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Nurturing inclusive learning communities

Ethos Academy Trust

Governance Support Handbook



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1.0

Welcome from our CEO

1.0

Welcome from our CEO

I am delighted to welcome you to Ethos Academy Trust.

Ethos Academy Trust was formed in September 2018 as a result of longstanding effective partnerships between three settings in Kirklees. The Trust has a strong track record of providing high-quality education and support to children and schools across Key Stages 1 to 4. We seek to explore, nurture and develop the qualities that make our pupils unique. We aim to provide the highest quality education and support to all young people.

Our aim is that the Academies, supported by the Trust, will provide an environment which is welcoming, caring, calm, safe and purposeful and which will stretch our young people academically, support them pastorally and help them develop socially and emotionally.

Ethos Academy Trust Board's vision is to develop a high performing Multi Academy Trust that delivers the very best educational experiences for pupils from across the primary and secondary age range. The Board has a clear focus on raising standards, encouraging innovation and strengthening the ethos, vision and values of the Trust to ensure that we have a positive impact on all our young people. The Board provides effective support and challenge to ensure that we continue to strive for and secure excellence by developing strategic partnerships to improve quality, share best practice and operate effectively and efficiently.

We are focussed on the development of a cost-effective organisation and a business model that delivers efficiency, so that all our pupils benefit from enhanced resources created by effective economies of scale.

I am looking forward to working with you and hope that you will enjoy and feel rewarded by the contribution you make to the continued development of Ethos Academy Trust.

Jayne Foster

Jayne Foster
CEO Ethos Academy Trust

Telephone: 01924 478482 / 07515 171472



1.1 Welcome from the Chair of Trustees

So, you have done it, taken the step to become involved in governance. Whether you are an experienced non-exec or this is your first foray into education governance, what you will come to realise is that Ethos Academy Trust is a very special organisation. It is quite safe to say that once you join Ethos Academy Trust, you will be hooked! I should know, since becoming involved in 2016 I have seen the three founding academies in Kirklees come together to form a strong multi academy Trust and grow across neighbouring authorities to bring together a family of schools that are united in their mission to create nurturing inclusive learning communities and I am still excited to see what comes next all these years later.

Deciding to undertake a governance role is a big step that I am sure you have thought long and hard about, mainly because it matters and because we have a huge responsibility as guardians of the Trust to secure the best outcomes for our young people, staff and communities. Trustees and governors come together with differing backgrounds and skill sets, we are not all alike and our opinions may vary, but we are all definitely united in ensuring the success of the Trust and making sure that it is here for a long time to come.

One thing I can tell you is that being involved with EAT, there is never a dull moment and as much as you give to EAT, it will give you back tenfold. I am proud to introduce myself as Chair of Ethos Academy Trust and I am sure you will feel the same about your role with the Trust. I very much look forward to working alongside you and sharing in the pride that sees our Trust go from strength to strength.

So, thank you – thank you for sharing your knowledge and passion, thank you for taking time out of what is probably already a busy life to dedicate some time to supporting EAT, thank you for recognising the work we do is important and most of all thank you for choosing EAT!

Victoria Del Giudice
 Chair of Trustees



2.0















About the Trust

2.0 About the Trust

Within the Trust’s current schools within Kirklees, Rotherham and Wakefield, support is personalised to the individual need of the child and can take many forms, ranging from in-school training - focused on building the capacity of schools or academies to effectively meet the needs of children - through to full-time assessment placements for children in order to identify and address complex SEMH needs. The majority of pupils return successfully to mainstream schools following their support or placement.

Additionally, Ethos Academy Trust also works in partnership with Kirklees Local Authority to deliver education to pupils who are unable to attend school for medical reasons. This involves partnership approaches with mainstream schools and the delivery of personalised packages of education in a variety of settings including pupils' homes, hospitals, libraries and other community centres.

Links to Trust & Academy’s websites:

2.1 Trust Mission and Core Values

Vision

Our vision at Ethos Academy Trust is to create nurturing inclusive learning communities.

To enable us to achieve this, our mission is that Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalized support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs. Underpinning our mission and vision are our core values:



Leading

with integrity

- Championing honesty and transparency
- Building trusting relationships



Thinking

innovatively

- Finding creative solutions
- Meeting individual needs



Encouraging

freedom and responsibility

- Working collaboratively
- Investing in effective partnerships



Improving

continuously

- Raising standards
- Developing strong and effective leaders



Celebrating

achievement

- Improving academic progress
- Enriching personal development



Nurturing inclusive learning communities

These core values permeate our ideology, conversations and practice across our teams.

2.2

Trust Strategic Development
Priorities 2021-26

The Ethos Academy Trust Board has identified three key strategic business objectives which will steer our growth and development over the next five years. These are:

1

Become leaders in inclusive practice.
Increase the quality and breadth of Ethos Academy Trust provision by further enhancing meaningful and personalised opportunities for all pupils to sustain positive engagement in lifelong learning.



2

Change the wider public narrative regarding SEMH pupils and provision.
Develop Ethos Academy Trust's role as an expert and influencer on inclusion in relation to SEMH policy and practice at a local, regional and national level, contributing to wider sector improvement activity.



3

Develop expert practitioners in inclusive, SEND practice.
Ethos Academy Trust will invest in the development of a strong, healthy, engaged and motivated workforce of inclusive leaders, teachers and support staff who excel at securing outstanding outcomes for pupils with SEMH needs within and beyond the Trust.



We have a range of strategies which link and contribute to our 5 year strategic plan including:

- Trust Business Plan
- Trust Capital Plan
- Academy Self Evaluation and Strategic Development Plans
- Delivery Plans (eg Board and Academy Performance Review Committee Work Plans)
- Regularly reviewed policies, procedures and risk registers





3.0

Welcome to Our Academies and Services

3.1



ENGAGE
ACADEMY

Nurturing inclusive learning communities

Engage Academy
Park Road
Batley
WF17 5LP

Head Teacher: Alison Ward
Telephone: 01924 476449
Email: engageoffice@eat.uk.com
Website: engageacademy.uk.com

Our Vision ‘We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.’

Engage Academy is a school offering high quality education and support to pupils who have been permanently excluded or at risk of permanent exclusion from their mainstream primary school. It also offers longer transitional placements to pupils with Education Health and Care Plans (EHCP) with their primary need being Social, Emotional and mental Health (SEMH) needs who may be able to return to mainstream school after a period of intensive, personalised support.

At Engage Academy we offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have extremely high expectations and achieve good academic progress across the curriculum with an emphasis placed on improving pupils’ reading, writing and maths skills through personalised and creative learning opportunities.

The staff team at Engage Academy are skilled at working with pupils with varying need across the SEMH range. In partnership with parents, carers and other professionals, Engage Academy takes an holistic approach to ensuring a young person’s needs are identified accurately during their placement and then met through a curriculum which addresses academic needs as well as SEMH needs through targeted and additional interventions.

Throughout their time with us at Engage Academy parents, carers and guardians will receive regular contact with their child’s key staff to provide an update on academic progress and SEMH wellbeing. This will usually be done by phone but will also include meetings in school or at home. Parents, carers and guardians are encouraged to visit the school for parent consultation events, parent/pupil coffee afternoons and one to one engagement sessions to strengthen the relationship between home and school which is fundamentally important to their child’s success.

The Curriculum

Engage Academy offers a broad and balanced curriculum that ensures pupils cover a variety of objectives from the national curriculum whilst also supporting the individual SEMH and learning needs of every pupil. Pupils engage in subjects that ‘mirror’ those being taught in mainstream schools. Many of the subject areas are taught with a thematic and innovative approach, as part of our creative curriculum or, through continuous provision where appropriate, to engage pupils in their learning. Pupils also take part in weekly swimming lessons at a local pool, PE, boxing and other sporting activities.

At Engage Academy pupils have daily access to our forest area during break times where pupils can explore, make dens, play in the mud kitchen and large sand pit. The forest area is also used during learning time across the curriculum to provide stimulating learning opportunities. In addition, we have a purpose built outdoor classroom, ‘The Lodge’, equipped with two workbenches where pupils can use tools to create and build objects such as birdhouses and bird feeders or develop their artistic skills with our woodland materials to create natural art projects.

Awards

In February 2019 we received the 360 degree Safe Online Safety Award

3.2



Reach Academy
Field Hill Centre
Batley Field Hill
WF17 0BQ

Head Teacher: Hannah Lord
Telephone: 01924 478482
Email: reachoffice@eat.uk.com
Website: reachacademy.uk.com

We are proud of the stimulating and safe school environment we have created for young people where the emphasis is placed upon growing, learning and fulfilling the potential of every child.

Reach Academy is a well-established Pupil Referral Unit for Kirklees children in Key Stage 3, specialising in supporting pupils with SEMHD. The school offers full time education for pupils who have been excluded from their mainstream school or time limited turnaround placements for pupils at risk of exclusion from their mainstream school, to provide intensive intervention to support individual needs and support a positive reintegration into their school.

At Reach Academy, we firmly believe that all pupils deserve the opportunity to be supported in their re-engagement with learning and school life through a stimulating, safe and welcoming environment where the curriculum is personalised to meet the differing needs and interests of all pupils. Our highly trained staff pride themselves on offering a nurture based approach and educational offer that supports pupils and their families to ensure they achieve positive outcomes and are ready to move onto further success in their next educational setting.

Our staff ensure that pupils' needs are fully assessed and appropriate intervention and support put in place by staff and external professionals to ensure they can access learning and achieve positive outcomes. Our highly trained safeguarding team also ensure that pupils and families have access to timely, appropriate support from within Reach Academy and with a wide range of external agencies within Kirklees and beyond. We are committed to the promotion of inclusive support, raising standards for children with SEMHD and improving their life chances. The academy values the abilities and achievements of all its pupils and celebrates success at different levels through our whole school rewards programme that complements our systems for positive behaviour and learning expectations.

In 2022, the school retained Flagship Status for the Inclusion Quality Mark, Centre of Excellence, in recognition of the inclusive work conducted by all stakeholders to support pupils with wide-ranging and often complex SEMHD. In 2021, Reach Academy received the 360 degree safe online safety award.

Awards

In 2022, we retained Flagship status for the Inclusion Quality Mark (IQM).

In 2021, we received the 360 Degrees Safe Online Safety Award.

3.3



Ethos College
Knowles Hill Road
Dewsbury Moor
Dewsbury WF13 4QS

Head Teacher: Rebecca Smith
Telephone: 01924 469170
Email: ethosoffice@eat.uk.com
Website: ethoscollege.uk.com

Ethos College is a well-established Alternative Provision Academy (AP), providing longer term, full time education, to Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs. Ethos College has a long-standing reputation for achieving outstanding outcomes with vulnerable pupils. Our nurture-based philosophy underpins our practice.

At Ethos College we provide a caring, stimulating, safe and welcoming environment where learning is enjoyable, and teaching is personalised to the needs and interests of individuals. Pupils are supported to fulfil their academic potential whilst developing the confidence and skills required to succeed in post-16 education, employment or training.

We recognise that children and young people may experience a wide range of Social, Emotional and Mental Health needs (SEMH) and may present themselves in a variety of ways. These may include becoming withdrawn or isolated from their friends and studies through to displaying challenging, disruptive or disturbing behaviours. For many young people these behaviours may reflect underlying mental health needs.

Our outstanding staff team are skilled at working with young people with needs across the SEMH range. In partnership with parents, carers and other professionals, we take a holistic approach to ensuring a pupil's needs are identified and met throughout their journey at Ethos College by providing a curriculum which addresses academic needs as well as SEMH needs through quality first teaching and targeted interventions, preparing pupils for the next stage of their lives.

Our focus is to prepare young people for transition to post-16 education, employment or training. We achieve this by nurturing pupils within our safe and supportive environment to enable them to learn effectively. Our broad and varied curriculum provides wide ranging opportunities to secure qualifications that provide progression pathways to a variety of colleges within Kirklees and beyond.

The Curriculum

At Ethos College, the curriculum has been designed in such a way that there is flexibility and room for personalisation in order that we can respond to the needs of individual students. Consideration is given to the development of the whole student: their intellectual, spiritual, emotional, social and physical development. The curriculum is delivered through engaging and creative teaching to engender curiosity, active participation and the development of students' own unique, creative responses. We work in partnership with referring schools and alternative providers in order to complement and further extend the curriculum offer and support the transition to post 16 education.

We offer a core curriculum of English, maths and science, supported by nine Level 2 qualifications; alongside other personalised pathways that are designed to support foundation learners.

Awards



3.4

ETHOS COLLEGE
Nurturing inclusive learning communities

Ethos College
Knowles Hill Road
Dewsbury Moor
Dewsbury WF13 4QS

Headteacher: Rebecca Smith
Telephone: 01924 469170
Email: ethosoffice@eat.uk.com
Website: ethoscollege.uk.com

3.5

EVOLVE ACADEMY
Nurturing inclusive learning communities

Evolve Academy
St. George's Road
Wakefield
WF2 8BB

Interim Head Teacher: Matt Long
Telephone: 01924 200752
Email: evolveoffice@eat.uk.com
Website: evolveacademy.uk.com

Educational Support for Children with Medical Needs

Children may experience ill health at some point during their time at school and others may have an ongoing medical condition that potentially impairs their ability to access education in school. In the majority of cases, schools are able to support pupils in such circumstances effectively.

Children who cannot attend school because of health and medical needs

DFE guidance outlines how, in more exceptional cases, support can be made available in order to minimise disruption to a child's education, where their needs cannot be met by school.

Kirklees Council has the overall responsibility for the education of children with health and medical needs who cannot attend school. Ethos College therefore provides education for children who are unable to attend school because of physical health or mental health needs (KS1-4).

This service is accessed by a referral from the mainstream school and must be supported by medical advice from a consultant. Support is usually on a short term basis, with the child remaining dual registered with their mainstream school. The aim of this provision is, where possible, to support the pupil towards reintegration back into mainstream education when they are well enough. This is done at the earliest opportunity, working closely with school, the pupil, parents/carers and other professionals.

Referrals can be made under the following criteria:

- The pupil has an illness that will result in a 15+ day absence.
- The pupil has a potentially long term illness or recurrent bouts of chronic illness
- The pupil has complex mental health needs

For further information on the referrals process, please contact Ethos College on 01924 469170 or via email: ethosoffice@eat.uk.com.

www.eat.uk.com

Aims and Vision

- Every child should have the best possible start in life through a high quality education, supporting them to achieve their full potential.
- All children should have the same opportunities as their peer group.
- Children should receive the same range and quality of education as they would have experienced at their home school.
- Children unable to attend school because of health needs should be able to access suitable and flexible education appropriate to their needs.
- The use of electronic media such as virtual classrooms and learning platforms can provide access to a broader curriculum.
- Ethos College will maintain good links with the child's school, supporting systems to promote partnerships.
- Information is shared at the planning stage between schools, health services and Ethos College.
- Schools will play a key role in making sure that the provision offered is as effective as possible and that the child can be reintegrated back into school successfully.
- Parents have a voice in their child's education.
- Children have a voice in their educational support.

"We are in no doubt that ETHOS is a very special place. All teachers involved with my daughter have worked above and beyond and we have all grown to be incredibly fond of them all - they are very special people. Staff have not only believed in her when she needed it most but they have helped and supported her..."
Parents of Medical Pupil

Nurturing inclusive learning communities: Focused on maximising the life chances of all children, Ethos Academy Trust embraces a forward-thinking and open-minded outlook, informed by a thorough understanding of the strengths and needs of our pupils, parents and carers, local schools and the wider community.

Evolve Academy is an Alternative Provision for Key Stage 2 and 3 pupils based over two sites: one in the Lupset area of Wakefield and the other in Castleford. Evolve became a member of the Ethos Academy Trust family on 1st September 2021. All of our pupils have either been excluded from their mainstream school or are on a short-term placement for up to 12 weeks, during which they receive specific support and intervention, with the aim of preventing an exclusion and supporting reintegration into mainstream schooling.

At Evolve Academy, we recognise that all of our pupils may have had difficulties in previous educational settings. With this in mind, we aim to support our pupils academically, socially and emotionally. We also recognise the importance of mental and physical health and wellbeing, for both our staff and pupils, and have made this a focus to ensure that everyone at Evolve feels welcome, happy, safe and valued.

We specialise in supporting pupils with wide-ranging SEMH needs. Our class groups are small, which allows us to offer a higher staff to pupil ratio than mainstream schools. We offer full-time education for pupils on a short-term basis, however this is flexible to meet the needs of all pupils. Our experienced and passionate staff focus on building positive relationships and offering the support needed to ensure that our pupils make progress in all areas.

At Evolve Academy, we believe that all pupils deserve the opportunity to be supported in their re-engagement with learning and school life through a stimulating, safe and welcoming environment. We seek to help them to develop a more positive attitude towards education and their aspirations for life beyond their school years.

The Curriculum

Our curriculum aims to meet the varying needs of all pupils by offering a personalised approach, with lessons that engage and enthuse. We currently have specialist areas for Food Technology, Design and Technology as well as Science, along with general classrooms for a variety of other subjects. We are developing our school building further to encompass the values of Ethos Academy Trust in order to create a nurturing learning environment that is not only conducive to learning, but that both our staff and students are proud of.

Our school day starts with Form Time for our pupils, where they are offered breakfast and an opportunity to discuss the daily timetable and their personal targets/objectives. The pupils then access a variety of lessons and are provided with a hot meal every day at lunchtime.

We work alongside a number of external agencies and key professionals to ensure that pupils' needs are fully identified and supported. We are very conscious that education is a partnership between home and school. We view engagement and positive relationships with parents/carers as vital. Staff maintain regular contact with parents/carers, so that they can share in pupil success and progress, along with addressing any concerns and accessing other support they may need.

Awards



3.6



Elements Academy,
Doe Quarry Lane,
Dinnington,
S25 2NF

Head Teacher: Victoria Woodrow
Telephone: 01909 212231
Email: elementsoffice@eat.uk.com
Website: elementsacademy.uk.com

Elements Academy– Bringing everything together to achieve success

Elements Academy is a specialist Free School for pupils with Social Emotional and Mental Health (SEMH) needs in Rotherham. There are 135 places for pupils in Key Stages 2 to 4. All pupils have an Education Health Care Plan (EHCP) that identifies the additional support they require in order for their SEMH needs to be met.

We aim for all students to leave Elements Academy with the skills, knowledge, resilience and qualifications necessary to be successful in their future lives. We are inclusive and aspirational for all. We are aware that our students have barriers to overcome. However, we are unwavering in our belief that students who attend Elements will be inspired and effectively supported to overcome any barriers that they may experience.

Our curriculum addresses broad cultural and personal issues, preparing pupils for life beyond the school gates. We focus on wellbeing and equip students with the knowledge, understanding and skills to live mentally and physically healthy lives. The breadth of rich experiences that we provide across the curriculum supports the development of happy, engaged and fulfilled young people.

Elements Academy Core Values

Our Academy values are:

- Respect** - We respect ourselves and each other.
- Kindness** - We are inclusive, we are kind and Elements Academy is safe for everyone.
- Resilience** - We meet challenges head on and we bounce back when things don't go right.

Ambition - We do our best each and every day to be the very best that we can be.

We plan for a successful future.

Furthermore, pupils are supported to follow our expectation statements:

- I belong** – I am safe and a member of the school community
- I do the right thing** – I am respectful and take responsibility
- I contribute** – I am an active member of the school community
- I care** – I am kind to myself and others
- I am ambitious** – I work hard, I do my best and I keep trying

Our values and expectations are embedded throughout Elements Academy. They apply to pupils, staff, families and wider partners. They are the foundations upon which we build our inclusive, aspirational and ambitious school. They are woven through our expectations and behaviour policy, and are the building blocks upon which we build our staff team and support their continuous professional development.

Our pupils thrive in an environment that places equal emphasis upon academic and personal growth and development. We celebrate success at every opportunity and provide an educational experience that empowers and prepares pupils for the next stages in their lives. Staff deliver engaging, ambitious lessons, based on secure knowledge of cognition and learning to enthuse pupils and enable them to overcome any barriers to learning.

We believe that 'together we can do so much': this inspires us to work with families and professionals from all sectors to ensure the best outcomes for every pupil. We relentlessly explore every avenue and strategy to enable our pupils to be happy, successful, ambitious and resilient in order to fulfil their potential.

The Nurture Approach

Elements Academy provides an inclusive and nurturing environment. We celebrate diversity and difference and consistently focus on meeting every child's individual needs.

The six principles of nurture underpin our practice. Each day starts with a nurture breakfast, in which children sit together with members of their Base group (including Base staff), talking and organising themselves for the day ahead. The day ends in a similar way. All students sit and discuss their day together before going home.

3.7



Enrich Academy,
Pontefract road,
Crofton, Wakefield
WF4 1LL

Head Teacher: Emma McManus
Executive Head Teacher: Mark Richardson
Telephone: 01924 862232
Email: enrichoffice@eat.uk.com
Website: www.enrichacademyuk.com

Enrich Academy focusses upon preparing our pupils for the next stage in their learning and life, whatever that may be. Many of our pupils go on to post-16 study in Wakefield and beyond and our curriculum provides qualifications which allow access to a broad range of progression pathways.

Enrich Academy is a KS4 Alternative Provision (AP) Academy, providing education for Year 10 and 11 pupils, based over two sites in Wakefield – Crofton and South Kirkby. Enrich Academy joined the Ethos Academy Trust family of schools in May 2023. All our pupils at Enrich Academy have either been excluded from their mainstream school or are on a shorter step-out programme before returning to their mainstream school. Whilst attending Enrich Academy, pupils benefit from safe, nurturing and inclusive approaches to learning, focussing either upon reintegration back into a mainstream environment or equipping pupils with the skills to access the next stage of their education. Social and emotional interventions sit alongside a broad and balanced curriculum offer to ensure maximum progress. Holistic progress is key for our pupils and the relationships fostered at Enrich Academy are essential components for our pupils' future success.

Our pupils at Enrich Academy have typically struggled to succeed in mainstream education and we recognise that they may have gaps in both their learning as well as their social-emotional development upon arrival. Many of our pupils have Social Emotional & Mental Health (SEMH) needs and we understand and work on the barriers to learning that these needs can present. Our aim at Enrich Academy is to support the development of well-rounded individuals and to offer them the very best preparation for the next stage in their life journey at post-16. Our nurture-based philosophy underpins our practice and ensures that the individual needs of students are effectively met.

Our highly skilled and caring staff offer a curriculum appropriate to the needs of our pupils. Groups are small with a high staff-to-student ratio, enabling strong relationships to form the basis of their social and emotional learning, alongside academic achievement. Quality First teaching sits alongside our other SEMH interventions. Our flexible approach is key in ensuring that pupils at Enrich Academy have the very best opportunity to succeed. Our curriculum is complimented by wider experiential learning and enrichment activities, opening up new experiences and opportunities that our pupils may not have had the chance to experience in the past. At Enrich Academy, the education of the whole pupil is key to future success.

The Curriculum

Enrich Academy offers a bespoke and individualised curriculum – flexibility is built in, in order that we can meet the individual and personalised needs of all pupils. Our curriculum is broad and we place importance on the education of the whole pupil. We work in collaboration with other providers – mainstream schools and alternative providers - in order to further enrich the curriculum and to prepare our pupils for a successful transition to the next stage of their education. We offer core qualifications in GCSE Maths, English and Science, supported by further level two qualifications alongside Level 1 and 2 Functional Skills, Personal Development and Vocational Qualifications. Outdoor Education and enrichment activities further broaden our curriculum offer, in order to enable pupils to develop the skills required to be responsible both within education as well as within their communities. We know and understand our students' learning levels, skills and abilities well and personalise the curriculum to meet their needs while also supporting and challenging them to fulfil their potential.



4.0

Effective Governance

4.1 What is governance and why is it important?



The need for governance exists anytime a group of people come together to accomplish an end. And what can be more important than the education of children and young people? The governance literature proposes several definitions, but most rest on three dimensions: authority, decision-making and accountability. We adopt the working definition of Governance which has the following dimensions:

- Who has power?
- Who makes decisions?
- How do other players make their voices heard?
- How is account rendered?

England has one of the most autonomous education systems in the world. In an era of diminishing centralisation, of increased institutional autonomy, governance is essential. Those responsible for governance must ensure that corporately the Board is effective, accountable, and ethical. Ultimately the task of governance in school Trusts is to advance education for public benefit. In doing so, the Trust Board must enact a sacred duty of holding Trust on behalf of children. This is a task bigger than one person – bigger than the executive Trust leader because we are all fallible – we all have moments of blindness alongside our capacity for insight. It is a task so important that it requires a group of people.



4.2 Effective Governance

In our rapidly developing education system the range of organisations being governed is more diverse than ever – ranging from single small primary schools to large MATs governing numerous schools. Regardless of the scale or nature of the organisation being governed, the features of effective governance remain the same. They are common across the education sector and share their fundamental principles with governance in the charity and business sectors. Effective governance is based on six key features:

Effective governance is based on six key features:

- 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 to monitor and improve the quality and impact of governance.

4.3 Ethos Academy Trust Governance Structure

4.3.1 Members

Members play a limited but crucial role in safeguarding academy Trust governance. While they must ensure they do not stray into undertaking the Academy Trustees' role, they should assure themselves that the governance of the Trust is effective, that Academy Trustees are acting in accordance with the Trust's charitable object(s) and that they, the Members, use their powers to step in if governance is failing.

4.3.2 Board of Trustees

The Trust Board is the decision-making body of the academy Trust and is accountable and responsible for the academy (or all the academies equally) in the academy Trust. The academy Trust will also be the employer of any central staff and those within its academies. Everyone in governance should be aware of and accept 'The 7 principles of public life', as set out by Lord Nolan.

Three core functions of the Trust Board are:

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

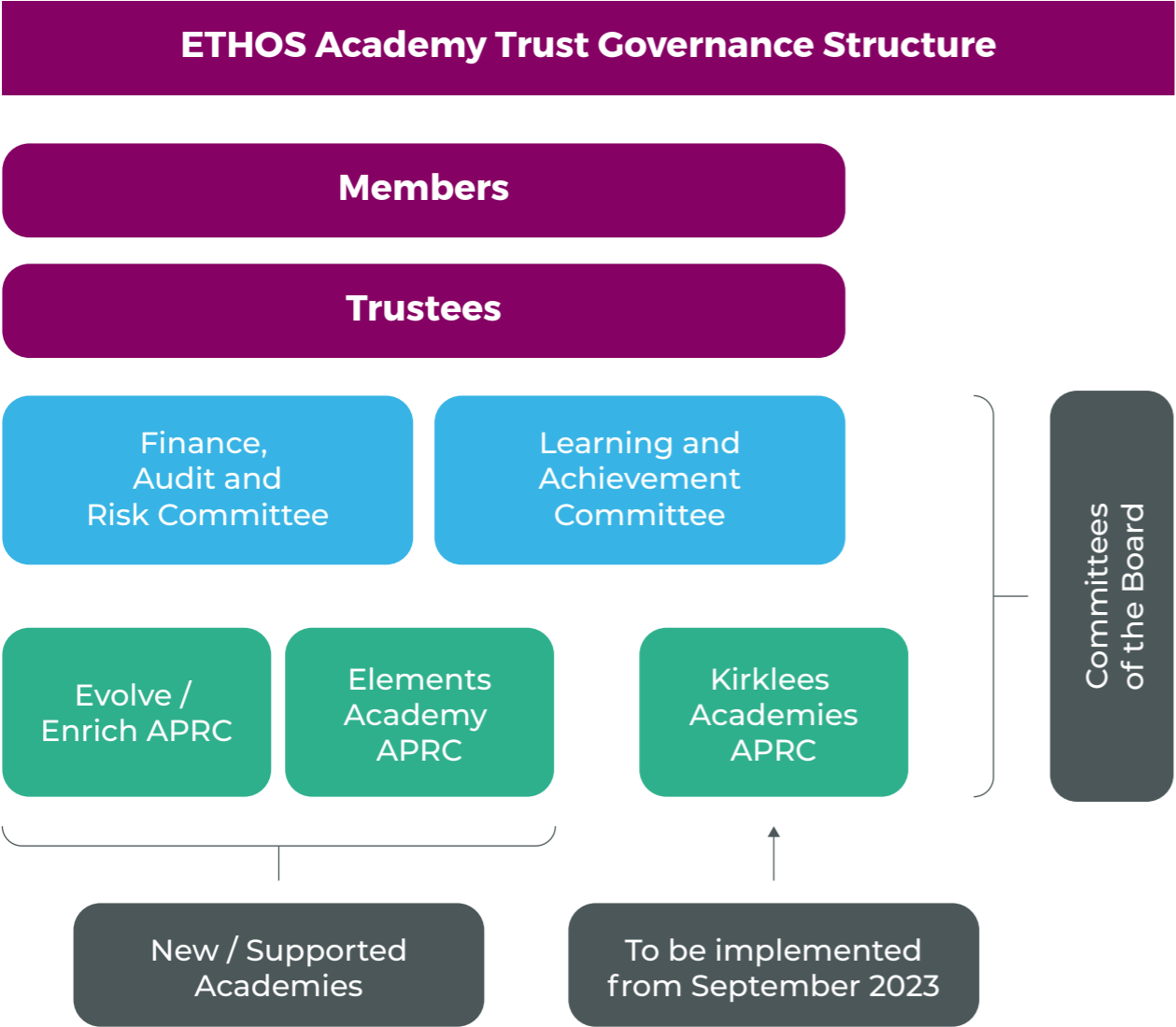
4.3.3 The Academy Performance Review Committee (APRC)

EAT governance structure has evolved to include a local tier of governance in the form of our APRCs. This tier of the organisational accountability structure has a clearly defined remit that is focused on the following;


- To monitor the school improvement journey of the academy or academies being governed
- Ensure stakeholder's voice is captured and acted upon
- Ensure the well-being of staff and young people within the academy
- Ensure Trust culture and values are being upheld


Overall, all Boards at all levels of the organisation must be ambitious for all children and young people and infused with a passion for education and a commitment to continuous school improvement that enables the best possible outcomes. Governance must be grounded in reality as defined by both high-quality objective data and a full understanding of the views and needs of pupils/students, staff, parents, carers and local communities. It should be driven by inquisitive, independent minds and through conversations focussed on the key strategic issues which are conducted with humility, good judgement, resilience and determination.


4.3.4 EAT Structure – Where you fit in?



Role Descriptions

 **APRC Representative**

 **Trustee**

 **Member**

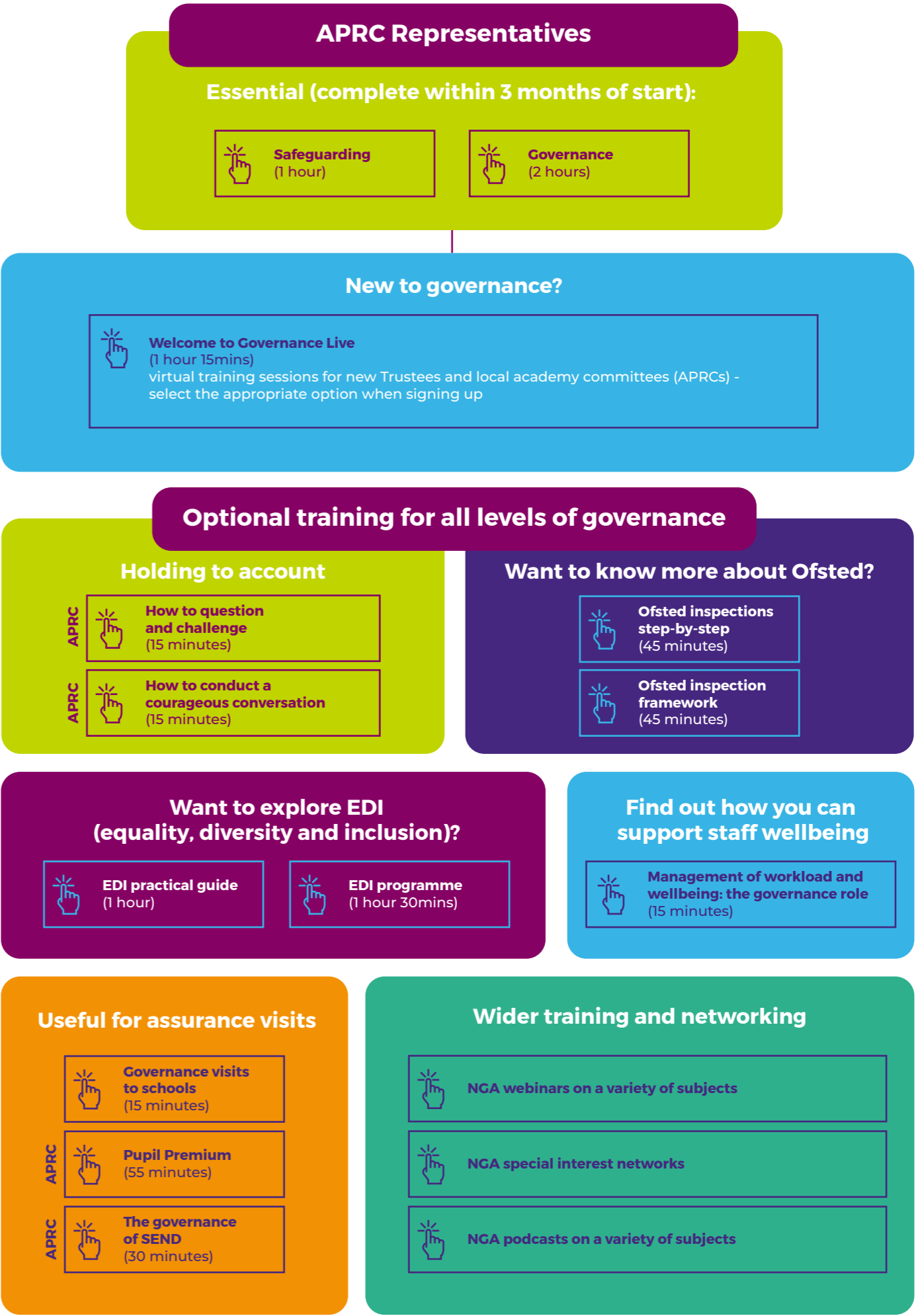
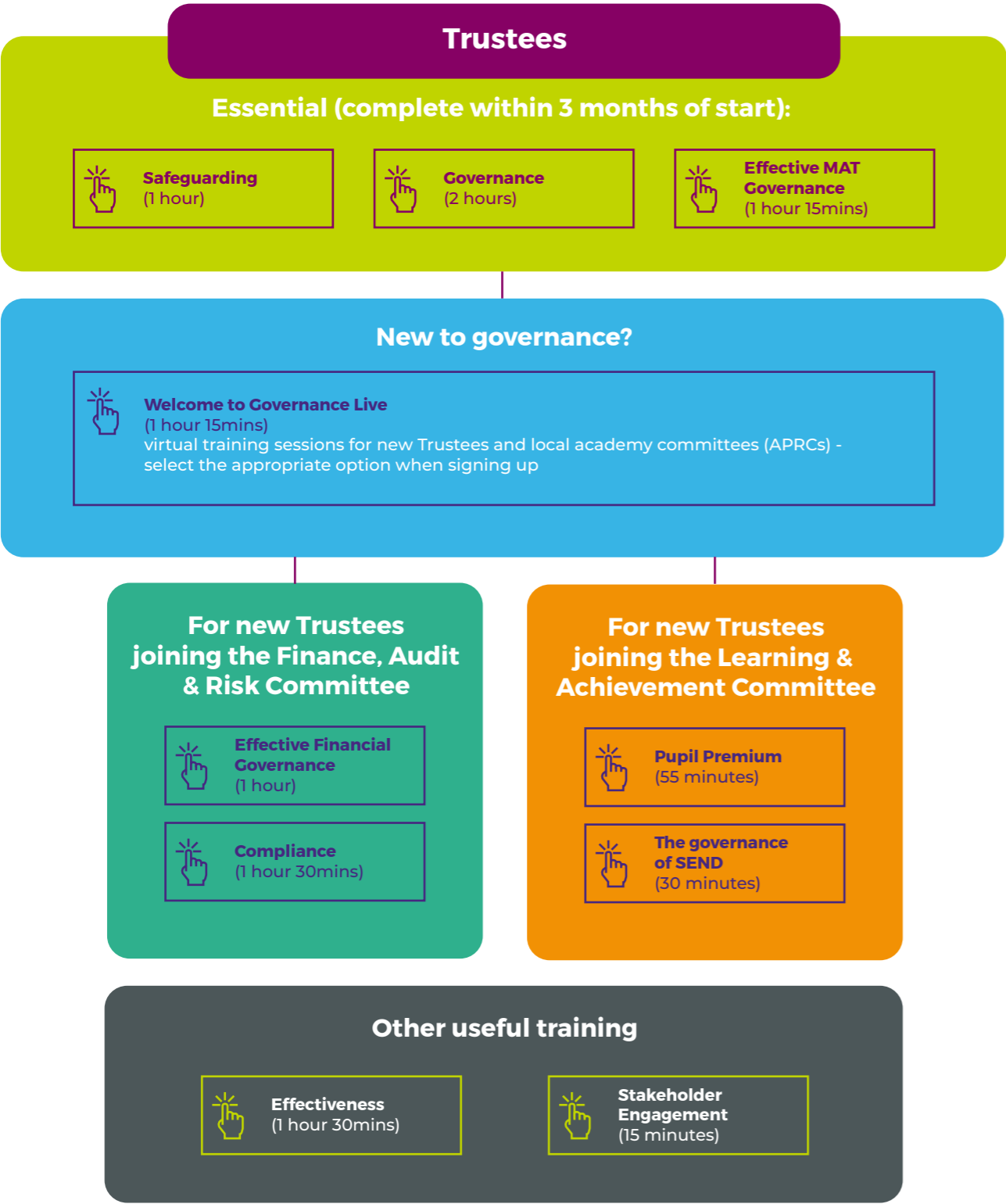


5.0
Training

5.1

EAT Learning Journey

We understand when you take on a governance role that you may have some gaps in your knowledge. Depending on your starting point, we recommend the following NGA learning link modules and training resources. You will need to be logged into your NGA account to access these resources.





6.0

Useful Links & Information

6.1 Useful Information

Meeting Etiquette

- Meeting dates are usually circulated as calendar invitations before the start of the academic year.
- The Clerk will confirm in advance whether a meeting will be held in person, online or as a hybrid and the meeting invitation will include a Teams link as appropriate.
- Please send formal apologies to the Clerk as soon as possible if you're unable to attend a meeting.
- For fully virtual or hybrid meetings you will need to download the MS Teams app or access the online version of MS Teams.
- If a meeting is taking place in a hybrid format, those attending in person will be asked to bring their laptop / mobile device and also join the meeting via Teams so that all attendees can participate equally, using the "raise hand" function to ask any questions.
- Attendees are expected to have read the agenda and associated documents in advance of the meeting and to come prepared with questions.



Board Meeting Calendar



APRC meeting calendar



EAT Governance



Acronyms



6.2 Useful Links

Academy Trusts: Governance

Page of resources for Trustees and Governors (including APRC Representatives) of Academy Trusts, including links to the various guidance documents produced by the Department for Education (DfE)

<https://www.gov.uk/government/collections/academy-trusts-governance>

Academy Trust Handbook

Sets out the requirements of governing, managing and auditing an Academy Trust. Essential reading for all Trustees and useful for Members. Trustees will receive a copy at induction and on an annual basis via the Trust’s Every compliance system.

https://assets.publishing.service.gov.uk/media/64a52424c531eb000c64fe78/ATH_2023_FINAL_040723_digital_tracking_off.pdf

DfE Governance Guide

Guidance from the Department for Education on effective school and Trust governance – useful for Members, Trustees and APRC Representatives

<https://www.gov.uk/guidance/governance-in-academy-trusts>

Commissioning High-Quality Trusts

DfE publication on how the Regional Directors decide on the creation, consolidation and growth of academy Trusts. Useful reading for Trustees.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168113/Commissioning_High-Quality-Trusts_July_2023.pdf

The “five pillars” of quality for multi-academy Trusts included in Annex A – Trust Quality Descriptions of Commissioning High-Quality Trusts defines what the DfE wants Trusts to deliver and is useful further reading for Trustees.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168190/Annex_A_-_Trust_Quality_Descriptions_July_2023_.pdf

The Charity Commission

<https://www.gov.uk/government/organisations/charity-commission>

The Essential Trustee

Guidance from the Charity Commission on the key duties of charity Trustees

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1171397/CC3_feb20.pdf



Nurturing inclusive learning communities

Ethos Academy Trust

c/o Reach Academy
Field Hill Centre
Batley Field Hill
Batley
WF17 0BQ