



Trustee & Governor Induction Policy

Approved by:	Trust Board
Created:	December 2023
Amended:	
New review date:	March 2027

1. Introduction

Thank you for joining our Trust in this important governance role. We are passionate about improving children's life chances and providing them with the best start in life, that will prepare them for the future and enable them to fulfil their potential.

Effective governance is an important aspect of leadership in schools and multi-academy Trusts, enabling them to be run in accordance with their articles, the law and all current legislation. Strong governance enables leaders to be held to account for ensuring that the long-term vision of the organisation is attainable and aligns with the ambitions for achievement and teaching and learning standards.

We believe that by working together, by both supporting and challenging us, that we will be able to make the biggest difference to the children and young people in our care.

2. Governance Roles in a Multi-academy Trust

Members

A MAT has 5 members. They are akin to the shareholders of a company.

They have ultimate responsibility for the trust achieving its charitable objectives. They agree the articles of association and have power to appoint and remove the trustees. They should use these powers to ensure effective governance of the trust.

The experience of members is likely to be in leadership, educational improvement, finance, business or HR.

Members hold the board of trustees to account. They sign off the final annual accounts and generally meet once per year. Members may choose to receive information about the trust on a more regular basis than once a year but are not compelled to do so.

Trustees

A MAT has 7 or more trustees (normally 9 or 11). They are responsible for governance in the MAT in the same way as a governing body has oversight and responsibility in a school. They are concerned with the effectiveness of the trust and its schools as a whole rather than with an individual school.

Trustees have responsibility for directing the trust's affairs, and for ensuring that it is solvent, well-run, and delivering the trust's charitable outcomes.

Trustees work collectively as the Board of Trustees and deliver the three core functions common to school governance:

1. Ensuring clarity of vision, ethos and strategic direction
2. Holding the executive leadership to account for the educational performance of the schools in the MAT and their pupils, and the performance management of staff
3. Overseeing the financial performance of the schools and making sure money is well spent.

The board of trustees should cover the following responsibilities: leadership, educational improvement, finance, business, HR and data handling.

Trustees hold the executive leadership of the MAT (eg the CEO, CFO) to account. They attend regular board meetings throughout the year. eg. every month or half termly.

Local Governors

An individual school retains a local governing body that concerns itself with the running of the school at a local level. Some decisions that previously would have been taken by the school governors may now be taken at trust level, but many decisions about the curriculum and individual schools would remain at this level. The core focus of this group is the curriculum, quality of teaching and learning and outcomes at the individual school. Parent governors sit on LGBs.

Local governors hold the headteacher of their school to account. They attend regular meetings throughout the year. eg. every term.

The Scheme of Delegation sets out what decision-making powers each layer of governance within a multi academy trust has.

3. Information about Humber Education Trust

Humber Education Trust (HET) is a multi-academy trust of mainstream primary schools and special schools, based in the Yorkshire and Humber region.

There are key documents about the Trust which it will be useful for new trustees to read to enable them to have an overview of the Trust, the work it carries out and their role as a trustee in the organisation. These documents will be shared by the CEO when a new trustee joins the organisation. They include:

- **Governance Handbook.** This sets out the roles and responsibilities of the members, trustees and local governors. It includes the terms of reference for each of the committees of the Trust.
- **Scheme of Delegation.** This sets out who makes key decisions about schools and the Trust as a whole. It identifies delegated accountabilities and responsibilities including financial spending limits.
- **Board Structure.** This outlines the committee structure of the Trust, which trustees sit on the different committees and the remit of each committee.
- **Organisation Diagram.** This shows the full trust-wide leadership responsibilities, including trustees, the executive team and school leadership including headteachers and chairs of local governing bodies.
- **Meeting Dates.** Dates for trust board meetings including committees are set at the end of each academic year for the coming year. Dates for local governing body meetings are set by the LGB. Agendas are set by the clerking team in collaboration with trustees, Chair of LGBs and the executive team.
- **Context Data.** This gives new trustees an overview of the schools in the Trust: size, age range, workforce, SEND pupils, pupils with English as an additional language, deprivation indicators. New local governors will receive context data about their individual school.
- **Trust Improvement Plan.** This is written on an annual basis and falls under the overarching 3-year strategic plan. It sets out the key objectives and actions to be taken during the year and is monitored by trustees to ensure that outcomes are met.

Local governors will receive the School Improvement Plan for the school they are serving.

- **Trustee and Governor Code of Conduct.** This policy sets out the behaviour and professionalism expectations of those undertaking a governance role.
- **Member, Trustee & Governor Expenses Policy.** This policy sets out the rationale and procedure for reimbursing trustees / governors for costs involved in their role as a trustee. It includes a claim form to complete as necessary.

4. Training

Training is provided for all new trustees and governors as part of their induction. The role of a trustee or LGB member carries significant responsibility and the Governors Clerking Team and the executive team of the Trust or Headteacher of the school are always on hand to provide advice and guidance.

New trustees / governors undertake the following training as part of their induction:

- Health & Safety Essentials. 50-minute online course to be undertaken every 2 years.
- GDPR in Education. 40-minute online course to be taken every 2 years.
- Keeping Children Safe in Education. Part 1 must be read annually.
- Safeguarding Level 1. 60-minute online course to be taken every 3 years.

After induction, trustees and governors are encouraged to take an Equality, Diversity & Inclusion 60-minute online training course once every 3 years.

Every term the Governors Clerking Team produce an 'In Touch' newsletter for anyone involved in school governance which includes training materials and courses as well as up to date news from the sector.

Welcome to Humber Education Trust. We hope you enjoy working with us and we are very grateful for your time, support, challenge and commitment.