



The Lincolnshire Educational Trust

Handbook

Academic Year 2020/21

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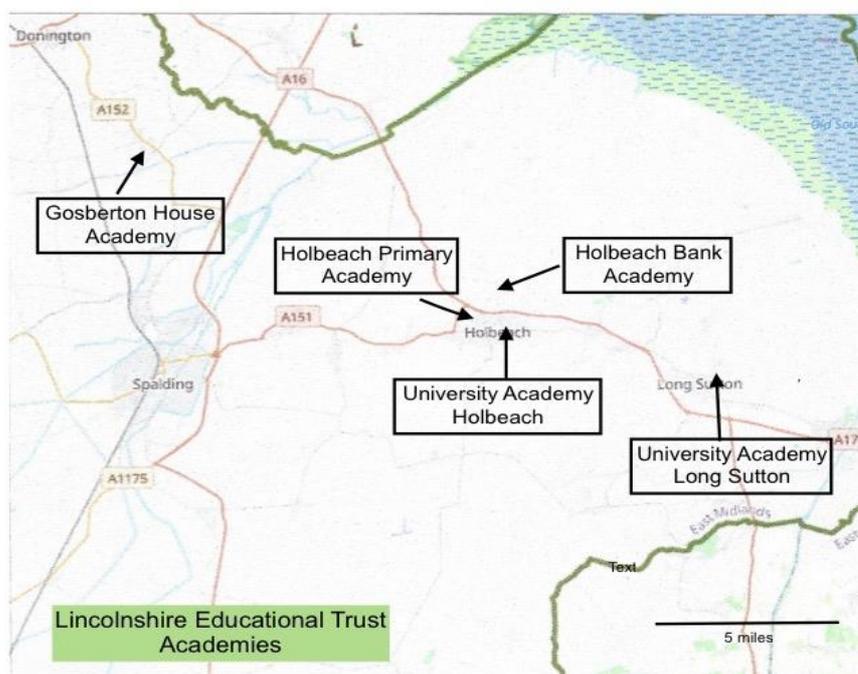
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1. Introduction

Welcome to the Lincolnshire Educational Trust Handbook that sets out an overview of the Trust for members of the Trust as well as other schools and academies that may wish to join the Trust or work with us. The handbook describes our ethos, governance and leadership structures, as well as our operational principles, curriculum intent and details of the scheme of delegation and policies. The Lincolnshire Educational Trust Limited is a company limited by guarantee and an exempt charity. This means it must follow company and charitable law but is exempt from registering with the Charity Commission and is regulated by the Secretary of State for Education.

The University of Lincoln sponsors the Lincolnshire Educational Trust and plays a leading role in the governance of the trust and establishing the ethos and operational principles. It delegates to its executive staff a high level of responsibility, whilst ensuring it can monitor the work of its academies in a supportive but challenging manner. At the heart of the Trust's work is enhancing social justice and raising aspirations in one of the most deprived areas of the country. It places great emphasis on supporting the local communities that it serves. All our current academies are based in South Holland District Council area in South East Lincolnshire, which is one of the most deprived areas of Lincolnshire with one of the lowest average wages in the country.

The key to our success is having high quality staff in an area where recruitment in professional services in all areas of employment is not easy. Thus recruiting, retaining and developing high quality staff is very high priority for the Trust. The Trust uses the national pay scales for teachers and conditions of service including pensions and it uses the local conditions of service for non-teaching staff and the Lincolnshire local government pension scheme. The Trust has a comprehensive set of services to support each academy and in terms of safeguarding and child protection, finance, human resources, payroll, health and safety these are common across all our academies. The Trust uses a combination of in house services or services procured through competitive tender, which are held under regular review. However where other existing services are performing well and providing good value for money the Trust permits flexibility amongst its academies. As a result of our commitment to the communities we serve, we seek wherever possible to purchase goods and services locally, provided they meet our best value conditions.



2. Context

Development of the Trust

The Lincolnshire Education Trust was formed in 2014 when the University Academy Holbeach Trust agreed to become a multi academy trust and was renamed and gained new articles of association and funding agreement. University Academy Holbeach was created in 2011 when George Farmer Technology and Languages College and St Guthlac's Crowland were merged.

University Academy Holbeach is an academy based in Holbeach, in South East Lincolnshire. The academy was established in 2011 following the closure of the St Guthlac's School in Crowland and its merger with the George Farmer Technology and Language College. George Farmer had been managing St Guthlac's for four years before the merger. George Farmer itself was opened as a secondary modern school in 1958 and named after George Farmer who in 1669 donated 17 acres and three roods to establish the first free school in Holbeach. In seeking to set up the new academy at George Farmer the local authority invited University of Lincoln to be its education sponsor. At the time of transfer Ofsted rated it as good.

In 2014, Holbeach Primary School joined the newly established multi academy trust as a convertor and was renamed Holbeach Primary Academy. This academy is based on an adjoining site to University Academy Holbeach. It was opened in 1877 as Holbeach Boys Board school and has had a range of iterations before in 1947 it became Holbeach County School and a year later Holbeach Primary School. It moved to its current site in 1982. At the time of transfer Ofsted rated it as requiring improvement.

In 2016, Gosberton House Special School joined the Trust as a convertor and was named Gosberton House Academy. It is a 2 to 11 specialist academy specialising in Autism. This academy is based approximately 13 miles from Holbeach. The school opened in 1953 in what is now the residential nursing home. The school moved into its current buildings in the grounds of the nursing home in 1988.

At the time of transfer Ofsted rated it as outstanding. It also provides the Autism Outreach Service for Lincolnshire County Council.

In 2018, Holbeach Bank Primary School joined the Trust as a sponsored academy at the request of Lincolnshire County Council and the Regional Schools Commissioner. It was named Holbeach Bank Academy and it based less than 2 miles from Holbeach Primary Academy. It is a very small rural school using its original buildings opened in 1877. At the time of transfer Ofsted rated it as inadequate.

In 2019, the Peele Community College joined the Trust as a sponsored academy at the request of Lincolnshire County Council and the Regional Schools Commissioner. It was named University Academy Long Sutton and is based less than 6 miles from Holbeach. The Peele school was opened in 1958 on land once owned by Thomas Peele. This academy is freehold having previously been a Foundation school. It has a nursery on site that serves Long Sutton, a Leisure Centre and an all-weather pitch, owned by the Trust, but leased out to outside bodies with academy use during the day. At the time of transfer Ofsted rated it as inadequate.

Lincolnshire Educational Trust academies in September 2020:

University Academy Holbeach (UAH) – is an 11 to 19 non-selective school in a selective area (often called a secondary modern school) with 1,300 students, with 300 in the sixth form. Its PAN has been raised from 180 to 240 because of the oversubscription of the academy; this will result in the academy increasing to approximately 1,500 students. The academy is an accredited centre for apprenticeship. In the last inspection by Ofsted in March 2019 – Good in all aspects. UAH is one of only three non-selective schools in a selective area in Lincolnshire that has never been in an Ofsted category since the introduction of Ofsted. The Executive Principal is Steve Baragwanath and the Principal is Sheila Paige.

Holbeach Primary Academy (HPA) – a primary school with over 290 children. It is fully subscribed and has an outstanding reputation for its work in the community. In 2018 it was in the top 10% of Lincolnshire schools for pupil outcomes. Last inspected by Ofsted in 2017 – Good in all aspects. It is the lead academy working with Holbeach Bank Academy with the same Governing Body and Executive Staff. The Executive Principal is Susan Boor and Executive Vice Principal is Nicola Kenyon.

Gosberton House Academy (GHA) – a special academy for primary aged children with over 96 children and it specialises in teaching children with autism. It runs at capacity all the time and is much sought after by parents as a place for their children. The academy was externally assessed by the National Autistic Society and achieved Advanced status – one of the first in the country in 2017 to have this highest grade. It also runs the outreach service throughout Lincolnshire for Autism. This was recently assessed and also achieved the Advanced status. Last Inspection by Ofsted in May 2019 - outstanding again in all aspects. The Executive Principal is Louise Stanton.

Holbeach Bank Academy (HBA) – a primary academy with 58 children. This is a very small village academy working within an area of very significant deprivation. The same Governing Body and Executive staff as Holbeach Primary Academy lead this academy. Sponsored in June 2018 and currently has no Ofsted grade. The Executive Principal is Susan Boor and Executive Vice Principal is Nicola Kenyon.

University Academy Long Sutton (UALS) – is 11 to 16 non-selective schools in a selective area (often called a secondary modern school) with 660 students. In recent years it has struggled to fill its PAN of 144 places, but in the last 2 years it has been over subscribed. Last inspected in 2019 as inadequate. Sponsored July 2019 and currently has no Ofsted grade. The Executive Principal is Steve Baragwanath and the Principal is Liam Davé.

3 Ethos and Curriculum Intent

The Lincolnshire Educational Trust works to enhance the aspirations, educational opportunities and attainment of children and young people across south Lincolnshire and its surrounds. By working collectively and cooperatively across its academies, the Trust seeks to add value and achieve the synergies that a multi-academy trust can bring. All the Trust's academies are expected to uphold its mission, values and curriculum intent, whilst interpreting them to meet their local community needs.

Mission:

To develop academies that are schools of first choice through their high aspirations, educational excellence. The academies will improve the life chances of young people through the development of their academic, cultural and sporting achievements, enhancing their personal development and enabling them to become confident life-long learners who are able to successfully contribute to the world in which they live.

Values:

- **Maximising the potential** of every child and young person
- **Providing a safe and secure environment** for learning and teaching
- **Promoting well-being:** physical, emotional and mental
- **Caring for the environment** in which we learn and live
- **Supporting parents and carers** to participate in their children's learning
- **Nurturing and developing excellent staff** to help us achieve our mission
- **Fostering a positive learning culture** that is aspirational, ambitious and innovative
- **Working in partnership** to achieve our goals
- **Upholding exemplary behaviour** that is respectful and caring
- **Making education enjoyable** and celebrating every young person's achievements

Curriculum Intent:

- Create a curriculum which embeds the mission and values of the Trust yet is crafted in a manner that meets the distinctive needs of each community and all the stakeholders in each academy.
- Provide our young people with access to the knowledge, experiences and skills necessary to equip them for life, building their cultural capital so that they are knowledgeable about a wide range of cultures and have access to a broad range of experiences to deploy during their life.
- Consult regularly with parents, carers and young people on their curriculum needs to ensure we have the right balance of provision which is broad and balanced, recognising that our young people learn in different ways and have different needs and interests.
- Ensure there are different pathways to learning, yet guaranteeing equality of opportunity for all young people.
- Prioritise learning in communication, literacy and numeracy for every young person.
- Develop skills and knowledge that enable young people to be confident and healthy citizens in the digital world.
- Provide opportunities for developing interest and talent in sports, music and creative arts
- Promote learning, on occasions outside the classroom, which develops resilience and self-worth.
- Build knowledge, skills and understanding in a way that engages and inspires young people in an intelligent, logical and sequential manner.
- Celebrating success at all levels to help build confidence and help create develop confident and ambitious young people.

4. Operational Principles and the Trust's approach to continuous improvement

The operational principles set out how the Trust works which are important to the academies in the Trust and those considering joining it. They are subject to adjustment only in case of significant or sustained underperformance by an academy.

- The Trust believes it has a moral imperative to work to improve young people's life chances through high quality educational provision, care and support in south Lincolnshire and its surrounds.
- The Trust puts children and young people first in its decision-making.
- The Trust has the support of the University of Lincoln as its sponsor, to enhance opportunities for its young people and to provide guidance to its executive staff.
- The Trust has clearly defined roles for Members, Trustees and Academy Governing Committees.
- The Trust is committed to being an employer of choice, working to national and local conditions of service for staff as well as being members the teacher's and local government pension schemes.
- The Trust seeks to empower its Principals by devolving maximum responsibility to them, as it believes that through their leadership they will drive their academy forward and optimise the educational and developmental performance of young people in their care.
- The Trust seeks to have very low central cost for our academies, to ensure the maximum resources are available to support learning and young people.
- The CEO/DCEO/Executive Principals have a key role in running the Trust and monitoring performance, but are seen as facilitators of partnership working with Principal's having a key role in academy policy decisions.
- The Trust has common child protection and safeguarding policies.
- The Trust has common accountancy policies and systems
- The Trust has common policies and procedures for all employment matters
- The Trust has common policies for health and safety, including fire safety.
- The Trust does not pool academy budgets and its policy is not to do so. It is committed to maintaining the national/local allocated funding for each academy.
- Each academy is expected to run within a balanced budget or better during each academic year.
- The Trust allows all academies to maintain their own reserves, if reserves have to be used by another academy, it will be arranged through an intra-trust loan, set for a period of time and agreed by the Trust.
- If we have Condition Improvement Funding (CIF) delegated, it would be allocated across the Trust on a needs base criteria agreed by the Trust.

Our approach to continuous improvement in our academies is based on five tenets:

- Setting high aspirations for every learner in all aspects of academy life.
- Knowing every learner and designing support and encouragement in a manner that ensures each can grow and know they can achieve in a safe environment.
- Providing Inspirational teaching by high quality staff that embeds literacy and numeracy in the curriculum, whilst providing a broad and diverse curriculum that captivates children and young people so they become life-long learners, as well as accelerating the learning of disadvantaged students.
- Maximising and celebrating every learner's achievements and progress through high quality teaching and support.
- Promoting exemplary behaviour that is characterised by a respectful and caring environment, in which rules are understood and accepted.

5. The Trust and its Governance

The Lincolnshire Educational Trust (LET) has three tiers of governing committees and conforms to the most up to date Academies Financial Handbook (September 2019) and most recent guidance from the Regional Schools Commissioner. There is clear separation of personnel between the three tiers of governance with only the Chair of the Trust bridging any tier; he is a Member and a Trustee. This means each committee can be held to account for their decisions without conflict of interest, this does mean there is a greater need for good communication between the various tiers.

Members (Sponsor)

Trustees (Director) – Board of Trustees

Governors – Academy Governing Committee (AGC)

The conduct of the trusts business at all levels is critical to the reputation of the Trust and its sponsors. Trustees, governors and executive staff must declare any real or perceived interests that arise as part of their work. If they have any doubts they must consult the CEO/Accounting Officer for advice before taking part in any discussion on a potential related matter. The golden rule is one of declaring an interest if in doubt. The Trust expects everyone to not only adhere to Nolan's *Principles of Public Life*, avoiding real but also perceived conflicts of interest with any connected party relationships.

The principles are outlined below:

- **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 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 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.

Members:

Members have a similar role to that of shareholders of a company limited by shares and in this case they are the sponsors of the Trust.

- They are the subscribers to the trust's memorandum of association (where they are founding members) and may amend the articles of association subject to any restrictions in the articles, the funding agreement or charity law. The members must approve any new funding agreement and they reserve the right to approve or otherwise any decisions related to new schools or academies joining the Trust.
- They appoint and remove their own members. They appoint and remove Trustees including the Chair and may, by special resolution, issue direction to the trustees to take a specific action.
- They appoint the trust's auditors and receive the trust's audited annual accounts.

- They have power to change the name of the company and, ultimately, wind up the academy trust.

Lincolnshire Educational Trust has five members with three members being University employees and two members being independent. There are no lengths to the term of office. No employee of the Trust is a member. Members will normally meet twice a year. The clerk to the Trust Board will clerk Members meetings; minutes are not published. Membership is as follows:

Professor Mary Stuart CBE, Vice Chancellor University of Lincoln (Chair)
 Professor Toby Wilkinson Deputy Vice Chancellor University of Lincoln and Chair of Trustees
 Simon Parkes Deputy Vice Chancellor University of Lincoln
 Mark Tinsley (Independent Member)
 Vacancy (Independent Member)

Trustees (Directors) – Trust Board and Terms of Reference:

The Trustees form the Board of Trustees of the LET and are Directors of the Trust. They set the strategic direction for the LET and are accountable to the Secretary of State for the performance of the academies within it. Trustees cannot be members of Academy Governing Committees (AGCs) and no employee is a Trustee. The Chair of the Trust is also a member.

The members believe their Board of Trustees must have the following skills: Expertise in strategic leadership; school improvement; financial skills; legal expertise; human resources; business development; educational research skills and experience as a governor. The Board of Trustees will normally have 7 to 11 members who serve for initially for a 4-year period, with the opportunity to serve for a second 4-year period at the discretion of the Members. The sponsors have three seats on the Board of Trustees who are employees of the University; the remainder are independent of the University of Lincoln. Members have decided that the CEO, DCEO, CFO and Executive Principals are expected to attend Board meetings. The CEO is the Accounting Officer for the Trust.

The Trust will meet four times per year and will have an away day when it will take time to consider longer term strategic planning and whether to adjust its strategies and approach. The Board is quorate when at least one-third of Directors/Trustees are present – in special cases two-thirds are required, see the Articles of Association for specific details. The University appoints a clerk to the Trust who is not an employee of the Trust. Minutes will be approved at the following meeting and become available for publication 10 working days after that approval.

Decisions between meetings can be arrived at through electronic means with the approval of the Chair and providing at least 51% of the Board contribute to the decision. The Chair, CEO or CFO will normally carry out this process through the clerk.

All Trustees must have an enhanced DBS (Disclosure & Barring Service) and a S128 Check, which identifies whether someone is barred from management or governance.

The Board of Trustees core functions:

The trustees must apply the highest standards of conduct and ensure robust governance, complying with the Academies Financial Handbook, the key terms of reference are:

- strategic leadership that sets and champions vision, ethos and strategy
- accountability that drives up educational standards and financial performance
- people with the right skills, experience, qualities and capacity
- structures that reinforce clearly defined roles and responsibilities
- compliance with statutory and contractual requirements
- evaluation of governance to monitor and improve its quality and impact.

Trustees statutory duties:

They must also comply with the trust's charitable objects, with company and charity law, and with their funding agreement. Company directors' duties are described in sections 170 to 181 of the Companies Act 2006, but in summary are to:

- act within their powers
- promote the success of the company
- exercise independent judgement
- exercise reasonable care, skill and diligence
- avoid conflicts of interest
- do not accept benefits from third parties
- declare interest in proposed transactions or arrangements.

The trustees **must** ensure regularity and propriety in use of the trust's funds, and achieve economy, efficiency and effectiveness – the three elements of value for money.

The Board of Trustees has established the Scheme of Delegated Authority (SoDA) for Executive staff and for AGCs. The Trust will apply an approach of earned autonomy for AGCs, to reflect the success or otherwise of the academy. The SoDA is reviewed annually.

Trust Board Membership:

Professor Toby Wilkinson Deputy Vice Chancellor University of Lincoln (Chair) [2021]*

Michelle Allison CEO of Lincolnshire and Rutland EBP, Former Head of Special Needs and Disability NYCC (Independent Member, Vice Chair and Safeguarding Trustee) [2023]*

Professor Val Braybrooks MBE Dean of the Holbeach Campus University of Lincoln (Chair of Audit) [2022]*

Professor Duncan French Pro Vice Chancellor and Head of the College of Social Science University of Lincoln [2024]*

Will Naylor Business HR Manager Bakkavor (Independent Member) [2023]*

Andy Robinson Regional Director Sainsbury's (Independent Member) [2021]*

Edward Libbey Formerly Chair, Queen Elizabeth Hospital, Kings Lynn and former Chair Norfolk Learning and Skills Council (Independent Member) [2023]*

Keith Batty Former Director of Education Services CfBT (Independent Member) [2023]*
Vacancy (Independent Member)

Tina Horton (University of Lincoln) Clerk to the Board of Members and Trustees

In attendance: CEO, DCEO, CFO and Executive Principals.

* End of current term of office.

Board of Trustees has two sub-committees the **Audit Committee** and the **Nomination and Remuneration Committee**

Audit Committee:

Membership is as follows:

Professor Val Braybrooks MBE Trustee (Chair)

Keith Batty Trustee

Edward Libbey Trustee

David Braham (Independent member) Chief Finance Officer University of Lincoln

Donna Hall (Independent member) Management Accountant Grimme UK

In attendance Andy Breckon Chief Executive Officer, Catherine Hamblett Chief Finance Officer and Marion Clare Finance Manager.

The committee must have at least 5 members with a majority being Trustees. The terms of reference for the Audit Committee are to:

- ensure all audit arrangements, both internal and external, are carried out effectively to monitor the implementation of recommendations of audit
 - ensure financial policies, systems and control are fit for purpose
 - monitor risk management is carried out at both Trust and academy level
 - ensure key reports to the ESFA are accurate and timely
 - consider any alleged fraud and or irregularity and make recommendations to Trustees
 - recommend to Members the appointment, re-appointment, dismissal of external auditors.
- The committee must ensure compliance with the Academies Financial Handbook.

Nomination and Remuneration Committee:

Membership is as follows:

Professor Toby Wilkinson (Chair)

Michelle Allison (Vice Chair)

Edward Libbey

This committee is composed of three Trust Board members with the chair of the Trust also chair of the committee. The terms of reference are as follows:

- It forms the appointments committee to appoint a new Chief Executive Officer, Deputy Chief Executive Officer or Chief Finance Officer. The committee can bring external persons to support the committee in its work at their discretion. The committee will be making a recommendation to the Members in the case of the Chief Executive Officer appointment and will make a recommendation to the Trust Board to appoint in the other posts.
- It has responsibility for agreeing any salary increase for senior executive staff. Where agreed national pay agreements recommend a percentage increase this will normally applied, but the Nomination and Remuneration committee will have the power to withhold such increases, but must give their reasons. The committee has the power to make its decisions, but must report them to the full trust Board and this will allow scrutiny by other members. The senior executive staff are the Chief Executive Officer, Deputy Chief Executive Officer, Chief Finance Officer and Executive Principals.
- In making any awards the committee must be able to demonstrate they have acted fair with due consideration for equality, diversity and inclusion with a view to ensuring no bias pertaining to any protected characteristic within the pay structure, ensuring procedural fairness, transparency and accountability in all its dealings. In determining payment arrangements, the committee must be able to demonstrate value for money whilst also being sufficient to recruit, retain and motivate colleagues in the context of the market for that role.
- The Nomination and Remuneration committee is responsible for any severance payments for these senior staff and this must follow the current Academies Financial Handbook when agreeing any payments.

The Trust may from time to time establish task and finish groups to address key issues. The day-to-day management of the Trust is delegated to the CEO/DCEO with key issues are resolved in partnership with Principals.

Trust - Governance Framework:

For the Trust to work efficiently and effectively it needs a clear framework for receiving reports so that key documents have been scrutinised at AGC level or Operational Board before submission to the Trust Board.

Trust Board is scheduled to hold a minimum of 4 Board meetings each year and an away day in the Autumn Term at which it assesses at strategic issues in greater depth. The following is the schedule for Trust meetings with some key areas for discussion – this is subject to change as issues emerge:

October

- Report and analysis of children's and young person's performance in the previous academic year and any resultant actions.
- Update on other Academy issues, including staffing and pupil numbers
- Consider any capital bids and CIF submissions
- Safeguarding and Child Protection/Prevent Annual Policy approval
- Update on Financial Handbook 2019/20 and approval of financial regulations
- University and LET Academy Interaction
- Policy Approval

December

- Approve Annual Report and Financial submission to the Education Skills Funding Agency
- Report on children's and young person's progress, update on other Academy issues, including staffing, attendance, behaviour, and pupil numbers
- Approval of the Academy Self-Evaluations (ASE)
- A summary financial report will be provided at the Board meeting.
- Report on Principal's performance management
- Policy Approval

February

- This will be an away day to enable the Board to assess and develop longer-term strategies, values as well as policies and procedures.
- There will be the opportunity to conduct formal Trust business if necessary.

April

- Report on children's and young person's progress, update on other Academy issues, including staffing, attendance, behaviour and pupil numbers
- Strategic Paper on key Academy Development Plans (ADP)
- Employment Manual Update
- A summary financial report will be provided at the Board meeting
- Review of Trust Risk Register
- Policy Approval

July

- Report of children's and young person's performance and expected outcomes
- Approve budget for next financial year
- Receive Health and Safety Inspection Reports
- A summary financial report will be provided at the Board meeting
- Review of LET Handbook and Scheme of Delegation
- Policy Approval

Note: Policy Approval – This agenda item will have all policy/guidance documents approved within the timescales set out by the Trust in the scheme of delegation. All policy/guidance papers must be submitted to Board members 10 days prior to the meeting and Board members will be expected to have commented at least 3 days prior to the meeting. The policy will only be debated if the Chair feels there is a key point that cannot be resolved.

6. Governors and the Academy Governing Committee – Terms of Reference and Guidance

Academy Governing Committees:

Governors form the Academy Governing Committee (AGC) for each academy. An AGC is a committee of the Trust and has oversight of the functions of academies as delegated to them by Board of Trustees. No Trustees are on an AGC. The terms of office initially for a 4-year period, with the opportunity to serve for a second 4-year period. This is delegated to the CEO who is responsible for the work of AGCs. The AGC will have between 8 and 16 governors. Membership will include the Principal, who is ex officio, two parents and two staff. The Vice Principal is expected to attend although not a formal member of the AGC. The CEO and/or DCEO will usually be governor to support the key monitoring of pupils' performance role, but also to provide a link between the Trust board and AGC. An AGC is quorate when 51% of the membership is present. It is important that an AGC has the appropriate skills mix to be able to fulfil its delegated functions. Trustees will ensure each AGC has the right skill set through its biennial skills audit of Governors. An AGC will usually meet five or six times per year as determined by the CEO. The Principal is responsible for setting the agenda in line with the framework and discussions with the CEO. The Chair can also add items to the agenda in discussion with the Principal. Decisions between meetings can be arrived at through electronic means with the approval of the Chair and CEO and providing at least 51% of the Board contribute to the decision. LET will hold 2 training sessions for Governors during the year and this training will be for all governors. It will include guidance and training on safeguarding. All Governors must have an enhanced DBS (Disclosure & Barring Service) and a S128 Check, which identifies whether someone is barred from management or governance.

It is important that Governors feel free to make visits to the academy and the clerk must ensure there is a record of these visits.

Governors meetings will run from 5.00pm to 7.00pm, any subcommittees established must be open to all governors and will be held prior to the main AGC meeting.

The terms of reference for an Academy Governing Committee are:

- Ensuring the Academy is working to its ethos within the Mission and Values of the LET
- Holding the Principal and senior staff to account for the educational performance of the academy and ensuring that young people have a high quality and relevant curriculum with the appropriate resources for all abilities.
- Ensuring the academy is meeting all the relevant safeguarding regulations and creating supportive environment for its children and young people to learn.
- Overseeing the financial performance of the academy, ensuring good value for money and ensuring the buildings and facilities are safe and fit for purpose.
- Overseeing and providing Governor input to the academies key plans and policies.

The fundamental aspect of AGC governance is agreeing the curriculum framework and focusing upon pupil progress, this includes special groups such as pupil premium and SEND pupils. This focus must constitute 50% of an AGC meeting so governors have ample opportunity to question and challenge the success or otherwise of the academy's performance. Clearly scrutiny and monitoring of key plans that the academy has developed to address such groups is part of that focus.

The AGCs will work to a standard 2-hour agenda with a specific focus for each meeting:

Specimen Agenda

	Item	Time	Lead
1	Welcome and Apologies for absence	5.00	Chair
2	Declarations of interest	5.02	Chair
3	Minutes of Previous Meeting and any matters arising.	5.03	Chair
4	Update from Chair/CEO on Trust business and other issues. <i>(This is important in that ensure AGC know what is going on at Trust board level. It is also an opportune it to be updated on key Government changes or issues.)</i>	5.05	Chair/CEO/P
5	Finance report.	5.10	FM
6	Principal's verbal report on key issues including staffing, students, including artistic, cultural and sporting activities.	5.20	P
7	Presentation and discussion on educational performance	5.30	P, VP,
8	Feedback on Sub Committee or Individual Governors visits	6.20	All
9	Discussions and approval on key plans <i>(ASE, ADP, RA, H&S etc. The AGC sequencing of these will be linked to the Trust Board meetings as we need AGC approval before submission to the Trust Board.)</i>	6.25	P/VP
10	Policy Approvals	6.45	VP
11	Community Issues and University Links	6.50	All
12	AOB	6.55	

The Chair of the AGC with the CEO and Principal will agree a lead Governor for each of the following areas: Safeguarding/Child Protection, SEN, Pupil Premium, Attendance and Behaviour. In addition at HPA/HBA Early Years and Transition will have a lead governor. The Principal and AGC can use other named governors for specific areas. These non-executive governors will work with the senior member of staff and jointly provide feedback to the Board.

There is a need to vote to agree the minutes and to approve policies and plans. Clearly if there is significant disagreement by an AGC on a key piece of academy work then the Chair should note the strong differences and refer the matter to the CEO who will then arrange for Trustees to make the final decision. There is a need for the clear sequencing of work at AGC to enable reports to collectively to feed into the Trust Board meetings in a timely and effective manner.

- Sept/Oct – Safeguarding policy approval. Report on pupil's performance, staffing and pupil numbers, CIF bids. Pupil Premium report. Academic plans for academic year
- November – Academy Self-Evaluation (ASE) SEND report
- Feb/March – Academy Development Plan (ADP) Risk Register; Business Continuity Plan PE & Sport
- May – Music and the arts, Health and Safety Report. Report on Website compliance, UAH Post 16 provision including apprenticeships, HPAHBA/GHA Early Years
- June – Draft Governance framework; Budget for 2020/21.

Gosberton House Academy is responsible for the Working Together Team outreach contract with Lincolnshire County Council. This will be an agenda item once a year.

Policy Approval – This agenda item will have all policy/guidance documents approved within the timescales set out in the scheme of delegation. All policy/guidance papers must be submitted to Board members 1 week prior to the meeting and Board members will be expected to have commented at least 3 days prior to the meeting. The policy will only be debated if the Chair feels there is a key point that cannot be resolved.

7. Executive Management and key services

In creating the Academies Act in 2010 and the subsequent changes in the 2011 Education Act a prime rationale was to allow Headteachers to manage their institutions free from the bureaucratic local authorities; giving heads the freedom to innovate and get best value for money. Giving Principals this freedom with meaningful checks and balances is fundamental to LETs thinking and we have found it to be very effective in running the Trust.

In establishing the Trust there were three key principles. Firstly the Trust must focus on the progress and well being of all its children and young people, secondly giving our Principals the freedom to manage and thirdly holding them to account for their academies performance whilst ensure we had best value for money with maximum resources available for teaching and learning.

In some areas we must have a common approach for example finance and HR, because of the requirement for the Trust to have a consolidated budget and common employment policies because the Trust is the employer of all staff. Our academies vary significantly in size from 56 primary pupils (HBA) to over 1300 students aged 11 to 19 students (UAH), with primary, secondary and special academies the service provision needs to be flexible and tailored to meet the needs of our academies, rather than centrally imposed service provision, and where we have service contracts these often have flexibility to suit the specific needs of an academy's context. The cost of services is frequently benchmarked against other trusts locally and nationally, although few if any trusts of comparable size to the LET have such a diverse mix of academies.

The Trust does not take an annual top slice cut of academy funding to manage its central services, it simply charges actual costs of the services provided to each academy. This means central costs are clear transparent and attributed to each academy allowing each academy to challenge specific costs, a good discipline for any organisation. The Board has allowed the Executive team to determine how to structure its central service and the CEO has established the Operations Board with the core function of ensuring that the Trust has the efficient and effective services it needs. LET has a company address, which is the University of Lincoln, but has no base for its executive staff. This means there is significant cost savings related to overheads. Staff are based in individual academies as they all have dual responsibilities or are home based, using technology for communication.

In reviewing the different services, consideration is given whether where to have specialist in house staff or whether to go to tender. Ensuring the correct specification for contracts is critical whilst at the same time ensuring the contractor has the capacity to manage the activity and the ability to absorb any increased activity from us in the future; the potential risks associated with failing contracts are a concern with key services such as payroll and HR. The Trust is also determined that a contract that is not being delivered to our satisfaction will be terminated, a process which we have demonstratively carried out.

The Trust has sought to develop talent and expertise from within where possible, but also willing to buy in highly talented specialist staff when that is considered the best solution. The two new Principals at UAH and UALS are excellent examples of developing talent from within.

In contracting work the Trust will usually seek to align contract dates and then to set a contract for all our services at the same time; this can take time when the Trust acquires additional academies. The procurement of supplies uses exactly the same processes, be it oil or electricity; paper or photocopiers. Detailed analysis has shown that growth in the number of academies has not always demanded the same incremental growth in services, however it has become clear in certain areas the demands from the ESFA have placed greater demands on our infrastructure. This has resulted in us appointing a full time assistant finance manager and compliance officer who is ACCA and MAAT accredited.

It should be noted in terms of all service provision HPA and HBA are run as one academy in terms of leadership, governance and service provision.

Operational Management of the Trust:

The Lincolnshire Educational Trust sets the level of delegation to its executive staff and its Academy Governing Committees. It believes in delegating to the lowest level where accountability can be secured ensures that the structure is flexible enough to move quickly and address issues effectively. The Trust has a very experienced CEO, DCEO and Executive Principals and many more very experienced staff at various levels in our academies. The Trust's high level of delegated authority to its senior staff has been very beneficial to the Trust because of their commitment, skills and performance. Thus the Trust wishes to continue to support that philosophy. The Trust firmly believes the scheme of delegation should vary and depend upon the performance of any academy in the Trust and they expect the CEO to implement changes where necessary and report back to the Trust. The scheme defines where responsibility lies for decision making; this does not preclude discussion or engagement at other levels where the decision maker feels they can benefit from additional advice or guidance.

The CEO will if necessary also place constraints of budget spend where overspends are starting to occur. Executive staff are expected to draw up their own plans for major maintenance or new buildings and after discussion at the AGC, will seek approval by the Trust Board. These plans will not just appear they will have been discussed at length over a period of time.

The government's decision to totally separate Trustees from AGC's membership means finding a method of engaging Chairs of Governors in the management of the Trust is challenging. LET has chosen to do this through its Operations Board. This was introduced in 2017 and has proved to be a useful forum for working together and discussing key issues.

Management - Operations Board:

The Operations Board is the senior committee of the Executive and is a mixture of the senior executives and the Chairs of AGC's who are non-executives. The CEO chairs the Operations Board, which will review key business, ensure we are working together where necessary, will advise on best value for money and will advise the CEO so the Trust is managed effectively. The core members will be CEO, DCEO, all Principals, Chair of AGC's, in addition business managers/finance officers may also attend for parts of the meetings. This group will coordinate meetings, agree agendas, review contracts, and agree any joint ventures. The meetings will last for approximately 2 hrs with 2 per term.

The CEO, DCEO and Executive Principals will meet once per term as a group to overview performance, compliance and other key issues.

Chief Executive Officer (CEO)

This post provides the professional leadership of the Trust working and coaching the Executive Principals. The post has a key role in liaising with the DfE, Regional Schools Commissioner (RSC), and local authority. A key part of the post is to oversee a strong governance and accountability framework throughout the Trust whilst giving Executive Principals the scope and freedom to take their academies forward. Although the CFO is the professional lead on finance, the CEO is the accounting officer and therefore has a key role in ensuring the finances are well managed and within set budgets. The Chief Executive (CEO) has the day-to-day operational lead responsibility working with the Chair of the Trust. The CEO will have responsibility for carrying out the annual performance management of the DCEO and Executive Principals and reporting back to members to agree the next year's targets. The CEO will represent the Trust during any Ofsted inspections. The CEO has the responsibility for appointing new Principals or Executive Principals. The CEO will chair the panel, which will include the chair of AGC and at least one other governor. The CEO will appoint in discussion with the Executive Principals an external adviser appointed to support or evaluate specific elements of any academy.

Deputy Chief Executive Officer (DCEO)

The DCEO is also Executive Principal of UAH and UALS and will deputise for the CEO when absent or on leave. At such times he will have the above responsibilities of the CEO. The key part of his current role is that of Executive Principal of UAH and UALS. This is crucial role as the new Principals settle into their posts and this is seen as fundamental until both academies have been inspected. During this period the DCEO will take increasing responsibility for overseeing new building work and major maintenance programmes as well as coordinating all the work related to Human Resources and our external contractor.

Executive Principals/DCEO

The Executive Principals/Principals have delegated powers with very clear responsibilities and authority for the day-to-day running of their academy and they are accountable to the CEO and Trustees. The aim of the Trust is to give maximum authority to its Principals, within good governance, to enable them to optimise the performance of their academy. The level of autonomy may vary depending on the performance of each academy.

Chief Finance Officer (CFO)

The Chief Finance Officer is responsible for the overall financial policies and management of at a strategic level within the Trust. The day-to-day management of our accounts is the responsibility of the Finance Manager and the Assistant Finance and Compliance Officer.

Summary of Service Provision:**Senior Team**

CEO and Accounting Officer: Andy Breckon - This is a part-time appointment (approximately 2/3 days per week). Former Director of Education Services

DCEO: Steve Baragwanath – Currently deployed as Executive Principal for our two secondary academies that represent 86% of our students. Twenty years of highly successful secondary headship experience.

CFO: Catherine Hamblett - Part-time appointment (approximately 0.5 days per week), Senior Management Accountant at the University of Lincoln.

Executive Principals: Susan Boor and Louise Stanton both have over 15 years experience of highly successful school leadership.

Finance:

The finance manager is Marion Clare who is full-time and oversees all aspects of finance across the Trust and is very experienced from an accountancy background. Assistant Finance Manager and Compliance Officer is Ben Mawford is full time and ACCA and MAAT accredited. Each academy has an officer with responsibility for finance and purchasing. The Trust's Independent auditors are Duncan and Toplis and our bankers are Lloyds Bank Plc

Academy Improvement:

Academies buy in expert advice when needed from external consultants as well as using their own expertise and that of their wider professional networks. They are members of a number of Teaching Schools and use a range of SCITTs to support newly trained teachers.

Safeguarding and Child Protection:

The Trust adopts the local authority Safeguarding and Child protection policies. Nicola Kenyon HPA/HBA and Dr Stephen Milne UAH lead the Trust with appropriate officers and Governors in post in each academy. Governors and Trustees are provided with regular safeguarding and child protection training and training needs are reviewed on an annual basis

Human Resources: HR service is outsourced to Capita, a large national provider with expert knowledge of the education sector. We have a service contract with a provider of insurance for long-term sickness. All academies buy in at 20 days plus, except GHA, which buys in at 10 days plus absence.

Payroll: Outsourced to local contractor with an excellent track record.

Health and Safety, including Fire Safety: Citation an outsourced company provide annual reports for each academy, with certification and software for regular monitoring.

IT: Each phase has the same management information system and uses the same online learning resources. All financial software is common. Expertise is shared when needed.

Estate and Facilities Management: Buildings maintenance is the responsibility of individual site managers who work collectively when needed. Cleaning is in house in all academies. Grounds maintenance is outsourced to a company, with the exception of GHA, who provide their own staffing in their extensive grounds.

Legal Advice: The Trust's solicitors are Pinsent Mason LLP.

Governance: The CEO leads in managing the Academy Governors Committees and their training. Extra training which specific governors requests is available.

Communications: The individual academies deal with all day-to-day communications, however if a sensitive or potential sensitive issues arises the Trust uses the University of Lincoln's Press Office. The University makes no charge for this service.

Marketing: This is responsibility of each academy, if using references to the University of Lincoln; their marketing department must be consulted.

Catering: UAH and GHA have in house provision, HPA and HBA have food purchased and delivered daily and UALS has on site provision from an outsourced company.

University of Lincoln: The Trust has the great benefit of being able to seek advice from the vast range of specialist in all areas of service provision that the university has at its disposal. It provides no direct services to the Trust, although the Trust purchases 0.5 days per week of a senior management accountant at the University as the Trust's CFO and the university also provides the Clerk to the Board of Members and Trustees.

8. Key Documents

1. The **Safeguarding and Child Protection Policy** conforms to recommendations from the local authority and includes Prevent. It will be updated annually and approved by the Trust Board and AGC. This will include safer recruiting policy and related checks and registers. This will be the same for all academies except for the named governors and staff. All academies use the same software for management and recording information.
2. The **Annual Report** covers the previous academic year and is produced by our external auditors, CEO and Finance staff. Trustees and Governors should note that the Annual Report shows the consolidated financial statements and will be scrutinised by the Audit Committee, before submission to the December Trust Board meeting for agreement and approval. It has to be submitted to the ESFA and published by the 31st December, as well as filed at Companies House.
3. The **Academy Self Evaluation (ASE)** is a crucial document and the LET sees it as a working document. The aim is that it assists in enhancing the progress and well being of all our children and young people. To ensure that it is up to date each academy will be expected, where necessary, to update after each Committee meeting. The draft ASE will be presented in October and then refined for approval by the AGC at its November meeting with subsequent approval at the December Trust meeting. Throughout the year it will be the role of the Principal to update the ASE, major changes should be taken back to the AGC. The Trust does not stipulate a common framework for ASE, however it must be suitable for both Section 5 and Section 8 inspections.
4. The **Academy Development Plan (ADP)** should be a short document, which incorporates key areas for development, including the key stands of improvement from the ASE. The Trust does not stipulate a common framework for ADP at this stage of its development. The ADP is discussed and agreed by the AGC in January. The Trust Board receives a short strategic paper on developments at its April meeting. This should reflect any key issues identified by an Ofsted inspection. In some academies they may prefer to call the plan the **Academy Improvement Plan**.
5. The **Budget Plan** for each academy is initially discussed with the CEO, CFO and Finance Manager; it is then discussed by the full AGC at its June meeting. The key purpose of the budget plan is to ensure the maximum resources are applied to ensure the maximum progress and well being of children and young people. LETs policy is that each academy must set an annual budget that is balanced. This takes place before going to the Trust Board in July for approval. Throughout the year the Finance Manager reports on deviation from budget agreed at each AGC. Each academy must report its budget to the standard format agreed by the CFO and all financial procedures must conform to the ESFA Financial Regulations, which are published annually. The Trust reports a 3-year budget projection annually to the ESFA.
6. **Financial Regulations and Policies** for the Trust these must be annually reviewed in light of changes in the ESFA Financial Handbook which is published in July each year. The Trust also has a **Treasury Policy** that is reviewed by the Audit committee bi-annually with changes reported to the Trust Board. This is presented to the Trust Board.
7. The LET **Employment Manual** sets all staff related policies for our staff. All staff in the Multi Academy Trust has the same employer and as such they have the same conditions of service. Any significant changes will be subject to consultation with staff. The Trust is responsible for Employment Manual and the Board must ratify major changes. AGC are informed of changes.
8. The annual **Health and Safety Inspection** including **Fire Safety** is purchased each year from our external provider. The report is discussed and action by the AGC. There is an electronic reporting system provided by our external provider managed by staff in each academy. Major issues will be reported to the Trust Board.
9. Each academy and the Trust must maintain a **Risk Register** to a common format and this is reported to the Audit committee annually. The following structure is used: Curriculum, educational outcomes and well being of pupils; complying with statutory and regularity requirements, including safeguarding; financial risk, Building and Environmental risk and Operational risk. The Trust Risk Register must annual come to the Trust Board.

10. Each academy must maintain a **Business Continuity Plan** to a common format and this is reported to the AGC annually.
11. Each academy must maintain a **Critical Incident Plan** to a common format and this is reported to the AGC annually.
12. The Trust must have **General Data Protection Regulations (GDPR)** for all its academies that includes privacy guidance.
13. The trust must have a **Freedom of Information (Fol) policy**.
14. The LET has a common approach to dealing with complaints and its **Complaints Procedures** are published on our websites.
15. Each Academy must have a range of **SEND Policies** and they must be approved on a regular basis by the AGC.
16. Each academy must have appropriate plans for use of **pupil premium funding** including evaluation reports of previous years expenditure and outcomes published on the academy website. This is a responsibility of the AGC
17. There should be a specific plan for the expenditure of **sports premium** funding with relevant evaluation of previous years expenditure. Primary aged academies only. This is a requirement of the AGC
18. Each academy must have an **admissions policy** and any changes must be part of a public consultation. This is the responsibility of the AGC. This requires working with the local authority. Any major changes must be reported to the Trust Board.

The full list of academy policies with those requiring Trust or AGC are set out in Annex D

9. Why should you join the Lincolnshire Educational Trust?

Lincolnshire Educational Trust has five academies in the south east of Lincolnshire and there is great diversity between these academies. We have 11 to 19 and 11 to 16 secondary academies; we have a 290-place and a 58-place primary school and a 3 to 11 special school. Two of our academies are converters and chose to join and two are sponsors schools. Thus we have experience of a range of schools and since joining we have had no criticisms from parents or staff on joining LET.

There are many reasons why you may wish to consider joining our Trust and perhaps the best way is to come and ask our staff and Principals, but below we have set out some areas for you to consider.

1. LET is underpinned by the University of Lincoln, with its strong governance and comprehensive expertise in the full range of services that we can draw on if needed. This gives us the background assurance in these challenging times.
2. LET is fundamentally committed to the original principles associated with the creation of academies which was to give Headteachers the freedoms to manage, so they can innovate and take genuine ownership of their academy, without a plethora of centrally imposed structures and processes, which are not necessary or appropriate for all academies in a trust.
3. LET has a clear mission and values. Anyone joining must be willing to work within these statements whilst retaining some flexibility and the ability to place different emphasis depending on their circumstances.
4. LET is totally committed to putting children first in its entire decision making, they are our key focus.
5. LET is very proud that it has a highly committed staff and in taking four academies into the Trust we have had no staff complaints.
6. LET is committed to ensuring low central costs so the maximum resources are spent on children and young persons' learning and support.
7. LET does not top-slice your budget, it delegates the full budget and then charges academies for any central services; this means all central costs are explicit and there is total transparency in financial matters.
8. LET does not take any reserves from you and equally does not pay off your debits, doing this would create a poor precedent, our academies must demonstrate they are able to live within their means.
9. LET has very experienced Trustees who monitor carefully each academy at a strategic level and take an overview of the leadership and management of the Trust.
10. LET has a clearly defined role for local governors and welcome their involvement in monitoring and support their academy.
11. LET has an outstanding group of senior staff willing to share ideas and their expertise with other staff and academy chains. To save time and travel many of our senior staff meetings are carried out on line.
12. LET has developed expertise in on line teaching and learning and the creation of new ways of working is central to our philosophy.

10. Annexes

Annex A – Timetable for meetings for academic year 2020 - 21

Annex B – Academy Governing Committee membership

Annex C – Scheme of Delegated Authority

Annex D – Policies

Annex E – Risk Register format used for both the Trust and Academies assessments/mitigations
(Note LET has a specific COVID-19 Risk Register which uses the same assessment/mitigation system, but with different headings.)

Annex A – Timetable for meetings for academic year 2020 - 21

Lincolnshire Educational Trust - Governance Framework 2020/21			
Timetable			
Dates	Time	Meeting	Notes and Key Topics
22 Oct	11.00	Members	Lincoln - Review of Trust performance
2 Feb	10.00	Members	Lincoln - Annual report
14 July	9.30	Members	Lincoln – Development Plan
8 Oct	10.00	Trust Board	Lincoln - Report on 19/20 Performance, Safeguarding
9 Dec	11.00	Trust Board	Lincoln - Approval Annual Report & ASEs
11 Feb	10.00	Trust Board	Holbeach Away Day 10.00 to 3.00
21 April	10.00	Trust Board	Lincoln - Development Plans update/ Employment Manual
8 July	10.00	Trust Board	Holbeach - Approval of 2021/22 Budget & Governance FW
25 Nov	11.00	N&R Com	Lincoln -
9 Dec	9.00	Audit Com	Lincoln - This meeting is prior to the Trust Board meeting
4 Mar	10.00	Audit Com	Holbeach
30 June	10.00	Audit Com	Lincoln
		Governors	
22 Sept	5.00	UALS	19/20 Performance, Safeguarding/Child Protection Update
23 Sept	5.00	HPA/HBA	19/20 Performance, Safeguarding/Child Protection Update
30 Sept	5.00	GHA	Teaching & Learning Safeguarding/Child Protection Update
1 Oct	5.00	UAH	19/20 Performance, Safeguarding/Child Protection Update
20 Oct	6.00	ALL	Governors Training 6.00 to 7.30 Venue TBA
17 Nov	5.00	UALS	Academy Self Evaluation (ASE) & SENCO /Pupil Premium
18 Nov	5.00	HPA/HBA	Academy Self Evaluation (ASE) & SENCO /Pupil Premium
25 Nov	5.00	GHA	Academy Self Evaluation (ASE) & SENCO /Pupil Premium
26 Nov	5.00	UAH	Academy Self Evaluation (ASE) & SENCO /Pupil Premium
2 Feb	5.00	UALS	Academy Development Plans update and Risk Register
3 Feb	5.00	HPA/HBA	Academy Development Plans update and Risk Register
10 Feb	5.00	GHA	Academy Dev Plans update, RR & Outreach Contract
11 Feb	5.00	UAH	Academy Development Plans update and Risk Register
9 Mar	6.00	ALL	Governors Training 6.00 to 7.30 Venue TBA
23 Mar	5.00	UALS	Review of Departmental progress
28 April	5.00	GHA	Health & Safety – WTT
4 May	5.00	UALS	Health and Safety – Departmental review
5 May	5.00	HPA/HBA	Health & Safety – Early Years
6 May	5.00	UAH	Health & Safety – Post 16 Education
16 June	5.00	HPA/HBA	2021/22 Budget
22 June	5.00	UALS	2021/22 Budget
23 June	5.00	GHA	2021/22 Budget
24 June	5.00	UAH	2021/22 Budget
15 Sept	1.00	Ops Board	HBA/Virtual
10 Nov	1.00	Ops Board	TBC
19 Jan	1.00	Ops Board	TBC
16 Mar	1.00	Ops Board	TBC
4 May	1.00	Ops Board	TBC
15 June	1.00	Ops Board	TBC
Venues have been stated but it is possible some meetings will be virtual, to improve accessibility for all members.			

Annex B – Academy Governing Committee membership for academic year 2020 – 21.

Holbeach Primary Academy/Holbeach Bank		University Academy Holbeach	
Jenny Worth (Chair)	2022	Gary Chappell (Chair)	2022
Sue Boor Executive Principal		Sheila Paige Principal	
Sarah Dunne Parent	2024	Steve Baragwanath Executive Principal	
Dr Elizabeth Bailey	2022	Neal Collishaw Parent	2022
Amanda Wheeler Parent	2024	Claire Kelly Parent	2022
Maggie Ward	2022	Rick Gibbard	2022
Carol Kenyon	2022	Jenny Worth	2022
Steve Baragwanath	2022	Sue Boor	2022
Stacey Clayton Staff	2022	Alan Ward	2024
Darran Fiddler Staff	2023	Gary Raven Staff	2022
Paul Squire	2022	Andy Clay Staff	2024
Andy Breckon CEO		Andy Breckon CEO	
Nicola Kenyon Executive Vice Principal (Observer)		Donna Allen Vice Principal (Observer)	
Clerk to AGC – Susan Tulley		Clerk to AGC – Stephanie Haynes	

Gosberton House Academy		University Academy Long Sutton	
Jonny Boor (Chair)	2022	Andrew Everard (Chair)	2021
Louise Stanton Principal		Liam Davé Principal	
Sajda Andleeb Parent	2022	Steve Baragwanath Executive Principal	
Mr & Mrs Littlecott Parents *	2022	Derek O'Sullivan	2021
Rebecca Daw	2022	Julie Oliver Parent	2021
Emma Fawcett	2022	Russell Taylor Parent	2021
Dr Lesley Allinson	2022	Gary Chappell	2021
Dr Niko Kargas	2022	Gillian Ross	2021
Vicki Fitzakerley Staff	2024	Nicola Kenyon	2022
Vicky Edwards Staff	2022	Stuart Morrow Staff	2021
Andy Breckon CEO		Michelle Papworth Staff	2021
Paul Squires Vice Principal (Observer)		Andy Breckon CEO	
* <i>These parents will alternate as Governors</i>		Simon Gilman Vice Principal (Observer)	
Clerk to AGC – Rachael Wainwright		Clerk to AGC – Ellie Carter/ Mandy Spiller	

Year indicates time when term of office is due for renewal

Annex C – Scheme of Delegated Authority

The Scheme of Delegated Authority (SoDA) is a key document in terms of the efficient and effective management of the Trust and ensuring it is directed to supporting learning. It is reviewed annually as required by the ESFA. The Lincolnshire Educational Trust Board has always sought to delegate to its executive staff a high level of responsibility, whilst ensuring it can monitor the work of its academies in a supportive but challenging manner. Trustees recognise that the senior executive team are very experienced with a good track record and need the flexibility to respond quickly to ensure the best educational provision is provided at all times. The Chief Executive Officer may raise the level of delegation or hold it where he is not satisfied with the decision making. This document establishes the formal SoDA, there will be regular discussions between different levels of the Trust, especially the Chair and the Chief Executive Officer of the Trust before key decisions are made. The ESFA requirement to separate functions and cut out any crossover between Trust and Academy Governing Committee has led to some adjustments to the SoDA, to enable Trustees to act without influence.

Delegated Authority Table

The following table sets out all the main Trust functions. For each function it gives the level the authority is delegated to. The decision levels are:

M	Decisions made by Members of the Trust
T	Decisions made by the Trust Board
AC	Decisions delegated to the Audit Committee (a sub-committee of the Trust)
N&RC	Decisions delegated to the Nomination and Remuneration Committee (a sub-committee of the Trust)
AGC	Decisions delegated to the Academy Governing Committee (a sub-committee of the Trust)
CEO/DCEO	Decisions delegated to the Chief Executive Officer/Deputy Chief Executive Officer
EP/P	Decisions delegated to the Executive Principal/Principal of the Academy (the Trust does not seek to determine how the Executive Principal/Principal delegates, but the Chief Executive Officer will offer advice)
CFO	Decisions delegated to the Chief Finance Officer (the Chief Finance Officer may delegate duties to the Finance Manager through a Scheme of Delegation, The Chief Finance Officer must provide a copy of their Scheme of Delegation to the Chief Executive Officer/Accounting Officer)

	Activity	M	T	AC	N&RC	AGC	CEO/ DCEO	EP/P	CFO
<u>Governance</u>									
Policies	Agree the delegation of policy production and sign-off		✓				✓		
Policies	Review and approve Trust policies in accordance with the delegation of policies at the end of this document		✓	✓		✓	✓	✓	✓
Policies	Manage the ongoing policy review process						✓		

	Activity	M	T	AC	N&RC	AGC	CEO/DCEO	EP/P	CFO
Policies	Review effectiveness of policy implementation					✓	✓	✓	✓
Strategy	To establish a scheme of delegation to enable the effective and efficient running of the Trust		✓						
Strategy	Carry out the Academy Self Evaluation (ASE) and any Ofsted action plan where required					✓	✓		
Strategy	Update the Academy Development Plan annually					✓		✓	
Strategy	Appointment of Academy external adviser to triangulate evidence and provide external challenge and support						✓		
Strategy	Members are appointed by VC of UoL								
Strategy	Directors/Trustees	✓							
Committees	Composition AGC						✓		
Committees	Chairs of AGC						✓		
Committees	Review annually, through each committee, the terms of reference of that committee and recommend changes to the Board		✓						
Committees	Review and appoint annually the membership of committees		✓						
Committees	Review annually the constitution of committees		✓						
Committees	Report committee business and delegated decisions to the Trust			✓	✓	✓			
Staff									
Recruitment	CEO/DCEO and CFO				✓				
Recruitment	Principals/Executive Principals						✓		
Recruitment	Appointment of Deputy and Assistant Principal * C Ex and Chair of AGB to attend							✓	
Recruitment	Appointment of all other teaching staff							✓	
Recruitment	Appointment of all other support staff							✓	
Recruitment	Appointment of all other central Trust staff						✓		
Recruitment	Dismissal or suspense of other Academy staff							✓	

	Activity	M	T	AC	N&RC	AGC	CEO/ DCEO	EP/P	CFO
Recruitment	Dismissal or suspense of other central Trust staff						✓		
Recruitment	Dismissal or suspension of CEO/ DCEO or CFO		✓						
Recruitment	Disciplinary/capability procedures in consultation with HR						✓	✓	
Performance	Performance management of DCEO/EPs						✓		
Performance	Performance management of Principals						✓		
Performance	Approve performance management of CEO/DCEO/ Executive Principals targets and salary review		✓		✓				
Performance	Performance management policy for all staff, except Principal							✓	
Pay Progression	Approve CEO/DCEO/CFO/EP pay progression				✓				
Pay Progression	Approve Principals pay progression						✓		
Pay Progression	Approve central Trust staff pay progression						✓		
Pay Progression	Approve Academy teaching staff pay progression							✓	
Pay Progression	Approve Academy support staff pay progression							✓	
Contracts	Determining dismissal payments/early retirement		✓				✓		✓
Contracts	Change contracts of employment (CEO/DCEO)				✓				
Contracts	Change contracts of employment (central Trust staff)						✓		
Contracts	Change contracts of employment (teaching staff)							✓	
Contracts	Change contracts of employment (support staff)							✓	
<u>Education</u>									
Curriculum	Ensure curriculum fulfils legal requirements							✓	
Curriculum	Develop curriculum policy and its implementation							✓	

	Activity	M	T	AC	N&RC	AGC	CEO/ DCEO	EP/P	CFO
Admissions	To ensure there is an admissions policy which conforms to legislation and this is freely available to parents/carers and potential pupils/students					✓			
Admissions	Admission applications decisions					✓			
Behaviour/ Wellbeing	Ensuring there is a very positive rewards scheme for success and effort in all aspects of educational experience including academic, cultural and sporting activities							✓	
Behaviour/ Wellbeing	To establish and implement an attendance policy, with appropriate sanctions and rewards							✓	
Behaviour/ Wellbeing	To establish and implement a behaviour, including drugs and social media, policy with appropriate sanctions and rewards					✓			
Behaviour/ Wellbeing	Ensure the implementation of the safeguarding policy and best practices are followed to meet current legislation and LA guidance	✓	✓	✓	✓	✓	✓	✓	✓
Behaviour/ Wellbeing	Review and approve the use of exclusion					✓		✓	
Behaviour/ Wellbeing	Exclude a student on a fixed term basis							✓	
Behaviour/ Wellbeing	Exclude a student permanently							✓	
Behaviour/ Wellbeing	Review appeals against exclusions					✓			
Target Setting	Responsible ensuring pupil progress is a priority and is closely monitored							✓	
SEND	Special Needs policy approval					✓			
SEND	Responsible for ensuring all pupils with special needs receive appropriate support					✓		✓	

	Activity	M	T	AC	N&RC	AGC	CEO/ DCEO	EP/P	CFO
SEND	Responsibility for the appropriate use of pupil premium funding to ensure those pupils in receipt of this funding optimize their performance					✓		✓	
Teaching	Responsible for standards of teaching and learning							✓	
Teaching	Responsible for producing and implementing an assessment policy with guidance on marking							✓	
General	Set the times of Academy sessions					✓	✓	✓	
General	Set the dates of Academy terms and holidays					✓	✓	✓	
General	Adopt the Trusts Home-Academy agreement					✓		✓	
General	Responsible for ensuring a provision of RE in line with national policy							✓	
General	Sex education policy approval in line with national policy					✓			
General	Responsible for ensuring the requirements for collective worship are met							✓	
General	Ensure the balanced treatment of political issues and prohibit political indoctrination							✓	
General	To prohibit discrimination of any type through curriculum delivery or behaviours, ensuring a balanced treatment of such issues							✓	
General	Newsletters and letters to parent careers							✓	
General	Trust website with direct link to each Academy		✓						
General	Individual Academy website linked to Trust website							✓	
General	Implementation of home-Academy agreement							✓	
General	Implement regular feedback from parents/carers and children and young people and report customer satisfaction to AGB and Trust							✓	

	Activity	M	T	AC	N&RC	AGC	CEO/ DCEO	EP/P	CFO
<u>Operational</u>									
Complaints/ Grievance	Establish and publish a complaints policy and procedures		✓						
Complaints/ Grievance	Complaints relating to Executive Principals/Principals						✓		
Complaints/ Grievance	Complaints stage one							✓	
Complaints/ Grievance	Complaints stage two					✓			
Complaints/ Grievance	Complaints stage three		✓						
Risk Register	Maintain a Risk Register for each Academy and Trust reported to Audit Committee. Trust Risk Register to Trust Board			✓		✓	✓	✓	
Health and Safety	Ensure the implementation of the Health and Safety policy and ensure it meets current legislation					✓	✓	✓	
Health and Safety	Carry out regular inspection and action all relevant points							✓	
Health and Safety	Annual Report on Health and Safety					✓			
Site and Buildings	Provide appropriate insurance						✓		✓
Site and Buildings	Maintain security of buildings, stores, furniture, equipment, stock and cash							✓	
Site and Buildings	Maintaining an inventory of all movable items of equipment and security marking such items							✓	
Site and Buildings	Checking annually the inventory to verify location and condition of each item of equipment							✓	
Site and Buildings	Maintaining a record of all property borrowed by staff							✓	
Site and Buildings	Maintaining a record of all property on loan to Principals						✓		
Site and Buildings	Review insurance cover in the light of a risk assessment		✓				✓		✓
Site and Buildings	To annually review the Business Continuity Plan and report to the Audit Committee						✓	✓	

	Activity	M	T	AC	N&RC	AGC	CEO/ DCEO	EP/P	CFO
Site and Buildings	To annually review the Critical Incident Plan and report to the Audit Committee			✓			✓		
Site and Buildings	Ensure all aspects of the academies estate including buildings are well maintained and repairs are carried out as soon as possible							✓	
IT Infrastructure	Controlling systems, security and privacy of data		✓						
IT Infrastructure	Registering under Data Protection legislation		✓			✓	✓	✓	
IT Infrastructure	Produce, review and manage IT development plan and disaster recovery plans						✓	✓	
<u>Finance</u>									
General	Adhering to accounting policies and guidelines issued by the Scheme for Financing Academies						✓		✓
General	Adhere to all financial legal requirements including Companies Act, SORPs, HMRC rules, ESFA Financial Handbook, ESFA Accounts Direction and Academies Funding Agreement								✓
General	Maintain accurate, reconciled and up to date records to provide financial and statistical information		✓						
General	Providing reconciled bank statements for inspection by the auditor								✓
General	Maintaining a record of all cash holdings in the academy								✓
General	Overseeing the preparation of the annual budget plan and ensuring it links to the priorities established by the Development Plans						✓		✓
General	To approve the first formal budget plan for each financial year *		✓	✓			✓		
General	To approve and send to the ESFA the annual report		✓				✓		✓

	Activity	M	T	AC	N&RC	AGC	CEO/ DCEO	EP/P	CFO
General	Notifying the approved budget to the DfE/ESFA by the agreed timescale		✓				✓		✓
General	Keep under review the Trust's actual financial performance throughout the year including approving the mid-year income and expenditure budget review								✓
General	Review the financial position at the end of the financial year		✓						
General	Approving transfer between budget headings (virements) within agreed limits (specified in the finance manual)							✓	
General	Establishing procedures for staff to claim expenses		✓						
General	Setting policy for charging and remission fees for pupil/student activities					✓			
General	Approving a lettings policy and fees					✓			
General	Rendering accounts promptly. Receipting and banking promptly all income intact. Not cashing personal cheques. Recording cash passed from one person to another								✓
General	Setting aside funds for short-term or long-term investments		✓						
General	Administering of voluntary funds								✓
General	Certifying pay documents and other time records								✓
Assets	Acquire assets (freehold or leasehold, land subject to all necessary ESFA approvals)		✓				✓		
Assets	Authorising the disposal of unusable or obsolete equipment included in the inventory							✓	
Assets	Authorising the disposal of any equipment with a value of over £100		✓						
Leases	Enter into finance lease agreements within financial limits						✓		✓
Leases	Grant and report on leasehold agreements on land or property						✓		✓
Leases	Take up a leasehold on land or property for 3 years or more		✓						

	Activity	M	T	AC	N&RC	AGC	CEO/DCFO	EP/P	CFO
Write-Off	Writing off debts above £1,000		✓						
Write-Off	Writing off debts below £1,000						✓		
Procurement	Ensuring that all contracts and agreements conform to the Standing Orders								✓
Procurement	Authorising purchases up to £10,000							✓	
Procurement	Approving purchases between £10,000 and £20,000 for an Academy						✓		
Procurement	Authorising purchases between £20,000 and £50,000		✓						
Procurement	Accepting tenders and authorising contracts for goods, works and services over £50,000 in value		✓						
Procurement	Receipting and custody of all tenders		✓						
Procurement	Approving procurement projects over £50,000		✓						
Procurement	Making payments only when goods have been received to the correct price, quantity and quality standard								✓
Procurement	Paying the correct person and amount supported by an invoice								✓
Procurement	Approving applications for business/credit cards		✓						
Compliance	Notifying the Trustees of any matters affecting payments to employees								✓
Compliance	Complying with VAT and CIT regulations								✓
Compliance	Approving audited annual accounts		✓						
Compliance	To investigate financial irregularities		✓						
Compliance	Receiving the Responsible Officer's (RO) Report and the management response to the RO report		✓						
Compliance	Adopting and promoting a Confidential Reporting Policy		✓						
Compliance	Maintaining a register of pecuniary and business interests for Trustees via the Clerk to the Board		✓						

	Activity	M	T	AC	N&RC	AGC	CEO/ DCEO	EP/P	CFO
Compliance	Maintaining a register of pecuniary and business interests for staff via the Clerk to the Board							✓	
Compliance	Retaining and storing invoices, vouchers and other financial records in a secure way for the defined period								✓
Compliance	Ensure compliance with the Trust's expenses policy, gifts and hospitality policy and finance manual								✓
Audit	Availability of records and documents for inspection by the auditor								✓
Audit	Implementing recommendation arising from an audit inspection			✓					✓
Audit	Receiving the report and management letter from an external audit and the management response to the audit and management letter	✓	✓	✓					
Audit	Appointing an independent external Auditor and Responsible Officer		✓						
Audit	Adopt and promote a whistleblowing policy		✓						

Annex D – Policies

Policies/ Document Status	Policy – Key Document	Review Cycle	Date	Trust	AGC	EP/P
<u>General</u>						
DfE Stat D	Governance Handbook	1 Year	July	✓		
	Scheme of delegation and policy schedule	1 Year	July	✓		
LA	Safeguarding, child protection and prevent	1 Year	October	✓	✓	
DfE Stat D	Admissions arrangements	1 Year	May		✓	
Academy	Mobile devices – staff and pupils	2 Years	January		✓	
DfE Stat D	Data protection	3 Years	December	✓		
Gov Stat P	General Data Protection Regulations	2 Year	July	✓		
DfE Stat D	Complaints procedures	3 Years	December	✓		
DfE Stat D	Freedom of information publication scheme	3 Years	December	✓		
DfE Stat D	Equality information and equality duty	3 Years	December	✓		
DfE Stat D	Website compliance	1 Year	December	✓		
	Critical incident plan	1 Year	June		✓	
	Risk register	1 year	January	✓	✓	✓
	Business continuity plan	1 Year	April			✓
	Academy self-review	1 Year	December	✓	✓	
	Academy development plans	1 Year	January		✓	
DfE Stat	Protection of biometric information of children in schools and colleges	2 Years	March	✓		
DfE Guid	Risk assessment	1 Year	April	✓	✓	✓
DfE Guid	Whistle-blowing procedures	3 Years	April	✓		

Policies/ Document Status	Policy – Key Document	Review Cycle	Date	Trust	AGC	EP/P
DfE Guid	Minutes of, and papers considered at, meetings of the Trust and AGC	-	Live	✓	✓	
DfE Guid	Privacy notices	3 Years	April	✓		
<u>Employment Policies and Procedures</u>						
DfE Guid	Employment manual	1 Year	April	✓		
DfE	Performance management policy	3 Years	June			✓
DfE Stat	Capability of staff	1 Year	April	✓		
DfE Stat	Newly Qualified Teachers (NQT's)	1 Year	April	✓		
DfE Stat	Staff discipline, conduct and grievance (procedures for addressing)	1 Year	April	✓		
DfE Stat	Single central record of recruitment and vetting checks	-	Live		✓	✓
DfE Stat	Statement of procedures for dealing with allegations of abuse against staff	2 Year	April	✓		
DfE Stat	Register of business interests of head teachers and governors	-	Live	✓	✓	
DfE Stat	Trustee allowances	1 Year	July	✓		
<u>Finance and audit</u>						
ESFA	Finance policy and procedures	2 Years	December	✓		
ESFA	Audit policy and procedures	3 Years	December	✓		
ESFA	Counter fraud policy	2 Years	December	✓		
ESFA	Treasury management policy	2 Years	July	✓		
DfE Stat P	Charging and remissions policy	2 Years	November		✓	

Policies/ Document Status	Policy – Key Document	Review Cycle	Date	Trust	AGC	EP/P
DfE Guid	Acceptance of gifts, hospitality, awards, prizes or benefits	2 Years	April	✓		
DfE Guid	Accounting	2 Years	April	✓		
DfE Guid	Competitive tendering	2 Years	April	✓		
DfE Guid	Investment	1 Year	April	✓		
<u>Children and young people</u>						
DfE Stat P	Behaviour policy – bullying and social media	2 Years	January		✓	
DfE Stat	Behaviour principles written statement	2 Years	January		✓	
DfE Guid	Attendance policy and procedures	2 Years	March		✓	
DfE Stat	Register of pupils' admission to school and attendance	-	Live		✓	
Academy	Assessment and monitoring pupil progress	1 Year	November			✓
Academy	Monitoring middle leadership plan	2 Years	September			✓
Academy	Marking policy	2 Years	March			✓
Academy	Homework policy	2 Years	March			✓
DfE	Pupil premium policy and strategy	1 Year	September		✓	
DfE Stat P	Sex education	3 Years	June		✓	✓
DfE Stat P	Special educational needs	2 Years	June		✓	
Academy	Curriculum policy and subject policies	2 Years	January			✓
DfE	RE and collective worship	3 Years	January			✓
LA	Early Years Foundation Stage policies, including intimate care policy	2 Years	March			✓
DfE Stat D	Home-school agreement	3 Years	March		✓	
Academy	School uniform policy	3 Years	January		✓	
DfE Guid	School prospectus	1 Year	March			✓
DfE Stat	School exclusion	1 Year	June		✓	✓

Policies/ Document Status	Policy – Key Document	Review Cycle	Date	Trust	AGC	EP/P
DfE Stat	Careers guidance: details of your careers programme and a provider access statement	1 Year	June		✓	✓
DfE Stat	Children with health needs who cannot attend school	2 Years	June		✓	
DfE Stat	Designated teacher for looked-after and previously looked-after children	1 Year	June		✓	
DfE Stat	Supporting pupils with medical conditions	2 Years	June			✓
DfE Guid	Examination contingency plan	2 Years	June			✓
DfE Guid	Non-examination assessment	2 Years	June			✓
<u>Premises</u>						
DfE Stat P	Health and safety	2 Years	June		✓	
DfE Stat P	Health and safety – fire safety policy	3 Years	June		✓	
DfE Stat P	Health and safety – fire emergency plan	1 Year	June		✓	
DfE Stat	First aid in schools	1 Year	June		✓	
DfE Stat D	Premises management	3 Years	June			✓
DfE Stat D	Accessibility plan	3 Years	June		✓	

Annex E - Risk Register format used for both the Trust and Academies assessments/mitigations

Risk	Date raised	Risk Description	Impact 5 high 1 little	Likelihood 5 high 1 low	Risk Factor 25 high	Actions and Mitigations	Responsible officer - team	Review frequency	Impact 5 high 1 little	Likelihood 5 high 1 low	Current Risk 25 high
Educational performance and well being of pupils											
Complying with statutory and regularity requirements including safeguarding											
Financial											
Governance											
Operational risk											
Reputational risk											
Assets Management											

Reference Staff responsible:

Guidance for completing the Risk Register

The Operations Board should reassess the Risk Register on a termly basis. It will be presented to the Audit Committee annually and then received by the Trust Board. They may ask for more regular reports for high factors (16 to 25) registered activity. The Operations Board will annually review the document.

Column 1 - **Risk** This has been divided into five key headings for risk to be classified and in the risk column a simple heading is required. The template as the basic headings and Principals may add others they consider as a risk; for example GHA not retaining it NAS accreditation.

Column 2 - The **date raised**, however some risks such as 'pupils making progress' will be annual so simply insert A in this column.

Column 3 - The **Risk Description** should be concise, but capable of being understood by all staff, governors and Trustees.

Column 4 - The **Impact** of this occurring on the Academy or the Trust; for example being judged inadequate by Ofsted could lead to the academy being removed from the Trust, thus very high impact possible 5. [1 - insignificant, 2 - minor, 3 - moderate, 4 - serious and 5 - very serious.]

Column 5 - The **Likelihood** is the chances of that risk occurring; for example if our performance in terms of standards and progress is good the likelihood of the risk is very low 1. [1 - very low, 2 - low, 3 - medium, 4 - high and 5 very high.]

Column 6 - **Risk Factor** is a combination of the impact and likelihood, which are multiplied to create this factor. [1 to 6 is low risk, 8 to 15 medium risk and 16 to 25 is high risk and must be considered on a regular basis to prevent failure]. The risk tolerance matrix illustrates high, medium and low.

Risk Tolerance Matrix								
Likelihood	5 Very High	LOW	1 Insignificant	2 Minor	3 Moderate	4 Serious	5 Very Serious	HIGH
	4 High							
	3 Medium							
	2 Low							
	1 Very Low							
Lincolnshire Educational Trust		Impact						

Column 7 - The **Actions and Mitigation** should be short and concise describing what is been done to address the risk.

Column 8 - The CEO should appoint a **responsible person or team** to take the lead on each risk.

Column 9 - This should indicate the **review frequency**, which is required to monitor the actions and mitigation.

Column 10 - The **Impact** of this occurring on the Academy or the Trust **after** the Actions and Mitigations in column 7 have been taken into account. This is scored as column 4.

Column 11 - The **Likelihood** is the chances of that risk occurring **after** the Actions and Mitigations in column 7 have been taken into account. This is scored on the same basis as column 5.

Column 12 - This is the **current risk** assessment after actions and mitigations, which will hopefully show a reduction. **Current Risk** is a combination of the impact (column 10) and likelihood (column 11), which are multiplied to create this factor.