

ATTENBOROUGH LEARNING TRUST

MEMBER/TRUSTEE ROLE INFORMATION

MEMBERS

The role of the Members of Attenborough Learning Trust (ALT) is to ensure the appropriate running of the trust through the appointment of the Non-Executive Directors/Trustees for the trust; and by holding the trust board to account by considering its compliance with both charity law and company law, appointing the auditors for the trust, and receiving the trust's annual report and accounts.

Members are expected to carry out their business effectively, including induction of new Members, a commitment to the continued professional development of Members and, as the only body able to amend the articles, to consider the appropriate development of the trust board and its governance model. Members may also be asked to act as an advocate for the trust and to support the trust board's role of giving clear strategic direction to its academies.

The Members will need to be able to demonstrate the following:

- A commitment to the trust and its objects (articles).
- Effective communication skills.
- An ability and willingness to hold others to account for their professional practice.
- Good independent judgement.
- An understanding and acceptance of the legal duties, responsibilities and liabilities of Members within company and charitable law.

Time Commitment

Once the trust is established, three meetings per year (one per term of around 2 hours).

During the set-up phase, newly appointed members may require or occasionally be invited to attend the Project Steering and Interim Board (PSIB). These meetings may be 3-6 weekly until the trust is established but it is unlikely members would be needed to attend all PSIBs.

TRUSTEES / NON-EXECUTIVE DIRECTORS

The board of Attenborough Learning Trust (ALT) and therefore the Non- Executive Directors/Trustees are the statutory governing body of all schools within the trust and are responsible for three core functions:- setting the direction of the trust, holding the executive to account and ensuring financial probity.

The trust board manages the company by delegating authority: through the staffing structure of the organisation; by appointing board committees and local governing boards (committees) (LGBs) with specific delegation of governance functions; and by adopting policies and procedures which set out how staff, LGBs and board committees function. The role of the Non- Executive Directors/Trustees as a trust board, is therefore one of scrutiny, challenge and support, guiding the executive in the running of the trust.

In general terms, the role of the trustees includes:

- Setting the general direction of the trust, its aims and aspirations;
- Ensuring the highest standards of educational provision, wellbeing and outcomes across all academies within the trust, and that the executive of the trust and all academies are held to account to deliver outstanding outcomes for pupils;
- Establishing, and monitoring the effectiveness of the trust's governance structure, including committees, LGBs and the scheme of delegation, and making the necessary changes based on such reviews of performance and effectiveness;
- Setting, monitoring and scrutinising appropriate targets for the trust and its academies;
- Setting, agreeing, monitoring and scrutinising annual budgets and remaining well briefed on the trust's financial state;
- Reviewing the trust's internal controls and fostering an audit regime and culture to ensure that these identify the risks and opportunities to enable the trust to be sustainable and relevant for all of the stakeholders;
- Agreeing annually a trust improvement and development plan and monitoring and scrutinising the progress of the agreed plans;
- Ensuring that the curriculum is appropriate, broad, balanced and relevant, and agreeing any significant changes to the curriculum offered;
- Appointing the CEO for the trust and taking part in the appointment of trust leadership and senior school staff and agreeing staffing numbers across the trust;
- Appointing the Governors of academies within the trust;
- Being advocates and ambassadors for the trust;
- Managing the performance of the CEO and ensuring that the Head-teachers have appropriate, challenging and regular performance management reviews;
- Lead or participate in relevant central board committees;
- Being the arbiter in disputes or complaints from staff, pupils or parents;
- Approving trust policies and any significant policy changes;
- Ensuring that capacity is built within governance and executive leadership and that effective succession planning is established;
- Carrying out their business effectively, including induction of new Non- Executive Directors/Trustees and a commitment to the continued professional development of the trust board.

All non-executive directors should have the skills and attributes to:

- Constantly focus on what's best for the trust and the pupils by challenging in a constructive manner, and visualising strategy from both the trust and academies within it.
- To be able and willing to hold others to account for their professional practice.
- Understand the financial and the business elements of leading a MAT, as well as the legal aspects of the role and how the trust works.

- Act selflessly, with a strong moral purpose, integrity and honesty, and as an advocate for the MAT's values, ethos and philosophy, adhering to the Nolan 7 principles of public life
- Take risks and consider dynamic and innovative options.
- Understand and be able to analyse performance data.
- Work as part of a team and share responsibility and accountability, as well as undertaking frequent self-evaluation in order to remain effective.
- Adopt an entrepreneurial mind-set in order to see and make the most of opportunities that are outside the day-to-day practices of the trust.
- Be innovative, creative and open-minded by engaging in future thinking and "horizon scanning".
- Demonstrate a willingness and capacity to devote the necessary time and effort to trust business.
- Communicate effectively.

Time Commitment

Once established, trust board meetings are expected to be once each half-term (i.e. 6 per year). If the trustee is also part of a central sub-committee, this is envisaged to require up to a further six meetings per year. The new board members will be expected to advise on the effective and efficient running of the trust.

During the set-up phase, newly appointed trustees may require or be invited to attend the Project Steering and Interim Board (PSIB). These meetings may be 3-6 weekly until the trust is established.