee by scrutinising the progress of SEND pupils as per the data collections on sub-groups nationally.</p>	<p>Trustees E&P Committee papers and minutes</p> <p>Record of RABs (Regional, National and Academy)</p> <p>Record of Regional SEND SL visits and</p>

Current OfSTED Governance Requirements	Who is responsible for demonstrating scrutiny to OfSTED?			What evidence will be required?
				actions Record of SENCO work with SEND children
<p><i>Transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.</i></p>	<p>Business Manager responsible for ensuring that all recruitment processes within the academy are fulfilled.</p> <p>Principal responsible for being in attendance at all RAB meetings, a minimum of 3 Academy Ambassadorial Advisory Group meetings and holding at least two open parent forums per year to hear the views of the parents.</p> <p>Academy Ambassadorial Advisory Group for each academy.</p>	<p>ROD (recruitment of staff)</p> <p>RED (RAB meetings and termly meeting with Academy Ambassadorial Advisory Group as a minimum).</p>	<p>Trustees Education & Personnel Committee, holding the Director of Operations to account regarding governance structures including a formal mechanism for parental engagement</p>	<p>Record of Organisational and Governance Structure in place</p> <p>Trustees E&P Committee papers and minutes</p> <p>Minutes of the Chairs' Ambassadorial Group meetings</p> <p>Record of staff recruitment in any one academic year and the panel members</p> <p>Record of parental engagement eg. programme and feedback</p>

Appendix C: Making sure we meet our Statutory Requirements

Current Statutory Requirement	How could these requirements be met through a new governance model?			What will need to be scrutinised?
	Locally	Regionally	Nationally	
Duty to ensure adherence to the Equality Act 2010 (ensuring that no discrimination against the protected characteristics exists throughout E-ACT in relation to pay, conditions, opportunities, promotion, training or dismissals).	Business Managers are responsible for academy recruitment, reporting to ROD	ROD is responsible for all operational recruitment within the region. Holds Business Managers to account regarding recruitment processes followed at academy level.	National Director of Finance is responsible for all operational recruitment across the regions. Holds ROD to account regarding recruitment processes followed at regional level. Reports to Trustees Education & Personnel Committee.	E-ACT policies in relation to: <ul style="list-style-type: none"> • Pay • Capability • Recruitment and Selection • Disciplinary • Equal Opportunities <p>Termly report from across the regions regarding recruitment practices, confirming that they have been done in line with Safer Recruitment and Equal Opps.</p>
Duty to deal with parental and pupil complaints in line with The Education (Independent School Standards) Regulations 2010	Principal responsible for Stage 1 and Stage 2 complaints in line with policy. All stage 2 complaints to be reported to the RED within 1 working day of receipt. RED reserves the right to appoint investigator if Principal's	RED to undertake Stage 2 investigation if the complaint refers to a Principal. All stage 2 complaints reported to Trustees' Education & Personnel Committee on a half termly basis. RED to Chair any Stage 3 complaints panel, alongside 2	CEO (or Director of Operations??) holds RED to account regarding the number and outcome of parental complaints received within the region, and how these are handled. Half termly reporting to Trustees Education & Personnel.	Half Termly report on the number of stage 2 (formal) complaints received per academy and the outcomes of these complaints. Complaints policy.

Current Statutory Requirement	How could these requirements be met through a new governance model?			What will need to be scrutinised?
	Locally	Regionally	Nationally	
	appointment is not appropriate.	Academy Ambassadorial members. ¹ If the RED has had any prior involvement in earlier stages, a National Director will chair panel.		
Duty to ensure a broad and balanced curriculum up to the age of 16	Principal is responsible for building a curriculum in line with national strategy to suit the needs of the pupils within the academy.	RED is responsible for ensuring that all curriculums delivered within their region are broad and balanced and meet the Trust's requirements.	CEO is responsible for ensuring delivery of a broad and balanced curriculum at national level and in line with the Trustees' strategic vision. CEO holds the RED to account on the curriculums in place within each region. Reports to the Trustees Education & Personnel Committee.	Curriculum development strategy Curriculum plans Progress and attainment data scrutiny
Duty to adhere to the academy's admissions policy	Principal is responsible for ensuring academy adherence to admissions policy.	RED is responsible for ensuring that all admissions within the region are in line with policy. Admissions appeals panel will be chaired by the RED, and 2 Academy Ambassadors. ² All Admissions appeals reported to Trustees'	CEO works with the Board to set the Trust's admissions policy, and holds the RED to account on the admissions in place within each region. Trustees Education & Personnel Committee monitors appeals in relation to admissions.	Trust-wide admissions policy Termly report on number of admissions appeals

¹ Pupil and Staff Academy Ambassadors cannot be included within the parental complaints appeals panel process.

² Pupil and Staff Academy Ambassadors cannot be included within the admissions appeals panel process.

Current Statutory Requirement	How could these requirements be met through a new governance model?			What will need to be scrutinised?
	Locally	Regionally	Nationally	
		Education & Personnel Committee		
Duty to ensure that a SENCO is appointed to the academy to manage SEND needs and that these are being handled appropriately	Principal's responsibility to appoint SENCO and ensure appropriate training is undertaken. Principal's responsibility to report annually to parents on the academy's provision, equipment, funding and staffing in relation to SEND through the academy website.	RED, working with the SEND System Leader and Principal to hold the Principal to account on SEND support and impact within each academy.	CEO holds RED to account on meeting the needs of SEND pupils across the regions. Reports on SEND pupil attainment and progress to Education & Personnel Committee.	SEND pupil progress and attainment within each academy and region SEND policy
Duty to ensure that the Principal is held to account for the lawful use of exclusions .	Principal has right of exclusion. Must inform RED within one working day of exclusion.	RED chairs disciplinary committee, alongside 2 Academy Ambassadorial members. ³ RED reports outcome of Pex discipline committee (reinstatement or upheld decision) within 1 working day to National Director of Governance.	CEO holds RED to account for the number and outcomes of exclusions. National Governance team sources Independent Review Panel where requested. Half-termly reports to Trustees Education & Personnel Committee.	No. of FTEs and sub-group profile No. of PEx's and sub-group profile Exclusions policy

³ Pupil and Staff Academy Ambassadors cannot be included within the Discipline Committee panel.

Current Statutory Requirement	How could these requirements be met through a new governance model?			What will need to be scrutinised?
	Locally	Regionally	Nationally	
		Reports FTEs and Pex on a 6 weekly basis to Trustees' Education & Personnel Committee.		
Duty to ensure that all safeguarding policies and procedures are in place, including ensuring that Safer Recruitment procedures are applied	Principal's responsibility to appoint a DSL and SPOC and ensure appropriate training is undertaken.	RED responsibility to hold Principal and SG System Leader to account for the safeguarding practice within each academy	CEO responsibility to hold RED to account for the safeguarding practice within each region. Trustees' Education & Personnel Committee receive half-termly reports from National SG lead on academy practices.	Safeguarding policy Trustees' Education & Personnel Committee papers and minutes.
Duty to ensure adherence to Employment Law, including compliance with procedures for the regulation of conduct and discipline of staff.	Principal's responsibility to ensure that all staff conduct and disciplinary matters are being handled in line with E-ACT policy. Please refer to the E-ACT Scheme of Delegated Authority, the E-ACT Grievance Policy and the E-ACT Disciplinary Policy.	RED responsibility to hold Principals to account for staff disciplinary and conduct procedures. Please refer to the E-ACT Scheme of Delegated Authority, the E-ACT Grievance Policy and the E-ACT Disciplinary Policy.	CEO holds RED to account for the number and outcomes of disciplinarys. Trustees' Education & Personnel Committee receive half-termly reporting on the number of formal stage grievance and appeals. Please refer to the E-ACT Scheme of Delegated Authority, the E-ACT Grievance Policy and the E-ACT Disciplinary Policy.	No. and outcome of staff grievance, disciplinarys, and staffing profile. Disciplinary policy Grievance Policy Scheme of Delegated Authority Trustees' Education & Personnel Committee papers and minutes.
Duty to ensure that academy websites are up-to-date and	Business Manager's responsibility to ensure	ROD responsibility to hold Business Managers to	National Director of Operations holds ROD to account for website	

Current Statutory Requirement	How could these requirements be met through a new governance model?			What will need to be scrutinised?
	Locally	Regionally	Nationally	
meet statutory requirements	that the website is up to date	account regarding compliance	compliance. National Director of Operations reports on compliance to <u>Trustees</u> ARC.	

APPENDIX D: Making sure we meet the DfE's requirement of governing bodies

DfE Requirement	How could these requirements be met through a new governance model?			What will need to be scrutinised?
	Locally	Regionally	Nationally	
Setting the Strategic Direction of the Organisation	Principal is responsible locally for implementation of direction set through the strategy at academy level.	RED and ROD responsible for ensuring that the Principals and Business Managers within their region are held to account on implementing actions as set within the strategic direction, and submitting quality assured information to inform the Board on the progress in reaching this strategic direction.	<p>NDoE and NDoF responsible for holding Regional Directors to account on regional implementation of strategic direction – both in terms of academy specific actions required within their region and regional strategic actions required.</p> <p>Board of Trustees hold National Directors to account on overall progress against organisational 3-5 year Strategy, including a clearly articulated school improvement plan</p>	Key corporate metrics identified noting how the Board will track progress against strategy
Holding the Head Teacher to account	<p>Principal performance and line managed by the RED.</p> <p>Business Managers are performance and line managed by the ROD.</p> <p>System Leaders performance and line managed by RED and ROD (within relevant</p>	<p>RED performance and line managed by the NDoE</p> <p>ROD performance and line managed by the NDoF&R</p>	<p>CEO performance and line manages NDoE and NDoO</p> <p>Trustees Education & Personnel by reviewing the PM of the National Director of Education and Finance & Resources, as carried out by the CEO and approving the targets set.</p> <p>Chair of the Board, by Performance Managing the CEO and reporting to the Board of</p>	<p>Record of annual Performance Management, target and objectives for:</p> <ul style="list-style-type: none"> • CEO • NDoE • RDoE • Principal

DfE Requirement	How could these requirements be met through a new governance model?			What will need to be scrutinised?
	Locally	Regionally	Nationally	
	team)		Trustees and seeking approval of the targets set.	
Overseeing the financial performance of the organisation	Business Managers have responsibility for managing the finances of the individual academy	<p>ROD holds to account the Business Manager on the effectiveness of their budget management and financial processes.</p> <p>ROD holds to account the Regional Operations System Leaders – Finance, Procurement, Health & Safety and Estates Management - for the level of support and challenge they are providing to each academy within the region.</p>	<p>NDoF&R holds each ROD to account for their financial compliance and budget management of their respective regions.</p> <p>CEO holds NDoF&R to account for national financial performance.</p> <p>Trustees Audit & Risk Committee and Finance Committees hold CEO to account as the Accounting Officer for the financial performance of the organisation.</p>	<p>Monthly Budget Monitoring within regions</p> <p>Quarterly compliance records of financial processes across the regions</p> <p>Quarterly value for money report statements across the regions</p> <p>Audit & Risk receive Quarterly reporting on:</p> <ul style="list-style-type: none"> • Internal Audit findings • Health & Safety • Procurement compliance <p>Finance receive Quarterly reporting on:</p> <ul style="list-style-type: none"> • Budget Monitoring and reforecasts • Estates Management <p>Annual Audit & Accounts, with Audit Management</p>

DfE Requirement	How could these requirements be met through a new governance model?			What will need to be scrutinised?
	Locally	Regionally	Nationally	
				Letter from external auditors KPMG.

Appendix E: Terms of Reference for Academy Ambassadorial Advisory Group

Academy Ambassadorial Group (AAG)

1. What will the Academy Ambassadors do?

1.1 The Academy Ambassador remit will have four key elements:

- **Celebration:** to help to make sure that celebration of staff, pupils and parents remains a priority for each academy, and to find the best way to do this.
- **Communication:** to work with staff, pupils and parents to make sure that the academy effectively communicates to all stakeholders, so that everyone feels part of academy life and has the opportunity to access information and events.
- **Concerns or complaints:** to act as an independent local point of contact for staff, pupils and parents to express their concerns. Academy Ambassadors will signpost people to the right channels for dealing with their issues and will ensure that any concerns or complaints are fed back to the AAG. Where any trends emerge, the Academy Ambassadors work with the Principal and other ambassadors to help find solutions. Academy Ambassadors will also always form the majority of members on any appeals panels.
- **Community:** making sure that the pupils maximise on local opportunities by finding ways to keep the academy at the heart of the community and acting as a key link between the two. To really help the academy to explore what it can do to make the school a hub of community services.

2. Will the Advisory Group have any decision making power?

2.1 No. This group is an Advisory Body to the Board of Trustees.

2.2 The Academy Ambassadorial Advisory Group is designed to enable local people to get involved in the life of the academy and its standing in the community eg. helping to run celebration events, inputting into communications about the academy, making links with local businesses in the community.

2.3 At the same time, it is intended to be a sounding board for the academy – to gauge the opinions and ideas of parents, pupils, staff and the community and to work together on improving the 4 key areas of their remit and advising the Board and Regional Directors on how further improvements or shared learning can be achieved.

3. How will the AAG group have a voice?

3.1 The AAG members will have a mechanism to ensure that they can advise and influence decision through the following channels:

- All Academy Ambassadors are invited to join the Raising Achievement Board meetings – led by the REDs – to scrutinise and support the academy in

achieving improved educational outcomes for its pupils and to ensure transparency within the accountability structure.

- Academy Ambassadors will also always hold the majority on any appeal panels to ensure that the majority is always non-paid E-ACT employees.
- The Academy Ambassadors will be invited to meet with the Regional Director of Education on a termly basis as a minimum to report back on the progress of the Academy and the Ambassadorial Group's work from their perspective.
- The Academy Ambassadors will also be invited to meet with Trustees on an annual basis as a minimum to make sure that there is an opportunity to advise the overarching Board of Trustees on matters relating to its remit.

4. What is the membership of the Academy Ambassadorial Advisory Group?

4.1 As a minimum, the AAG must have two parent Academy Ambassadors on the group who are elected from amongst the parent body in line with the model articles of association.

4.2 The AAG must also have a nominated Ambassadorial Chair appointed by E-ACT. The Chair can be, but doesn't have to be, one of the elected parents.

4.3 It is proposed that the Ambassadors' Group does not have a fixed membership beyond this minimum requirement. It is likely that the membership will differ in each academy. We want to encourage staff, pupils, parents, and members of the community to want to be part of the group, and this is likely to require different members at different times – for example through Task and Finish Groups - based on the focus of the academy.

4.4 Any additional members will be appointed and removed (with the exception of the elected parent members) by the AAG members through a simple vote.

4.5 E-ACT reserves the right to remove AAG members who are not adhering to the Academy Ambassadorial Code of Conduct.

4.6 Appointments will be administered by a Regional Co-ordinator.

5. What is the term of office?

5.1 There is no fixed term of office for Academy Ambassadors, but each Academy Ambassador will be asked to annually complete a declaration of interest form, an Ambassadorial code of conduct and a continuation of role pro forma for each new academic year. All Academy Ambassadors also have to complete a DBS check prior to appointment.

6. How often will the AAG meet?

6.1 The AAG should meet a minimum of once per term and the Academy Principal will be required to attend these meetings. The AAG may meet more frequently than this without the Principal present.

7. Who will administer the meetings?

7.1 The Regional Co-Ordinator will take notes for the allocated 3 termly meetings per year. For additional meetings, members will nominate one of their membership to take notes from meetings where required. The Regional Co-ordinator will take formal minutes of any appeal hearings.