

Engage Enrich Excel Academies

Governance Handbook

2024 - 2026



Date of Approval

Nov 2024

Signed HR Committee

Date of Review

Nov 2025

Signed HR Committee

Contents	Page
<p>About Engage Enrich Excel Academies (EEEE)</p> <ul style="list-style-type: none"> ▪ EEEA Vision ▪ Organisational Details ▪ EEEA Family ▪ EEEA Motto ▪ EEEA Ethos ▪ EEEA Promise to Families. 	4
<p>EEEE Governance</p> <ul style="list-style-type: none"> ▪ Board Trustees ▪ Organisational Charts ▪ Local Advisory Committees ▪ Composition ▪ Delegation Principles ▪ Legal Liabilities ▪ Members ▪ Division of Responsibilities: Board of Trustees and Local Advisory Committees. 	10
<p>The Role of the Local Advisory Committees (LAC)</p> <ul style="list-style-type: none"> ▪ Overview ▪ Central Monitoring Role ▪ Critical Friend ▪ Consulting Parents and Carers ▪ Consulting Pupils ▪ Getting to know the School ▪ Local Advisory Committee (LAC) Organisation ▪ Panels ▪ Local Advisory Committee Terms of Reference ▪ Code of Conduct for Local Advisory Committee Governors ▪ Confidentiality ▪ Local Advisory Committee Meetings ▪ Role of the Chair and the Vice Chair ▪ Quorum ▪ Voting ▪ Restrictions on Participation ▪ “Part 2” Sessions ▪ The Record of the Meeting. 	12
<p>Working with the Academies</p> <ul style="list-style-type: none"> ▪ School Development Plans ▪ Annual targets ▪ Annual Results Analysis ▪ Annual Budget and Monthly Finance Reports 	16

<ul style="list-style-type: none"> ▪ Headteachers Report ▪ Progress and Attainment Reports ▪ Self-Evaluation Form ▪ Regular Reports from the Trustee of Standards ▪ Ofsted Reports ▪ Performance Management ▪ Policies 	
<p>The Central Trust: Shared Services</p> <ul style="list-style-type: none"> ▪ Shared Services provided to Trust Academies ▪ Central Trust Organisational Chart 	19
<p>Appendices</p> <ul style="list-style-type: none"> • Appendix One: Board of Trustees Biographies 	21
<ul style="list-style-type: none"> ▪ Appendix Two: Terms of reference for Trust committees 	26
<ul style="list-style-type: none"> ▪ Appendix Three: Division of responsibilities between the Board of Trustees and the Local Advisory Committees 	29
<ul style="list-style-type: none"> ▪ Appendix Four: Local Advisory Committee Terms of Reference 	31
<ul style="list-style-type: none"> ▪ Appendix Five: Local Advisory Committee Governors' Code of Conduct 	32
<ul style="list-style-type: none"> ▪ Appendix Six: Members and Trustees Code of Conduct 	35
<ul style="list-style-type: none"> ▪ Appendix Seven: Jargon Buster (Glossary of Educational Terms and Acronyms) 	37
<ul style="list-style-type: none"> ▪ Appendix Eight: Governance Structure Diagram 	39
<ul style="list-style-type: none"> ▪ Appendix Nine: Finance Scheme of Delegation 	40

About Engage Enrich Excel Academies (EEEE)

Engage Enrich Excel Academies (EEEE) was established on 1st December 2014 when Ravenscote Junior School converted with articles of a Multi-School Trust (MAT). The trust was named Engage Enrich Excel Academies.

Currently EEEA consists of:

- **Byfleet Primary School** joined on 1st May 2020- The school has 236 NOR
- **The Cambridge Primary School** – CPS opened in September 2018 and has 420 NOR.
- **Maybury Primary School** joined on 1st June 2019 The school has 207 NOR Plus a Nursery.
- **Ravenscote Junior School**. The school has 620 NOR.
- **South Camberley Primary and Nursery School** joined the trust on December 1st 2017. The school has 591 NOR Plus a Nursery.
- **Westfield Primary School** to joined on 1st July 2018 – The school has 433 NOR.
- **Stanhope Primary School** – to open September 2025 - NOR when full 420 plus a resource provision for SEMH – 8 places
- **Hounsome Fields Primary School** – to open September 2025 - NOR when full 420 plus a resource provision for SEMH – 8 places

Vision:

Inspire **belonging** through **respectful** collaboration, **empowering** all to achieve excellence.

Mission:

Nurturing possibilities, growing stronger together

Values:

Belong, respect, empower: unlocking futures

Values

Each value is expanded below:

Belong:

- The value of belonging fosters a positive climate, that enhances emotional well-being and promotes academic success.
- If children and staff feel like they belong they will engage effectively and develop a strong sense of happiness and fulfilment.

- If staff feel a sense of belonging they know they can rely upon everyone in the Trust to support, care and respect them. This leads to them being the best version of themselves.
- Our schools are inclusive environments where all pupils feel like they belong regardless of their ability, background or interests.

Respect:

- The value of respect is about treating each other with kindness, empathy and fairness. Respect in our schools is crucial to enable all staff and children to feel connected and it links intrinsically to the value of belonging.
- We teach our pupils to respect each other and we model this as professionals in our day to day life.
- Respect is at the core of our positive and supportive learning community.

Empower:

- The value of empower enables us to equip our pupils and staff with the knowledge, skills and confidence to take control of their learning and make positive choices in their lives.
- We empower our staff in three key ways; enrich them with opportunities for professional growth, fostering a supportive working environment and recognising and valuing their contributions.
- As a Trust we recognise the importance of open communication and know that this enables our staff and communities to excel.

Definition of excellence:

Excellence is not just a destination but a continuous journey fuelled by a clear sense of **belonging**, a commitment to improvement, and a focus on **empowering** confident, resilient, and curious young individuals.

It hinges on understanding our fundamental role in teaching and learning, directing our efforts towards every child, staff member, and family, with **respect** and equity as its guiding principle, recognising the inherent worth of every child as we strive for ongoing excellence.

EEEa Pledge to our families:

We are dedicated to:

- safeguarding, nurturing, and cherishing your children, fostering **belonging**;
- delivering outstanding teaching across all subjects while relentlessly pursuing excellence;
- prioritising high standards in English and Mathematics within a diverse and engaging curriculum;
- valuing and **respecting** your children's creativity, individuality, and voices, supporting their self-belief and confidence as they grow;
- and **empowering** them to confidently embrace their next educational and life endeavours as they transition from primary education

Organisational Details:

Company Number: 9279884

Registered Office: 181 Frimley Road
South Camberley Primary & Nursery School Junior Site,
Camberley, Surrey, GU15 2QB

Telephone Number: 01276 423040

Website Address: www.eeea.co.uk

Chair of the Board of Trustees: Stephen Norton

Chief Executive Officer (CEO): David Harris.

EEEE Family**Byfleet Primary School**

Kings Head Lane
West Byfleet
Surrey
KT14 7AT
Telephone Number: 01932 403116
Headteacher: Cheryl Meyrick
Primary: 4 to 11 years old
Local Authority: Surrey
Joined the Trust 1st May 2020

The Cambridge Primary School

Queen's Avenue
Wellesley
Aldershot
Hampshire
GU11 4AA
Telephone Number: 01252 314884
Headteacher: Sarah Kennedy
Primary: 4 to 11 years old, includes reception
Local Authority: Hampshire
Joined the Trust 1st September 2018

Maybury Primary School

Walton Road
Woking
Surrey
GU21 5DW
Telephone Number: 01483 763272
Headteacher: Amanda Merritt
Primary: 3 to 11 years old, includes nursery provision
Local Authority: Surrey
Joined the Trust 1st June 2019

Ravenscote Junior School

Old Bisley Road
Frimley
Surrey
GU16 9RE
Telephone Number: 01276 709007
Headteacher: Amy Wells
Primary: Five form of entry school aged 7 to 11 years old.
Local Authority: Surrey
Founding member of the Trust on 1st December 2014.

South Camberley Primary and Nursery School

James Road Infant	France Hill Drive Infant	Junior Campus
James Road	France Hill Drive	Frimley Road
Camberley	Camberley	Camberley
Surrey	Surrey	Surrey
GU15 2RG	GU15 3QA	GU15 2QB

Telephone Number: 01276 63870
Executive Headteacher: Nicky Wright
Primary: 3 to 11 years old, includes nursery provision
Local Authority: Surrey

Joined the Trust 1st December 2017

Westfield Primary School

Bonsey Lane
Woking
Surrey
GU22 9PR
Telephone Number: 01483 764187
Headteacher: Karyn Hing
Primary: 4 to 11 years old, includes nursery provision
Local Authority: Surrey
Joined the Trust 1st July 2018

Stanhope Primary School

Masters Road
Wellesley
Aldershot
Hampshire
GU11 4GJ
Telephone Number: 012716 423040
Headteacher: Sarah Kennedy
Primary: 4 to 11 years old, a resource provision for SEMH for 8 pupils
Local Authority: Hampshire
Will open and join the Trust 1st September 2025

Hounsome Fields Primary School

Treetop Avenue
Basingstoke
Hampshire
RG23 7GL
Telephone Number: 012716 423040
Headteacher: Recruitment in autumn 2024
Primary: 4 to 11 years old, a resource provision for SEMH for 8 pupils
Local Authority: Hampshire
Will open and join the Trust 1st September 2025

Our academies are comprehensive, inclusive and dedicated to serving their communities. EEEA is a not-for-profit organization providing education in the state sector. No EEEA academies have religious affiliations.

EEEE Governance

The full legal title of the organisation is Engage Enrich Excel Academies. However, it is normally referred to in the shortened form, EEEA. The term governance describes how EEEA organises the oversight of its operations, including each of its academies. These arrangements are intended to ensure high quality, transparent and efficient governance which meets statutory and contractual expectations too.

Engage Enrich Excel Academies is a company limited by guarantee which:

- Holds the master funding agreement with the DfE;
- Takes a long lease on each school;
- Operates each school under the terms of the school's supplemental funding agreement;
- Has Board Trustees who are the legal Governors of all EEEA academies.

Board Trustees

The current Board Trustees are:

- Stephen Norton (Chair of the Board)
- David Harris (Chief Executive Officer)
- Elliot Dell
- Christina Earls
- John Lovell
- Vince Scannella
- Jenny Wood
- Gavin Spiller
- Gayle Jenkins
- Tom Webb

See Appendix one – Board Bio's page

EEEE Board Committees

The following committees enable us to operate our governance functions:

- Audit and Risk
- Education & Well Being
- HR/ Personnel

The EEEA Strategic Team will consist of all the headteachers of the Trust and will be the driving force to ensure the Trustees aims and objectives are achieved. All headteachers have a place on the Excellence Board.

Please Appendix two for the terms of reference for each of the committees (page)

Organisational Charts

- The Trust Member Group, Board of Trustees and Local Advisory Committees;
- The Board and its Committees and Advisory Groups.

Please see appendix one (page 19).

Local Advisory Committee

Although the EEEA Board is the legal Governing Body, it delegates many of its functions to a Local Advisory Committee for each school. Members of each Local Advisory Committee are referred to as Governors.

Composition

A Local Advisory Committee normally consists of between 7 and 12 Governors, as follows:

- No more than 2 elected Parent Governors;
- Three appointed Trust Governors;
- Up to three Staff Governors: to include the headteacher and elected staff

The Governors of that Local Advisory Committee elect the Chair and the Vice Chair on an annual basis. Staff Governors may not act as Chair or Vice Chair of a Local Advisory Committee. All Governors are appointed or elected for a period of four years, apart from the Headteacher who has the position until he or she leaves.

Delegation Principles

EEEA operates under the following principles:

- Delegation to academies wherever practicable;
- The annual budget devolved to the Local Advisory Committee includes all the funding that the school has been given by the DfE via the Education Funding Agency and the Local Authority, apart from the contribution to EEEA for the provision of shared services (more details on page 19);
- EEEA support should be available in areas where a lay Local Advisory Committee cannot reasonably manage the burden of prescriptive legislation and detailed compliance, or where expert skills are needed.

Each Local Advisory Committee technically operates as a committee of the EEEA Board with delegated powers. The actual level of delegation can vary according to the circumstances of individual academies.

Each Local Advisory Committee will have a committee structure to ensure it complies with the EEEA requirements. The structure of the committees will be decided with each individual LAC. The key areas for consideration are finance, resources and teaching and learning.

Legal Liability

In legal terms the Local Advisory Committee is an advisory body to the EEEA Board (the legal Governing Body for all EEEA academies). Whilst many of the scrutiny functions are delegated from the EEEA Board to the Local Advisory Committee, legal responsibility cannot be delegated. Local Advisory Committee members are therefore free from any threat of personal litigation or responsibility, although the expectation of professional and ethical standards remains at all times.

Members

There are currently five Trust Members. One member, the chair of the board, is involved with the day-to-day governance, leadership and management of the academies. The other four members are not as involved as the chair, their role is to ensure that the fundamental vision and values of the trust are respected, valued and safeguarded. They also have key duties under the terms of the trust's Memorandum and Articles of Association, including deciding on the membership of the Board each year.

The current Trust Members are:

- Steve Barker
- Joanna Brill
- David Camp
- Nathan Elstub
- Stephen Norton

Division of Responsibilities: Board and Local Advisory Committee Bodies page

Code of Conduct Members and Trustees (Please see appendix four).

The role of the Local Advisory Committee

Overview

The Local Advisory Committee is:

- To be accountable to parents/carers and the school's local community;
- To actively listen to the views and opinions of the children, their parents and staff colleagues so that it can shape the school's services to the needs of the families;
- To fully implement the trust's vision, strategy and policies while remaining sensitive to the circumstances and needs of its particular school;
- To account for the performance of the individual school, including its academic and financial performance;
- To be the voice of the individual school in the trust as a whole.

A successful Local Advisory Committee will:

- Contribute to and monitor the implementation of the School Development Plan (SDP) and school finances effectively;
- Act as a critical friend, developing a strong, open and supportive relationship with the headteacher and his or her senior team;
- Be knowledgeable about the individual school.

Central Monitoring Function

A core function of the Local Advisory Committee is monitoring the implementation of its SDP. It is, moreover, responsible for monitoring the financial plans of the school as expressed through its budget and finance reports. It works with the Headteacher and senior team to monitor and evaluate progress. Its focus should be on the achievement of accelerated educational progress, high educational standards, effective teaching and learning, excellent behaviour, and first-rate safeguarding and care.

Critical Friend

Whilst the Local Advisory Committee will support the headteacher and staff and exists to promote the interests of the individual school and its pupils, it can only be effective if it asks challenging questions and seeks sufficient information to make sound decisions.

The relationship between the headteacher and the Local Advisory Committee is critical to the success of the school. The headteacher is required to report to the Local Advisory Committee regularly.

The Chair of the Local Advisory Committee reviews, with the Chief Executive Officer and the Board - the headteachers performance.

Although Governors are not involved in the day-to-day management of the school, the headteacher should discuss the main aspects of school life with the Local Advisory

Committee and provide it with sufficient information to make decisions and fulfil its responsibilities to parents and carers, and to the trust as a whole.

Consulting Parents and Carers

Each Local Advisory Committee includes up to 2 elected Parent Governors. EEEA recognises that it can be hard to recruit parent governors and so having parent governors on the LAC is not essential. The board has 2 parent Trustees which help fulfil the role of parents within the governance structure.

Ofsted inspection arrangements require schools to assess how effectively they listen to and act on parents and carers' views. Governors are required by law to consult parents and carers on certain significant changes to the school such as changes to the admission arrangements, expanding the school or changing the school day. Parents and carers are also a school's main link into the local community, so very good communications with them will also help with building community relationships.

Consulting Pupils

It is important to listen to the views of pupils and to ensure that pupils know that they are listened to. It is for each individual school to make arrangements to achieve this goal.

Getting to know the School

Governors' time is limited but effective Governors will know their school well. A programme of visits to the school will be provided across the school year and Governors with specific responsibilities such as Special Educational Needs and Disability (SEND), and Safeguarding are encouraged to arrange meetings with relevant staff through the headteacher.

Local Advisory Committee Organisation

Local Advisory Committees are encouraged by EEEA to structure themselves in the best way to enable them to work as a community. EEEA recommends that all LAC meetings take place during the working day, where possible. If a LAC wishes to change their organisation they can do this at the start of an academic year and need to notify the executive team. The Local Advisory Committee Chair does not need to chair every committee, and the membership of each should reflect the interests and skills of individual Governors of the Local Advisory Committee.

Non-Governors can be invited to attend committees as advisers, but do not have voting rights.

Committee structures and membership should be reviewed regularly to make sure that they are effective and helping the Local Advisory Committee manage the overall business of the school.

Panels

Governor panels – for pupil exclusions, staff disciplinary matters and general complaints – are convened as needed and do not have permanent membership.

Local Advisory Committee Terms of Reference

Please see appendix four

Code of Conduct for Local Advisory Committee Governors

Please see appendix five

Confidentiality

Governors receive a great deal of confidential information, including information about individual children, staff members and local families. It is essential that confidentiality is respected and that confidential information is not shared outside the Local Advisory Committee, orally or in writing.

All Governors should feel able to express honest opinions on matters being discussed, if the Local Advisory Committee is to have real value. Even if an issue is not confidential, it may still need to be handled carefully and sensitively.

Local Advisory Committee Meetings

Governors should come prepared to meetings. Papers are sent out in advance so that everyone can read them before meetings, and if anything is unclear it is best to ask for an explanation before the meeting. A headteacher report should be produced for every full local advisory committee meeting.

Some issues raised may lead to differences of opinion, and Governors may have different views about the right course of action. At meetings Governors always need to be prepared to listen as well as to talk. To enable governor meetings to operate effectively all agenda items and papers will be sent out no later than 5 working days before a meeting. Minutes from the meetings will be produced within 2 weeks of the meeting date.

Governors are not expected to be education experts and should not be afraid to ask questions if they do not understand something, or if the terms used are unfamiliar

(Please see the glossary in appendix seven)

All new Governors experience a steep learning curve in their first few months. EEEA aims to provide effective Governor Training to help Governors acquire the knowledge and understanding they need.

Role of the Chair and Vice-Chair

The Local Advisory Committee Chair has to ensure that the agenda is properly covered in the time available. He or she also has to give Governors enough time to express opinions, ensure that nobody dominates the discussion and that time is not wasted by repetition.

The Vice-Chair supports the Chair and chairs meetings when the Chair is absent and to support the Chair in his or her role.

Quorum

A Local Advisory Committee and its committees can only make decisions if sufficient Governors are present. This number is known as the quorum. The Local Advisory Committee quorum for meetings is half the full Local Advisory Committee, excluding vacancies (rounded up to a whole number). For example, if the full membership is nine and there is one vacancy,

the quorum for a Local Advisory Committee meeting will be four Governors (one half of eight). The quorum for committees is three, unless otherwise stipulated. Where Governors excuse themselves from a particular vote due to a conflict of interest then the quorum will be reduced by the numbers excused.

Voting

Nearly all decisions will be arrived at by consensus. In the rare event that it is necessary to hold a vote, the Chair should be clear about the subject matter, and how it will be recorded in the minutes. A vote may be conducted by show of hands or secret ballot, and a motion will be carried by a simple majority of those Governors present and voting. If any governors have a conflict of interest in a vote they are not permitted to vote.

Governors are collectively responsible for Local Advisory Committee decisions, even if their own vote was cast against a decision. Governor voting on contentious issues should not be discussed outside the Local Advisory Committee.

Restrictions on Participation

Occasionally a Governor should not take part in or vote at a meeting. This is the case if:

- There is a conflict between the interests of the Governor and the interests of EEEA (including the school);
- The Governor has a financial interest in the matter under discussion;
- There is reasonable doubt as to a person's ability to act impartially;
- Staff Governors may be required to withdraw from the meeting if sensitive staff issues are being discussed.

If there is any dispute as to whether or not a Governor should withdraw from a meeting, the other Governors present at the meeting must decide.

A Local Advisory Committee or committee may still allow a Governor to give relevant evidence to a meeting in which they otherwise do not participate.

'Part 2' Sessions

Occasionally it may be appropriate for the Local Advisory Committee to discuss potentially sensitive matters without staff members present. Where this is the case these 'part 2' sessions will occur at the end of the normal Local Advisory Committee meeting. Usually these sessions will deal with sensitive staffing or performance issues. The Local Advisory Committee will inform the CEO of the Trust about any part 2 items 2 days prior to the meeting taking place.

Local Advisory Committee meetings are closed meetings, however if a parent did want to attend this would need to be agreed by the headteacher 5 working days before a meeting.

The Record of the Meeting

The minutes taken by the clerk represent the formal record of the outcome of meetings. They represent a draft record until approved by Governors and signed by the Chair at the next meeting. They are distributed as soon as possible after the original meeting, which means that there may still be one or two small points that need to be corrected. Once signed, they

become the formal record. 'Part 2' sessions are recorded as occurring, but not the detail of the discussion or any action points.

Working with the Schools

EEEA has an integrated system of targets, planning and reporting, designed to minimise the number of reports and plans expected of academies.

These documents will assist the Local Advisory Committee and individual Governors in gaining a full knowledge of the school and the major issues being addressed. These will be discussed at Local Advisory Committee meetings. They provide valuable monitoring and evaluation tools for Governors.

The main documents are:

- School Development Plan (annual);
- Budget (annual);
- Regular Finance Reports;
- Headteachers Report (termly);
- Scholar Pack Assessment document (termly);
- Self-Evaluation Form (twice yearly: mid-autumn and late spring);
- Reports on Termly School Learning Walks from the Chief Executive and school Headteacher (three times a year);
- Analytical report of the Inspection Data Summary Report (IDSR) from the Standards Trustee/ CEO: Standards (annual);
- Ofsted Reports (in line with the inspection cycle);
- The KPI document for use with LAC's.

School Development Plans

All schools are expected to produce a School Development Plan (SDP), which is approved by the Board in the autumn term. The SDP is primarily written by the headteacher and the senior team. That said, the headteacher will invite Governors to contribute to the SDP during the drafting stages of the process. The Local Advisory Committee is responsible for reviewing this plan and overseeing its implementation. It is also the responsibility of the Local Advisory Committee Chair and the Headteacher to keep the Board updated about in-year progress against the SDP's targets.

The SDP:

- Incorporates the agreed attainment and progress targets. These are agreed with the Board following the advice given by the CEO.
- Sets out clearly and concisely in four sections the aims and intended actions in relation to:
 - The subject(s) area focus for the year – this will be based on the previous year's outcomes for attainment and progress
 - A trust wide target – focusing on the new assessment system
 - The progress and attainment of disadvantaged pupils in the school
 - Personal development behaviour and welfare – to reflect the unique challenges of each school.

It prioritises actions clearly according to their urgency and significance, so that staff colleagues and Governors can understand how the plans should be put into practice. SDPs will be submitted to the CEO for approval no later than 30th September.

The SDP:

- Incorporates as far as possible all plans required by law;
- Avoids repetition: the same actions should not be shown under multiple headings;
- Is fully costed and linked to the budget-setting process.

Excellence Board

The Excellence Board serves as the apex collaborative forum within our Trust, comprising all headteachers and the executive team. This group convenes regularly to evaluate the overarching vision and strategic direction of our academies, ensuring alignment with our core values and aspirations. Through candid and constructive dialogue, members provide collaborative challenge, drawing upon their diverse perspectives and expertise to promote innovation, excellence, and continuous improvement across all facets of our educational provision. At the heart of their deliberations lies a shared commitment to the holistic well-being and achievement of children, staff, and communities, recognising that fostering a positive and inclusive culture is fundamental to realising our collective ambitions.

Within the Excellence Board, collaboration transcends organisational boundaries as leaders actively support and empower each other in their respective roles. Beyond strategic planning and decision-making, this forum serves as a vital platform for mutual encouragement, professional development, and the exchange of best practices.

By nurturing a culture of trust, respect, and shared accountability, members of the Excellence Board exemplify our ethos of collective leadership, ensuring that every voice is heard and valued in service of our overarching mission to empower learners, inspire excellence, and positively impact the communities we serve.

Annual Budget and Monthly Finance Reports

Each school receives a specific amount of funding from the Education and Skills Funding Agency (ESFA). The ESFA is a section within the Department for Education.

Each Academic year all schools will contribute 5% of its GAG funding (excluding Pupil Premium funding, SEND funding for specific children, and the Sports Grant) to the EEEA to cover the costs of shared services provided by the Central Trust (see page 22). The remaining 95% of the budget received by the individual school from ESFA is retained by the school.

If a school is in special measures it will contribute 7.5%. This enables the Trust to fund measures to accelerate the school's progress back to being a great school.

Below is a step-by-step description of the budget-setting and approval process at EEEA for each of its academies:

Steps	
1	Headteacher with support from his or her finance team draws up the first draft of the budget.
2	The draft budget is distributed to all Governors on the relevant Local Advisory Committee and comments are sought from them.
3	COO reviews the draft budget.
4	In light of Governor comments, the draft budget is presented to the EEEA Board's Audit and Risk.

5	The Audit and Risk Committee recommend the school budget to the full Board for approval.
6	Full Board approval is given. Each Local Advisory Committee receives from the Board confirmation of the school's budget for the following academic year.
7	The approved budgets for all EEEA academies and for the Central Trust (shared services) are submitted to the ESFA and as a consequence the DfE. All school budgets must be sent to the Trust by mid-June. Board approved budgets must be submitted to the ESFA by 31 st July.

Each Local Advisory Committee has authority to spend the approved budget in a manner which it believes will most benefit the children's' education, care and safeguarding, and is in line with the SDP.

The ESFA requires financial returns at set times in the year:

- Indicative and final budgets;
- Mid-year financial projections for academies that join mid-year;
- End-of-year income and expenditure reports.

The Central Trust in liaison with the finance teams at each school ensures that these returns are made. Moreover, EEEA employs external and independent auditors, James Cowper Kreston, to audit the Trust's accounts. On an annual basis Trust accounts are submitted to the ESFA and are submitted separately to Companies House. The annual audited accounts can be found on the Trust's website too.

Headteachers Report

The headteacher provides a written report to the Local Advisory Committee at least once a term. The excellence board have developed a focused report that enable s governors to challenge and support the school.

The CEO will provide a termly update for each Local Advisory Committee which will be distributed termly to each school.

Self-Evaluation Form (SEF)

Twice yearly (autumn and spring) the headteacher will provide the Local Advisory Committee with a comprehensive self-evaluation form (SEF) of strengths and areas for development in key areas. Furthermore, this document will be exceptionally useful when Ofsted inspect the school.

Ofsted reports

All Ofsted reports are shared with the Local Advisory Committee.

Performance Management

Each School Headteacher will establish a team of senior and middle leaders to conduct performance management in his or her school. They will become performance appraisers. It is crucial that they carry out their duties fairly and consistently. To this end, the School Headteacher will ensure that they are trained to carry out these key duties. There will be

standardised paperwork for all central performance management processes. All appraisal meetings will be completed by the October half-term holiday.

During November moderation processes will be led by the CEO to ensure that performance management and performance-related pay decisions are carried out consistently, fairly and equitably across all Trust academies, and that the processes are in line with the Trust's published policies relevant to performance and pay.

In the middle of November, the CEO will recommend to the Board's Performance and Pay Committee (PPC) the performance-related pay decisions and performance reviews of senior teachers in the trust. The anonymity of teachers will be respected by Trustees during this process. The PPC has delegated authority from the Board to approve these recommendations.

The PPC will ask the CEO to report the relevant outcomes of its mid-November meeting to the Headteacher and Local Advisory Committee Chair at each school. It will be the responsibility of each Headteacher to then formally write to each teacher to inform him or her of the pay decision of the trust. Any pay increases will be backdated to 1st September of the relevant year.

The PPC will report its decisions to the Board at the next full Board meeting which will normally be in December.

Policies

Statutory policies are the responsibility of the Board of Trustees. Approval for these policies can be held by the full Board or can be formally devolved by the Board to its committees or to the CEO.

Non-statutory policies are the responsibility of individual Local Advisory Committees in light of advice and guidance provided by the Central Trust. Approval for these policies can be held by the full Local Advisory Committee or can be formally devolved to its committees (if it has decided to establish any such groups) or to the Headteacher.

Shared Services for Trust Academies

The Central Trust provides a comprehensive range of shared services for its academies. These are primarily funded through the annual contribution made each year by the individual academies to EEEA and its Central Trust. Below is the key shared services provided directly or indirectly by the Central Trust to EEEA academies:

1. School Improvement:

- Educational Leadership
- Educational Leadership Training and Development
- Curriculum Development
- Teaching and Learning Development
- Monitoring of Academic Standards (attainment and progress)
- Monitoring of Teaching Quality
- Performance Management
- Safeguarding
- Continuing Professional Development (CPD) including:

- The Next Steps Leadership Programme
- ECT Development Programme
- Middle Leadership Development Programme
- Senior Leadership Development Programme
- Class-based Support Staff Development Programme
- Governor Development Programme.

2. Ofsted Preparedness

3. Financial Management led by the trust's Chief Operating Officer:

- Advice and Guidance
- Policy Development and Implementation
- Training
- Financial Aspects of Major Projects (e.g. competitive quotations, value for money analysis, approvals from the Local Advisory Committees and the EEEA Board etc.)
- Budget Setting
- Internal Audit
- Pension Audit
- Support with submissions to the ESFA
- Provision of full annual external audit via the Trust's auditors, James Cowper Kreston.

4. Human Resources support.

5. Premises Management.

6. Health and Safety Management.

- Monitoring and Evaluation
- Advice of Fire Safety
- Advice on Risk Assessments
- Premises Training (provided in-house and via external providers).

7. Legal services via EEEA's legal representatives, Browne Jacobson.

8. Insurance via the DfE's Risk Protection Assurance

9. School Conversions.

10. Establishing New Academies.

11. Information and Data Support Service (e.g. Academic Data Dashboard, Organisational Data Dashboard).

12. General Operations Support.

Appendix One – Board Bio’s

Stephen Norton – Chair of Trustees - (Members appointment)

Stephen’s career has been built on creating and maintaining strong relationships in investment banking, corporate trust and corporate services. He has been a successful client relationship director and board member within a professional services firm, leading growth through robust relationships with, and professional service delivery, to clients across multiple jurisdictions, and has been a director of over 50 client companies.

His early career was spent in banking with a specific focus on property and asset management, and he has an in depth knowledge of debt capital markets having acted as trustee and director in multiple successful debt restructurings, within the UK, and in the USA and South East Asia. Throughout his career he has mentored junior colleagues and team members, supporting them in their career choices and learning development.

He has built his career expertise through a practical application of relationship building, knowledge gathering and leadership. He is a former President of the Association of Corporate Trustees, and has a longstanding interest in promoting and developing best possible corporate governance which he is now applying to the education sector as a trustee and non-executive director for charities including Villiers Park Educational Trust (which focusses on the importance of social mobility, a longstanding passion) and Goldsmiths Students’ Union. He is a Consultant for Independent Directors and Trustees Ltd, which offers expert directorship services to the corporate sector.

A keen if untalented cricketer, he has latterly turned his attention to cricket spectating (for which he has more of a talent), and to the more leisurely (if nonetheless challenging) sport of bowls, and to running a dining club.

As a parent and a grandparent he is keen to apply the enthusiasm and commitment which feature prominently in his personal and business life to optimally contribute to the work of EEEA, and to support all of these connected to it.

Appointed June 2020

David Harris – Chief Executive Officer/ Accounting Officer

David is a National Leader of Education (NLE) with over 25 years of senior leadership experience across various educational settings. He has completed the NPQH and the Professional Qualification for Schools Inspectors.

David has served as a Headteacher in two schools, successfully leading one from special measures to a good rating with outstanding features. He collaborates with school leaders to empower them and drive positive change. As an NLE, David and his team have worked with over 100 schools locally and nationally, improving outcomes and building leadership capacity. His last school received an outstanding grade, with his leadership described as ‘innovative’, ‘passionate’, and ‘inspirational’. Outside of his professional work, David is an avid runner, having completed marathons including the London Marathon, and enjoys watching and coaching rugby.

As the CEO of Engage Enrich Excel Academies (EEEA), he collaborates with the board to build a trust founded on positive collaboration, support, and corporate responsibility. David is dedicated to empowering leaders to help communities grow stronger together. His passion for education is evident in his commitment to improving the hopes and dreams of every child, employee, and family connected with EEEA.

Appointed: December 2014

Vince Scannella (Members appointment)

Vince is Deputy Principal for Curriculum and Innovation at The Sixth Form College Farnborough one of the largest and most successful colleges in the country with over 3700 full time 16-19 students and designated by Ofsted as outstanding.

His main roles are to oversee the curriculum and all aspects associated with its delivery and quality including financial oversight of the circa £11m staffing budget. In 2017 the college value added score was 1 (top 1% of institutions in the UK) for AS and 2 (top 10%) for A level and vocational courses – particularly impressive in the context of a college with the highest 16-18 A level entry of any institution in the country.

He also appoints and is responsible for the professional development of the 186 teachers at the College who produce these fantastic results. For many years, Vince has encouraged research engagement as the primary strategy for developing and maintaining a restless and informed exploration of teaching and learning. In recognition of this, the College was the first to be awarded the 'Research-engaged status' accolade by the National Foundation for Educational Research.

Vince is a biologist by training and applies this to his interest in improving learning and especially in how emotions can be managed to this end. To 'walk the walk' he has undertaken his own Action Research project to put into practice the ideas that have influenced the development of pedagogy at the College – something which he has talked about at several national conferences with offshoots attracting press coverage in the Times Educational Supplement and Guardian newspapers.

Previously Vince has worked for the Nuffield Foundation as author and Consultant Editor for science teaching materials and in his non-professional, time enjoys gardening, wildlife watching and walking his dog!

Appointed: December 2017

John Lovell (Members appointment)

John is Trustee, Governance Services at Independent Trustee Services Limited which provide professional trustee and governance services to UK pension schemes. Prior to this John has held senior pensions management roles including with National Grid and Sainsbury's Supermarkets. He holds a degree in law, is a Fellow of the Pensions Management Institute and an Associate of the Chartered Insurance Institute.

Through the management of multi-billion-pound pension arrangements John brings a wealth of financial, operational and risk management skills and knowledge of working with Trustee boards.

John has lived in Camberley for forty years and both he and his two daughters attended the local schools, including Ravenscote Junior School, and so he is excited to be able to contribute to the work of EEEA for the benefit of the children.

Appointed: March 2019

Christina Earls (Trustees appointment)

Christina retired from her full-time role as a public finance professional and civil servant in Westminster in 2019, after 18 years' local government experience including as Chief Finance Officer and 19 years' central government experience in Benefits Agency, DWP, Foreign and Commonwealth Office, MOD, and Dept. for Education within an NDPB.

Christina then set up my own company, Ethikos Consulting Ltd, and my main activity is as a learning coach for Apprenticeships for two accounting bodies, the Chartered Institute of

Public Finance and Accountancy, at L7, and the Association of Accounting Technicians at L3 and L4.

Christina moved for work to Fleet in Hampshire in 2004 as a single parent when her son Robert was 7. He went to Church Crookham Juniors and then Court Moor School in Fleet. Unfortunately, my son has recently passed away aged 23.

Christina stood down as a non-executive/Trustee for CIPFA after 9 years in 2019 and served on the Members & Students Board, Audit Board, and Standards Board. She is currently a non-executive/Trustee for the AAT, commencing in 2012, and has served as Vice Chair Resources Board, Vice Chair Audit Board, Chair, Learning and Development Board and currently Chair for another year of the Audit Board since 2019.

Christina remains active as a volunteer with CIPFA and is about to start her 5th year as President of CIPFA South West Region and remain a member of several Technical Panels. Christina enjoys being a member of the David Lloyd club in Farnham, and really enjoys her swimming and Pilates classes.

Christina also sponsors a young man at University in Malawi, following an expedition adventure she undertook celebrating a large birthday, and being introduced to a secondary school in a poor area in Malawi, called the Rainbow Hope School.

Appointed December 2020

Elliot Dell (Trustees Appointment and Parent Trustee)

Elliot is CEO of Salt Recruitment Group, a global recruitment business specialising in digital with 14 offices across the world. Having joined the business as a start-up, Elliot has created and optimised the Group Operating Model from the ground up, encompassing core values and a system of working that drives performance excellence.

Elliot has become an expert on globalisation having opened his first international office in Sydney in 2014, followed by further organic builds in New York and Dubai a year later. In 2016 Elliot entered the world of M&A, part-acquiring a business in Auckland (New Zealand), along with their sister company in Asia, adding on offices in Hong Kong, Singapore, and Malaysia. Further acquisitions in 2019 and 2020 brought more locations into the Group (Melbourne & Cape Town), followed by more organic builds in Austin (Texas), Johannesburg, Amsterdam, and Brussels.

Elliot's development in the world of recruitment and business encompasses expertise in sales, marketing, HR (including learning & development) and of course hiring great talent. He has nurtured multiple leaders across the globe from junior and mid-level positions to those commanding countries and entire regions. Elliot's leadership style is influenced by a sporting background having been a semi-professional footballer and captain of Surrey FC, further evolving through Life Coaching and Mindfulness trainings.

Influenced by his yoga teacher wife, Elliot has brought mindfulness, wellbeing, and mental health awareness into the businesses he runs, becoming a speaker on mindful living and self-care which he encourages openly on social media.

Elliot is passionately driven by "creating futures" (Salt's mission statement), thus his appointment onto the EEEA is a natural step having recently become a coach to Camberley Town Under 7s, and his daughter attending one of the Academy schools. Supporting the futures, both educational and wellbeing, of young children is extremely close to Elliot's heart and he is delighted to be part of the next stage of the EEEA growth and development.

Appointed March 2021

Jennifer Wood (Trustees Appointment)

Jenny Wood's experience has been rooted in marketing and branding over the last 16 years, encouraging, and connecting people to make a positive impact on teams globally. With a strong belief in digital communities and the power of the collective to make a difference, she has led marketing and communications to deliver for a multitude of markets and audiences. Jenny is the Global Head of Marketing at Salt, supporting the vision to create futures and drive messaging around careers, mental health, work/life balance, and diversity in the workplace. Working with leadership teams in global settings to build internal and external branding. Her passion for storytelling from fiction to business builds a foundation for bringing values to life authentically.

After graduating with a degree in drama and theatre studies from Roehampton, a career in marketing was formed in recruitment advertising, witnessing the shift from print to digital job boards. Becoming a digital champion and establishing a role for social media within an education job board, her career took a step into technology and global communications for over 9 years. Jenny became the global marketing lead for technology in the public sector, building education white papers and engaging with the tech community across UK and Europe. Specialising in technology for education and lifelong learning, social marketing, women in business, sustainability, and content excellence.

Born in Farnham and living in Aldershot, Jenny is passionate about the importance of community. Over the years she has danced and supported local dance school Fusion Dance Academies, witnessing the difference that positivity in many forms can help shape wellbeing. Her passion extends to creative writing, and a love of film and nature. Her biggest personal project recently is taking on an allotment while studying horticulture in her spare time

Appointed June 2022

Gavin Spiller (Trustees Appointment and Parent Trustee)

Gavin joins the Board of Trustees as a parent trustee with a daughter in one of our EEEA schools and another joining in September 2024.

Gavin's employment background is in statutory education services for children with special educational needs in a 20 year career, working across three Local Authority areas. Initially working in Dorset, Gavin and his wife relocated to Surrey in 2012 so he could take a leadership opportunity within the Local Authority. Gavin has led SEN Services in different parts of Surrey since that time and more recently has moved into a role within the NHS in South West London, leading the commissioning of community health services that support young people with additional needs.

As a consequence Gavin has significant knowledge and experience of all aspects of the SEND system, as well as education more generally, and will bring this with him as a trustee. In particular his understanding of the range of partnerships required to deliver high quality SEND provision as well as arrangements for admissions, exclusions, appeals, schools funding and experience of the SEND Inspection Framework are an asset.

A keen if not talented sportsman Gavin spends a lot of his free time participating in or watching sport and supporting his children to do the same.

Appointed March 2024

Gayle Jenkins (Trustees Appointment)

Gayle is an Education Director at Bourne Education Trust where she is Primary lead and leads on safeguarding, attendance and behaviour over 26 schools. She was a Headteacher in a three form entry primary school for 16 years whilst also being an NLE. She amalgamated two schools and improved standards and ofsted gradings. She has also been executive Headteacher in two other primary settings, working in schools within different contexts.

Gayle is highly experienced in providing support and challenge to schools and is passionate about ensuring that all pupils and staff are given every opportunity to succeed in every school setting regardless of starting points. She is a mental health lead and understands the need for well being needs to be met in order to achieve.

Gayle enjoys long walks with her dog, especially exploring new seaside locations. She completed the London Marathon 8 years ago but now ;her favourite forms of exercise is yoga and weight training classes at the gym.

Appointed March 2024

Tom Webb (Trustees Appointment)

An EdTech professional with an extensive background within education, I have taught, led and developed teams within specialist and mainstream settings as a SENCO and Head of Student Support. I have sat as a trustee on college board and served on the Society for Education and Training Professionals Advisory Group. Previously a Commercial Business Manager for an Edtech Start up taking to market innovative products to support students with disabilities. I now oversee strategic accounts for TES, working at C-Suite level with some of the countries largest Multi Academy Trusts.

When not exploring National Trust walks and country pubs with my wife and two children, I like to be found mostly in the stands of Craven Cottage watching Fulham or on the golf course.

Appointed March 2024

Appendix Two – Terms of reference for the Trust committees

Audit and Risk Committee Terms of Reference

EEEE will have an Audit and Risk Committee comprising of no fewer than three members, two of whom will be non-executive members. Members of the Committee will be appointed by the Chair of the Board. The Committee's quorum will be two non-executive members. The Committee will be chaired by a non-executive member.

The Audit and Risk Committee will meet at least four times each year. The Audit and Risk Committee provides scrutiny, oversight and assurance of risk management, internal control and governance procedures to the CEO, as Accounting Officer, and to the Board including:

- The production of EEEA's annual report and financial statements, recommending them to the Board for approval;
- EEEA's financial and accounting policies, processes and practices, including IT;
- EEEA's internal control systems including policies for addressing fraud and arrangements for internal audit; in particular, to appoint internal auditors, approve their work plan and review their reports and responses of management;
- The implementation of recommendations from internal and external audit reports;
- The arrangements for controlling and reporting EEEA expenditure;
- EEEA's assessment and management of risk, including failure to comply with laws and regulation, reporting its views on EEEA's risk management to the Board;
- The results of annual audit by the external auditors, including their management letter and the response by management
- Corporate governance arrangements, reporting annually to the Board on the Committee's view of the governance of EEEA and on the Committee's own effectiveness
- [HR arrangements]
- [Procurement arrangements]
- Reviewing and recommending any necessary changes to financial policies at least once a year
- Approving any significant changes to insurance cover that increase risk to the EEEA; and
- To approve any changes to EEEA's internal audit arrangements.

The Audit and Risk Committee will present the minutes of its meetings to the Board as soon as possible after each meeting.

The Audit and Risk Committee will make recommendations to the Board as it considers appropriate.

Education and Well Being Committee Terms of Reference

EEEE have an Education and Well Being Committee comprising no fewer than three members, two of whom will be non-executive members. Members of the Committee will be appointed by the Chair of the Board. The Committee's quorum will be two non-executive members. The Committee will be chaired by a non-executive member.

The Education and Well Being Committee will meet at least [twice] each year.

The Education and Well Being Committee will:

- To receive reports from the CEO and appropriate members of the executive management team on curriculum development and planning.
- To act as a consultative group to the head teachers in the area of curriculum development.
- To ensure that the school curriculum meets statutory requirements of the national curriculum and related legislation.
- To ensure that the curriculum meets the full range of needs of children placed at the school and that the appropriate facilities and resources are in place to support the delivery of the curriculum.
- To receive summary reports from the CEO, broken down by Key Stage, on the overall quality of teaching in the school and to act as a consultative group to the CEO on actions required to continuously improve and maintain the quality of teaching.
- To monitor overall rates of progress of pupils at the school, by considering the rates of progress of groups or cohorts of children in core areas.
- To compare the rates of progress and attainment of children at the schools with national data on the attainment of children with similar needs via national data bases, for example, IDSRs (Inspection Data Summary Report).

The Education and Well Being Committee will present the minutes of its meetings to the Board as soon as possible after each meeting. The Education and Well Being Committee will make recommendations to the Board as it considers appropriate.

The Human Resources Committee Terms of Reference

The role of the Trust HR Committee will be to scrutinise policies, review performance and make recommendations to the Board in accordance with agreed Terms of Reference.

The HR Committee will consist of no fewer than 3 Trustees. The HR Trustee will chair the committee and report to the board of Trustees.

The Board has the following responsibilities with regard to HR:

1. The approval of school staffing structures within the school's budget, including approval of any restructuring;
2. The *organisation of procedures* for the appointment of senior staff at the schools, including middle leaders;
3. The appointment of principals/headteachers;
4. To determine the Pay Policy for the Trust;
5. To advise each Local Advisory Committee/finance committee on current and future pay levels;
6. To ratify appropriate salary ranges and starting salaries for lead practitioners, and members of the leadership group;
7. To ratify annual pay progress for teachers (by 31 October at the latest) as set out in the Pay Policy, taking account of any recommendations made by the Local Advisory Committee and the HR (staff pay and performance management) committee, in accordance with the approved pay policy;
8. To approve annual pay progression for the CEO (by 31 December at the latest), taking account of the recommendation made by the Performance Review Panel, following the annual review;

9. To determine the application of national inflationary increases as required;
10. To monitor and report to the Local Advisory Committee on the annual pattern of performance pay progression at each level and the correlation between pay progression, quality of teaching and outcomes for pupils;
11. To oversee the work of the Staff Disciplinary/Dismissal Committee and the Staff Appeals Committee (including pay appeals);
12. To monitor and review the performance and pay of all Headteachers in the Trust;
13. To oversee the recruitment, induction, training, CPD, wellbeing and other HR processes for all staff within the Trust at a strategic level;
14. To ratify all HR policies for the Trust;
15. To approve pay increases or pay awards to the Headteachers in the Trust.

Excellence Board Terms of Reference:

The Excellence Board will be convened by the Chief Executive Officer and will comprise the Headteachers of each school within the Trust. The CEO will chair the meetings. The EEEA Strategic Team will consist of all the Headteachers of the Trust and will be the driving force to ensure the Trustees aims and objectives are achieved.

- The board's quorum will not be less than three Headteachers and the CEO.
- The board will meet at least once a term and the meetings will take place in the schools within the trust. The meetings will take place on a rota of the schools as decided by the Headteachers.
- The 'host school' will provide refreshments for the meeting.
- Meetings will take place from 8.30am to 4.00pm
- The CEO will send out an agenda beforehand and Headteachers can contribute to this.

The board will be responsible and held to account for the following aspects of the Trust's operation:

- Safeguarding;
- Pupils outcomes;
- Behaviour and Safety;
- Continued Professional Development;
- Quality assurance across the trust and between schools;
- SEND provision;
- Curriculum support and development;
- Talent management;
- Headteacher well-being;

This team is not part of the governance structure; it is a key element of the operational structure. The CEO and Headteachers have the operation authority delegated to them through their employment contracts and job descriptions. This leadership team will inform and make recommendations to the Trust about policy and strategy.

Appendix three – division of responsibilities

Engage Enrich Excel Academies

Division of responsibilities between the Board of Trustees and the Local Advisory Committees

Local Advisory Committee	Board of Trustees
<p>Strategic Planning: Joint approval with the Board for the School Development Plan</p> <p>Monitoring: Full implementation of the trust vision, values, strategy and statutory policies personalised to the specific needs of each school Educational offering (in line with the trust educational model) Monitoring and reviewing the implementation of the School Development Plan Attainment and progress reports Budget management, including monitoring and evaluation Inclusion provision Statutory compliance and risk management with the support of the Board through the trust’s Chief Operating Officer Pupil admissions and marketing Pupil discipline and exclusions</p> <p>Oversee Staff Matters and Performance Management: Review staffing structure for efficiency and affordability Appointments with the Chief Executive Officer of Deputy Headteachers Contribute to and evaluate performance management systems so that they bring about improved education, safeguarding and care for the pupils Other staff matters (with support from Human Resources (HR) and Chief Operating Officer on staff disciplinary or grievance issues/dismissals where necessary)</p> <p>Help with Relationships and Marketing: Parent, carer and community relations Pupil recruitment</p>	<p>Governance: Development of core trust vision, values and statutory policies Development of core trust strategy Determining level of delegation to each Local Advisory Committee</p> <p>Strategic Management: Recruitment of the Chief Executive Officer Recruitment of the Headteachers with the active involvement of Local Advisory Committees Recruitment of the Chief Operating Officer Direct performance management of the Chief Executive Officer and oversight of the performance management of Headteachers, Deputy Headteachers and the Chief Operating Officer Approval of key performance targets for each school Joint approval with the Local Advisory Committee for the School Development Plan and key performance targets Approval of school budgets Approval of Central Trust Development Plan and key performance targets Development and evaluation of future development opportunities, including new academies and services to other organizations</p> <p>Network Management:</p>

Local Advisory Committee	Board of Trustees
<p>Other locally co-ordinated activities, if applicable: admissions forums, governor forums, other groups</p> <p>School marketing and public relations (jointly with the Chief Executive Officer and the Chief Operating Officer where required)</p> <p>Establish and Review Policies:</p> <p>Responsibility for non-statutory policies in light of advice and guidance from the Central Trust</p> <p>Review the implementation of non-statutory policies</p> <p>Review the implementation of trust statutory policies</p> <p>Provide feedback to the Board on the effectiveness of trust statutory policies</p> <p>Possible Standing Committees to deal with:</p> <p>Finance, Personnel and Premises</p> <p>Teaching, Learning and Pupil Welfare</p> <p>Major construction projects</p> <p>School expansion</p> <p>Occasional Committees to deal with:</p> <p>Statutory matters: discipline/exclusions/appeals (ad hoc).</p>	<p>Monitoring and reviewing the implementation of all statutory policies</p> <p>Planning, budgeting and reporting procedures</p> <p>Governance advice, guidance and training</p> <p>Statutory compliance and risk management</p> <p>ICT network strategy</p> <p>Major procurement policies</p> <p>Education:</p> <p>Development of the overall trust educational model, including the broad approach to teaching and learning, and the curriculum</p> <p>Support for school improvement and the implementation of School Development Plans</p> <p>Monitoring and reviewing of the performance of the academies</p> <p>Other Services to be offered:</p> <p>The Central Trust: Key shared services for trust academies</p> <p>Educational and leadership programmes</p> <p>Consultancy support to schools, academies and organizations outside of the trust.</p>

Appendix Four

Local Advisory Committee - Terms of Reference

Each Local Advisory Committee has four key responsibilities:

- To implement the policies of the Trust;
- To account for the performance of the School;
- To actively listen to the views and opinions of the children, their parents and staff colleagues to shape the school's services to the needs of the families;
- To be the voice of the School within the Trust as a whole.

To achieve the above, it must:

Monitor:

- The EEEA vision/ethos/aspirations
- Curriculum
- Quality of Teaching
- Attainment and Progress
- Preparedness for External Inspection
- School Development Plan (SDP)
- Budget Management
- Use of Pupil Premium
- Special Educational Needs and Disabilities provision
- Statutory Compliance and Risk Management (e.g. health and safety)
- Pupil Admissions and Marketing
- Pupil Discipline and Exclusions.

Oversee Staff Matters and Performance Management:

- Review staffing structure for efficiency and affordability
- Monitor the implementation of Trust's performance management and performance-related pay systems
- Other staff matters (with the Trust on staff disciplinary or grievance issues/dismissals where necessary).

Help with Relationships and Marketing:

- Parent relations (including liaison with any parent council)
- Pupil recruitment
- Community activities and relationships
- School Marketing and Public Relations (jointly with the Trust where required).

Contribute to Trust Policies (e.g. performance management) and Establish School Policies (e.g. calculation policy in Maths) in line with Trust's approach:

- Establish and review school policies and procedures, reflecting Trust key criteria
- Provide feedback to the Trust on the effectiveness of Trust policies.

Be able to establish committees to deal with:

- Major construction projects
- Expansion of school
- Statutory matters: discipline/exclusions/appeals
- Significant matters that happen on an ad hoc basis.

Appendix Five

Code of Conduct – Local Advisory Committee

Local Advisory Committee Governors

Code of Conduct for Local Advisory Committees of Engage Enrich Excel Academies

Purpose

The purpose of this code is to provide guidance to Members, Trustees and Local Governors on the principles and commitments associated with the Trust's governance arrangements.

Over-riding principles: The Nolan Standards of Public Life

Local Governors will at all times conduct their activities in accordance with the Seven Principles of Public Life defined by the Nolan Committee:

- **Selflessness** - Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material 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 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 that 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.

Commitments:

Local Advisory Committees have the following core functions:

- Ensuring clarity of vision, ethos and alignment with the strategic direction of the aims of the Trust;
- Holding leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff;
- Overseeing the financial performance of the organisation and making sure its money is well spent;
- Ensuring that the school complies with the functions of governance agreed by the Trust board.

As individual governors, we agree to fulfil these core functions through the following principles and commitments:

Role & Responsibilities

- We understand the role and responsibilities of the local advisory committee and the Headteacher/executive leaders.
- We will actively support and challenge the Headteacher.
- We accept that we have no legal authority to act individually, except when the whole local advisory committee has given us delegated authority to do so, and therefore we will only speak on behalf of the local advisory committee when we have been specifically authorised to do so.

Commitment

- We acknowledge that being a governor involves the commitment of time and involvement in school life and to our own individual professional development.
- We will actively involve ourselves in the work of the local advisory committee, including serving on committees/working groups and making regular visits to the school.
- We will make every effort to attend all meetings and where we cannot, we will submit our apologies and explain, at least 24 hours in advance, why we are unable to attend, to the clerk to the local advisory committee.
- We will get to know the school well and respond to opportunities to visit and get involved in school activities.
- We will regularly reflect on our individual skills and experiences, relevant to governance and how these impact on individual and collective training and development needs of the local advisory committee, accessing appropriate training and development activities that will contribute to effective governance at the school.

Collective Responsibility

- We accept collective responsibility for all decisions made by the local advisory committee. This means that we will not speak against decisions outside local advisory committee meetings and always present a united front.
- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors.
- We will support the Chair in their role of ensuring appropriate conduct both during meetings and at all times.

Confidentiality

- We will observe total confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school. This will include not discussing the content of minutes/meetings until such time as the local advisory committee approves minutes at its next meeting.
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a local advisory committee meeting.
- We will not reveal the details of any local advisory committee vote, including our own voting intentions or history.

Conflicts of interest

- We will record any pecuniary or other business interest, (including those related to people we are connected with) that we have in connection with the local advisory committee business, in the Register of Interests.
- We will declare any potential conflict at the start of any meeting.

- We will act in the best interests of the school as a whole and not as a representative of any group, regardless if elected or appointed to the local advisory committee.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the Chair, who will investigate this alongside the CEO: The Trust will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes.
- Should it be the Chair that we believe has breached this code, another governor, such as the vice chair will report this to the CEO and the Trust will investigate.
- The local advisory committee when considering breaches of this code should recognise the EEEA board’s powers to suspend and or remove governors and ensure that appropriate and statutory processes and procedures are always adhered to.

Removal from Office

- The Trust in determining whether to remove, rather than suspend a governor will make reference to the *School Governance (Constitution and Federations) (England) (Amendment) Regulations 2017* and statutory guidance issued in August 2017 in considering whether:
 - There have been repeated grounds for suspension
 - Serious misconduct has occurred which either threatens to bring the school, local advisory committee or Governance into disrepute.
 - There has been serious or repeated failure to contribute meaningfully to the effectiveness of governance at the school, such as non- attendance at meetings, not engaging in training or not participating in meetings.
 - They have engaged in conduct aimed at undermining British values.
 - The actions of the governor are sufficiently detrimental and compromise the operational efficiency of the school.

Name:

Signature.....

Date:

School staff, in their dealings with Trustees and Local Governors, commit to:

- Respect the responsibilities that Trustees and Local Governors hold and facilitate the exercise of those responsibilities;
- Be open and honest in their dealings with Trustees and Local Governors;
- Accept questioning, advice and guidance from Trustees and Local Governors;
- Ensure written reports and papers are available in advance of meetings in accordance with agreed timetables so that Trustees and Local Governors can prepare for meetings and take informed decisions.

Appendix Six

Code of Conduct – Members and Trustees

Code of Conduct for Members and Trustees of Engage Enrich Excel Academies

Purpose

The purpose of this code is to provide guidance to Members, Trustees and Local Governors on the principles and commitments associated with the Trust's governance arrangements.

Over-riding principles: The Nolan Standards of Public Life

Members, Trustees and Local Governors will at all times conduct their activities in accordance with the Seven Principles of Public Life defined by the Nolan Committee:

- **Selflessness** - Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material 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 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 that 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.

Commitments:

All Members, Trustees and Local Governors commit to:

- Consider their training needs in relation to their governance role, and any particular responsibilities they assume, and make themselves available for suitable training;
- Participate in a range of committees, panels and other activities, maintaining a good attendance rate;
- Prepare thoroughly for meetings, including reading all papers carefully in advance;
- Raise issues at meetings and in other visits with a view to discharging their key responsibilities;
- Consider whether they may have a personal interest in any items of discussion and ensure any interests are declared so that their role in relation to the item may be considered;
- Respect the confidentiality of all information obtained in the course of carrying out their role, including that relating to staff and students/pupils;
- Conduct themselves at all times in a way that brings credit to each school and avoid actions which may reflect poorly on the Trust;
- Give prior notice to the headteacher of any visit to a school and clear all requests for meetings with staff with the headteacher in advance;

- Be honest and forthright in meetings, recognising that disagreements may well arise from time to time;
- Accept collective responsibility for decisions taken by the Board and/or Local Advisory Committee and respect the confidentiality of meetings;
- Uphold the reputation and good name of the Trust and each school at all times and exercise care and discretion when speaking about them publicly.
- Abide by Trust policies on the use of IT and social media. Chairs of Committees, Panels and Local Advisory Committee commit to:
 - Liaise with the clerk in good time in advance of each meeting to plan the agenda;
 - Ensure that papers to be considered are circulated to all members one week in advance of the meeting;
 - Ensure all members have opportunities to participate fully at meetings.
- Make arrangements for minute taking at each meeting;
- Ensure that the minutes are approved and sent to the clerk at least 10 working days before each meeting;
- Report on the work of the committee or panel of the Local Advisory Committee to the Board.

School staff, in their dealings with Trustees and Local Governors, commit to:

- Respect the responsibilities that Trustees and Local Governors hold and facilitate the exercise of those responsibilities;
- Be open and honest in their dealings with Trustees and Local Governors;
- Accept questioning, advice and guidance from Trustees and Local Governors;
- Ensure written reports and papers are available in advance of meetings in accordance with agreed timetables so that Trustees and Local Governors can prepare for meetings and take informed decisions.

Appendix Seven

Jargon Buster

Glossary of Educational Terms and Acronyms

AR – Audit & Risk Committee

Academies – Independent state schools

ARE – Age-Related Expectation

ASD – Autistic Spectrum Disorder

AWPU - Age-Weighted Pupil Unit. The sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school from the DfE

Baseline assessment - assessment of children's knowledge and skills at school entry

Benchmarking - comparing school data (e.g. academic, financial etc.) with broadly similar schools or with all schools nationally

Carry-forward - money left unspent at the end of the financial year that is added to the school's budget for the following year

CEO – Chief Executive Officer

CPD - Continuing Professional Development - any activity that furthers staff colleagues' knowledge or understanding and their effectiveness in schools (see also INSET).

DDA - Disability Discrimination Act 1995

DfE – Department for Education

Differentiation - the organisation of teaching to suit the age, ability and aptitudes of individual children

EAL – English as an Additional Language

Early Years Foundation Stage (EYFS) - the curriculum followed by children below statutory school age, in schools (Nursery and Reception) and pre-school provision.

ESFA – Education Skills Funding Agency

Exclusion - the temporary or permanent banning of a pupil from school

Extended Schools - schools are expected to provide a range of extended services and facilities for the benefit of pupils, parents, families and the wider community

Form of entry - the number of nominal classes of 30 pupils each that a school admits each year

GAG - General Annual Grant – the main source of funding provided by the DfE

HMI - Her Majesty's Inspector, the highest class of school inspector employed by Ofsted

Home-school agreement - a written agreement between school, parents and the pupil. It sets out expectations for all parties of attendance, behaviour, standards of education and homework.

IDSR – Inspection Data Summary Report

INSET - In-Service Education and Training - professional development for teaching and support staff.

Inclusion - used to denote that pupils with special and other needs are included in a mainstream school.

ICT - Information and Communication Technology

Key Stages (KS) - the four stages of the National Curriculum for pupils aged 5-16:

KS1 - aged 5-7 (Years 1 and 2)

KS2 - aged 7-11 (Years 3 to 6)

LA - Local Authority

LSA - Learning Support Assistant

LAC – Local Advisory Committee

NAGM - National Association of Governors and Managers

NAHT - National Association of Headteachers.

NASUWT - National Association of Schoolmasters and Union of Women Teachers.

NPQH – National Professional Qualification for Headship

NQT - Newly Qualified Teacher

NUT - National Union of Teachers

Ofsted - Office for Standards in Education

Peripatetic teacher - normally a teacher who provides specialist instruction e.g. music at a number of schools

PGCE - Post-Graduate Certificate of Education for newly qualified teachers (NQT).

PP – Pupil Premium

PPA – Planning, Preparation and Assessment time

PPC – Performance and Pay Committee

PPG – Pupil Premium Grant

PTA - Parent Teacher Association

PTR - Pupil/Teacher Ratio, calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers.

SACRE - Standing Advisory Council on Religious Education. A local statutory body which advises on religious education and collective worship.

SATs - Standard Assessment Tasks used for National Curriculum assessments – properly called National Curriculum tests

SEF – Self Evaluation Form

SEND - Special Educational Needs/Disability

SENCO - SEN Co-ordinator - the teacher responsible for co-ordinating SEND provision in the school.

SDP – School Development Plan

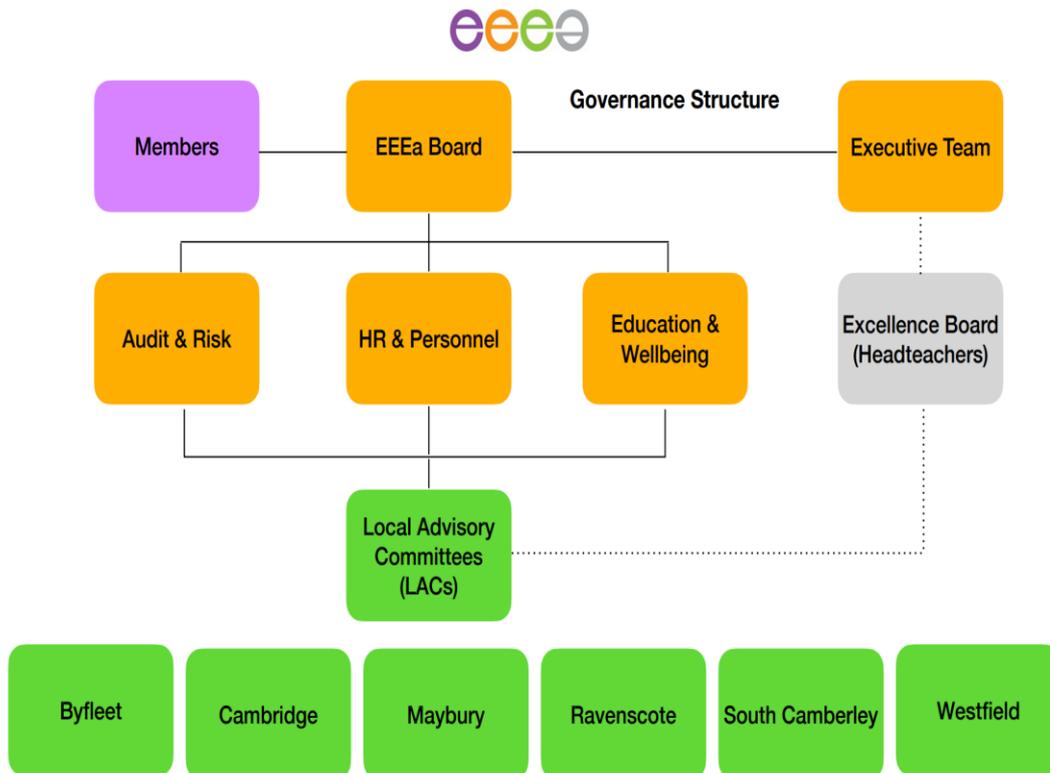
SRP - Special Resource Provision within a school for children with particular needs (e.g. children with Autism Spectrum Disorder)

EEEA – Engage Enrich Excel Academies

Value Added -shows the progress made by an individual pupil or groups of pupils compared with the average progress made by similar pupils nationally between the Key Stages

Virement - a local authority term for the transfer of money from one budget heading to another

Appendix 8 – EEEA Governance Structure



Appendix 9

Financial scheme of delegation

Delegated Duty	Value	Delegated Authority	Method
Ordering Goods and Services (raising requisitions)	Up to £3000	Budget Holder	Selection from preferred supplier list unless agreed otherwise with SBM
	£3001 to £5000	As above plus Headteacher	Minimum of two quotes
	£5001 to £50,000	With agreement from the LAC	Minimum of three quotes
	Over £50,000	Audit & Risk Committee	Formal tendering process, e-tendering portal, called Find a Tender Service (FTS)
Signatories for cheques, BACS payment authorisations and other bank transfers	Up to £10,000. any two signatories, different to person authorising the order	Any two signatory <ul style="list-style-type: none"> • Headteacher • Member of SLT 	
	Over £10,000 two signatories plus approval at LAC	Any two signatory <ul style="list-style-type: none"> • Headteacher • Member of SLT 	Cheque/Bacs payment notified to finance committee, payment can be agreed in principle before the actual bill has been received (depending on the timing of the meeting and the payment)
Signatories for DfE/ESFA grant claims and DfE/ESFA returns	Any	COO/ AO (or as required by DfE/ ESFA)	All returns must go to the LAC for approval

Or, in the absence of the Headteacher, his/her nominated deputy

Transfer of budget provision between budget heads	Up to £5000	Headteacher,	
	Over £5000	LAC	
Disposal of assets (other than freehold on land or building and heritage assets which must have SoS approval)	Up to £1000	Headteacher plus SBM	
	£1001 to £5000	Finance Committee	
	£5001 and above	As above, plus LAC	
Write-off of bad debts (annual income is defined as grant income as disclosed in the trust's last set of audited accounts, or to be disclosed)	1% of total annual income or £45,000 (whichever is smaller) per single transaction.	LAC, if within criteria otherwise SoS	In the first year
	Cumulatively, 2.5% of total annual income in any one financial year per	Trustees, if within criteria otherwise SoS	If timely, unqualified financial returns for the last two financial years, have not been submitted

	category of transaction.		
	Cumulatively, 5% of total annual income in any one financial year per category of transaction.	Trustees, if within criteria otherwise SoS	If timely, unqualified financial returns for the previous two financial years have been submitted.
Purchase or sale of any freehold property	Any	SoS approval required	
Granting or take up of any leasehold or tenancy agreement exceeding five years	Any	SoS approval required	
Raising invoices to collect income	Any	SBM	
Charges for lettings	Any	LAC to approve	
Lettings Policy		SBM to recommend to LAC	Within prescribed time limits
Finance Policy		COO/AO to recommend to A&R	Within prescribed time limits
Annual Accounts		COO/AO to recommend to trustees to report to Members	Nominated Trustees to support the writing of the reports within the Annual Accounts

Engage Enrich Excel Funds **SCHEME OF DELEGATION**

Delegated Duty	Value	Delegated Authority	Method
Ordering Goods and Services (raising requisitions)	Up to £3000	COO	Selection from preferred supplier list unless agreed otherwise with CEO
	£3001 to £5000	COO /CEO	Minimum of two quotes
	£5001 to £10,000	CEO	Minimum of three quotes Any expenditure previously discussed and approved by Trustees for Integration plans and projects and included in the trust budget
	£10001 to £50,000	As above with agreement from the Trustees	Formal tendering process, e-tendering portal, called Find a Tender Service (FTS)
	Over £50,000	Trustees(A&R Committee)	