



Local Foundation Governors in a MAT  
2021-22

Thank You

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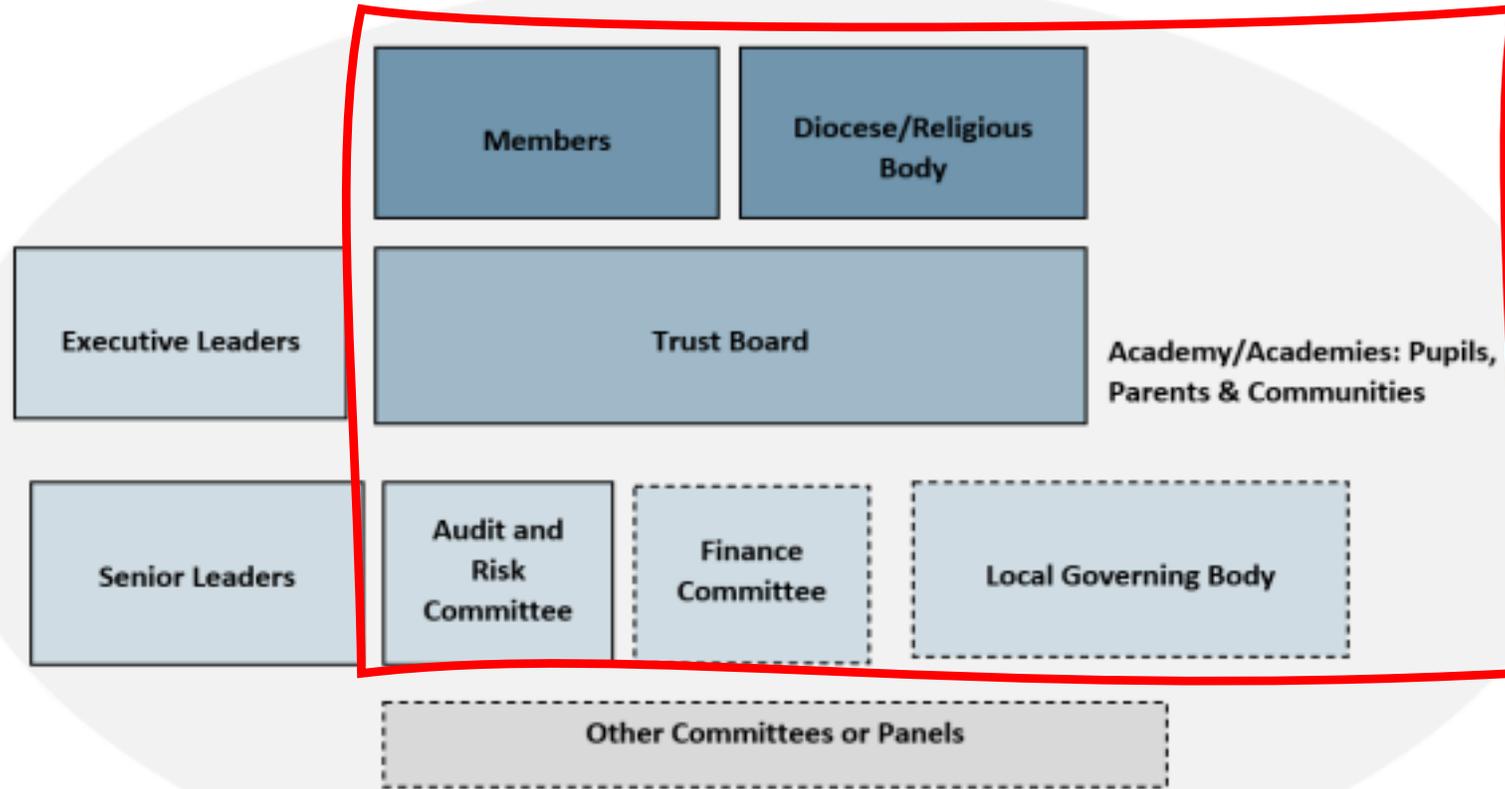


## Department for Education and Agencies

### Key

Governance Structure Legally or Contractually Required

Optional Structure



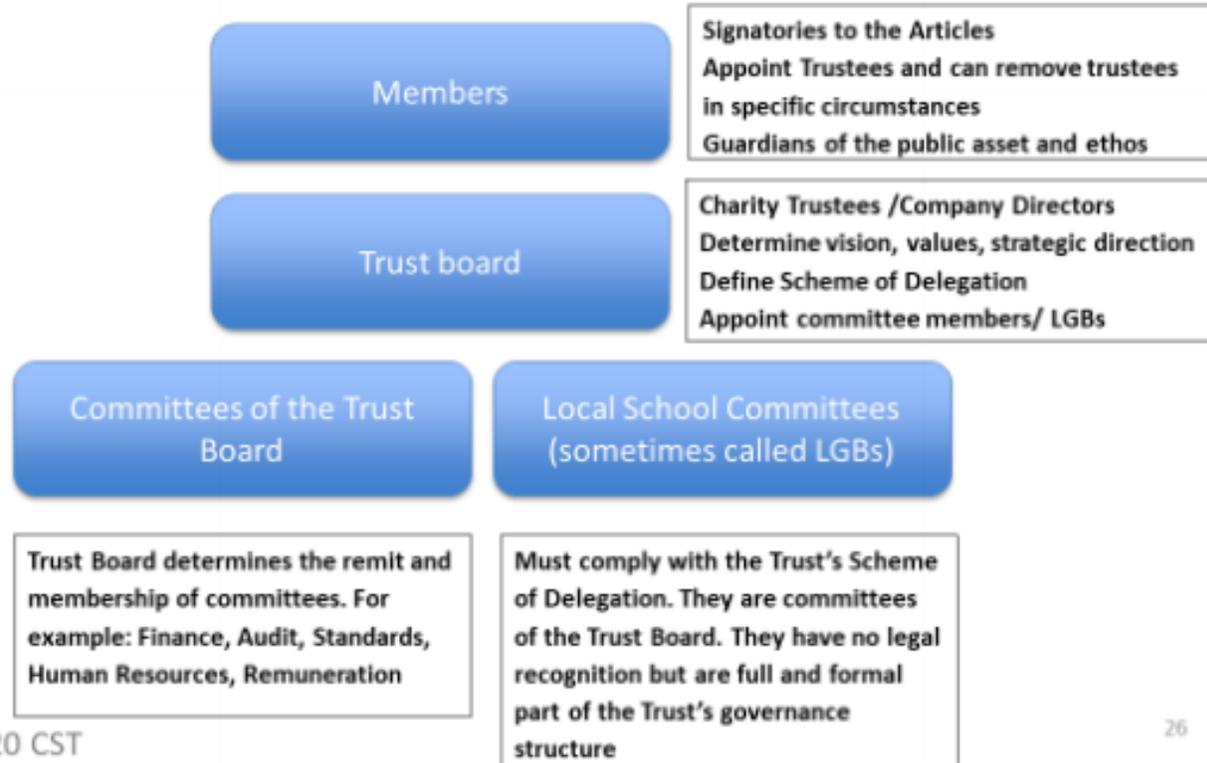
**The  
'Governance  
Community'**

Image from 'Academy Trust Governance – Structures and Role Descriptors', published by the Department for Education, October 2020

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## The governance structure of school trusts



Governance Structures in a Trust, guidance paper produced by CST and Stone King, Jan 2020.

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# The Role of the Local Foundation Governor in a MAT

The Department for Education describes the role of the LGB (local governing body).

They are a “**full and formal part of the trust governance structure** and can...

- support the effective operation of the trust and its policies
- provide support and challenge to the local (school level) executive
- provide a vehicle for trust board engagement with the school, its parents and local community
- bring issues and risks to the attention of the trust board
- provide constructive feedback to the board where a policy may not be effective in the local context, and suggest alternative approaches
- help ensure the trust works as one entity, in the interests of all its schools equally
- preserve and develop the religious character of their academy”

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# The Role of the Local Foundation Governor in a MAT

Sir David Carter\* prefers the term 'local academy council' and describes 6 responsibilities;

1. Assessing the quality of education that the academy provides for the children who attend it
2. Assessing the impact of the staff on outcomes for children and their experience as professional educators in the trust
3. Assessing the quality of engagement with parents and carers who have children who attend the academy
4. Holding the academy leaders to account for standards in the school
5. Holding the academy to account for delivering the budget outcomes that were agreed with the trust board and ensuring that the operational objectives are monitored closely to ensure that staff and children are safe
6. Ensuring that the academy contributes to the capacity of the trust and is willing to both offer and receive support from the other schools in the trust

\*"Leading Academy Trusts: Why some fail but most don't", Sir David Carter, John Catt Educational, 2020, p.189 - 194

Aren't we missing one?...

Which of these responsibilities rings most true for you in your context?

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## “to preserve and develop the Church of England character of the academy”

This is the 7<sup>th</sup> (or 1<sup>st</sup>?) responsibility of all local **Foundation** members of the academy council / academy committee / local governing body...

The Directors shall ensure that any Local Governing Body constituted:

- (a) in respect of any Academy that had previously been a Voluntary Controlled / Voluntary Aided School immediately prior to conversion to Academy status shall have up to 25% / the majority of its members appointed by the Directors with the consent of the Diocesan Corporate Member and that all its members shall sign an undertaking to the Diocesan Corporate Member **to uphold the designated religious character of the said Academy.**

Article 101B, Church of England Academies Model Articles of Association, (Department for Education)



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# Scheme of Delegation

## What does yours say?

“It will be a matter for the academy trust to write a scheme of delegation that makes these roles and responsibilities clear” “Leading Academy Trusts: Why some fail but most don’t”, Sir David Carter, John Catt Educational, 2020, p.194

“A scheme of delegation sets out clearly who has the authority to make decisions. This is one of the most important documents for a trust. The scheme of delegation must reflect the size, scale and structure of your trust. It must be a live document that is ‘readable’ and can be understood and used by all those involved in leadership and governance.

The executive and committees of the trust board draw their authority, legitimacy and power to make decisions from the scheme of delegation.” Governance Structures in a Trust, guidance paper produced by CST and Stone King, Jan 2020.



# Schemes of Delegation – extracts and examples



## Terms of Reference – Academy Standards and Ethos Committee (ASEC)

To ensure the Board maintains effective oversight of educational performance for the benefit of children, the Trust Board has delegated responsibility to ASE Committees for driving educational improvement via the **monitoring and evaluation** of educational performance against the Academy standards; pupil outcomes (especially for disadvantaged children), spirituality and wellbeing; stakeholder engagement and regulatory compliance i.e. safeguarding, H&S, SEND.

## Terms of Reference: Local Governing Body

<b>Key Purpose</b>	To support, advise and challenge the quality of learning and achievement in the school
<b>Membership</b>	Up to 12 governors and is established to reflect its prior VC, VA or community status
<b>Role</b>	To undertake the responsibilities as set out in the Scheme of Delegation framework, having specific regard to ensuring that all children within the school are receiving a good education



Coastal Learning  
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# Schemes of Delegation – extracts and examples



## EQUA Multi Academy Trust

### 1.1. Purpose of the Local Governing Body

- To enable strong leadership to ensure excellent teaching and learning within the academy
- To promote the individual ethos of the school
- To monitor and challenge the performance of the school
- To act as a critical friend to the Headteacher
- To offer assistance to the Trustees in the fulfilment of their duties
- To act within the Scheme of Delegation as set by the Trustees

The MLT places a great deal of emphasis on the role of Governors in achieving educational excellence in the Academies. The Local Governing Body collectively provide both a challenge and a support function to the Headteacher and the Senior Leadership Team. The setting of rigorous and clear targets and the frequent detailed monitoring and questioning of progress, is fundamental to providing the educational aspirations that the MLT desires for all its students.





# “to preserve and develop the Church of England character of the academy”

This is the 1<sup>st</sup> responsibility of all local **and Foundation** members of the academy council / academy committee / local governing body...

The Directors shall ensure that any Local Governing Body constituted:

- (a) in respect of any Academy that had previously been a Voluntary Controlled / Voluntary Aided School immediately prior to conversion to Academy status shall have up to 25% / the majority of its members appointed by the Directors with the consent of the Diocesan Corporate Member and that ***all its members shall sign an undertaking*** to the Diocesan Corporate Member **to uphold the designated religious character of the said Academy.**

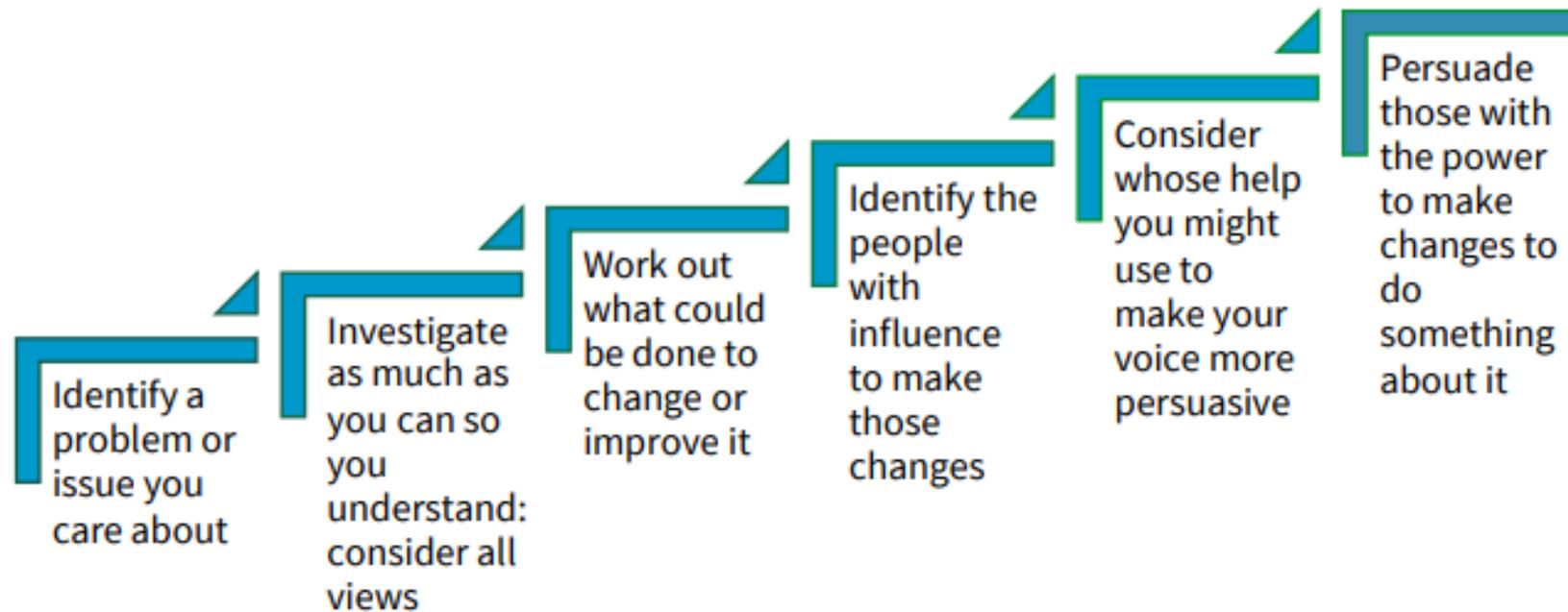
Article 101B, Church of England Academies Model Articles of Association, (Department for Education)



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### Section 3: Courageous Advocacy - some practical advice

A set of simple steps like the ones below may prove a useful guide for pupils:





**“Ensuring that the academy contributes to the capacity of the trust and is willing to both offer and receive support from the other schools in the trust”**

“All schools have gone above and beyond through the pandemic, with all teachers and staff playing a vital role in the country’s frontline response. But the pandemic has brought to the fore the benefits of strong multi-academy trusts in providing outstanding support for both children and staff, through their collaborative approach and being able to pool resources and knowledge.”

Press release issued 28<sup>th</sup> April 2021 by the DfE, *“Drive for stronger school system to benefit all pupils”*



Department  
for Education

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**“Holding the academy to account for delivering the budget outcomes that were agreed with the trust board and ensuring that the operational objectives are monitored closely to ensure that staff and children are safe”**

“While decisions about financial allocation to maintenance and repair are for the trust board to determine, the academy council has to have a view about what is cosmetic and what is essential to protecting children and adults.”

Sir David Carter, ‘Leading Academy Trusts...’, p.193



“Holding the academy leaders to account for standards in the school”

- “How is the school going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals and those who are more broadly disadvantaged, boys and girls, those of a particular ethnicity, and any who are currently underachieving?”

Governance Handbook, published October 2020, p.25



Baroness Barran / Hannah Woodhouse





**“Assessing the quality of engagement with parents and carers who have children who attend the academy”**

“Parent trustees and parent local governors bring an important perspective but have the same responsibilities to the trust as other Academy Trustees and local governors and need the same skills. **Their role is to support the trust, rather than act as parent representatives.** Having parents on LGBs (or trust boards) is not a replacement for engagement with parents more broadly. All trust boards should assure themselves that mechanisms are in place for their organisation to engage meaningfully with all parents and carers.”

“Academies Governance Role Descriptors”, published by the Department for Education, October 2020, p.21-22.

# “Assessing the impact of the staff on outcomes for children and their experience as professional educators in the trust”

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- “Which year groups or subjects get the best and worst results and why? How does this relate to the quality of teaching across the school? What is the strategy for improving the areas of weakest performance?”

Governance Handbook, published October 2020, p.26

- Conduct regular staff ‘pulse surveys’ – use 30 minutes at the start / before each academy council meeting to ask staff “from a diagonal slice of the workforce to describe what it is like to work in the academy”

Sir David Carter, ‘Leading Academy Trusts’, p.191





**“Assessing the quality of education that the academy provides for the children who attend it”**

- To what extent is this a happy school with a positive learning culture? What is the school’s record on attendance, behaviour and bullying? Are safeguarding procedures securely in place? What is being done to address any current issues, and how will it know if it is working?
- How effectively does the organisation listen to the views of staff, and ensure work/life balance for their workforce, and how does the organisation review and streamline unnecessary workload whilst maintaining high standards?
- Is the school promoting high-quality provision across its curriculum?



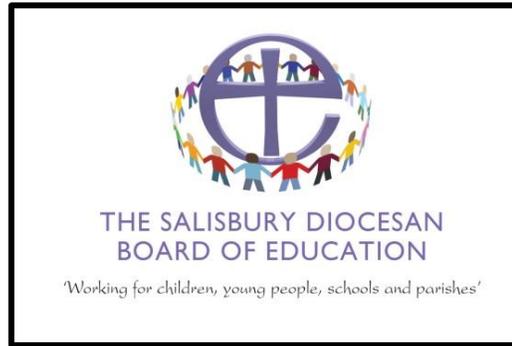
Amanda Spielman

Governance Handbook,  
published October 2020, p.26-27



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