



# GOVERNANCE ANNEX

Endeavour Learning Trust

## **GOVERNANCE STRUCTURE**

### **Introduction**

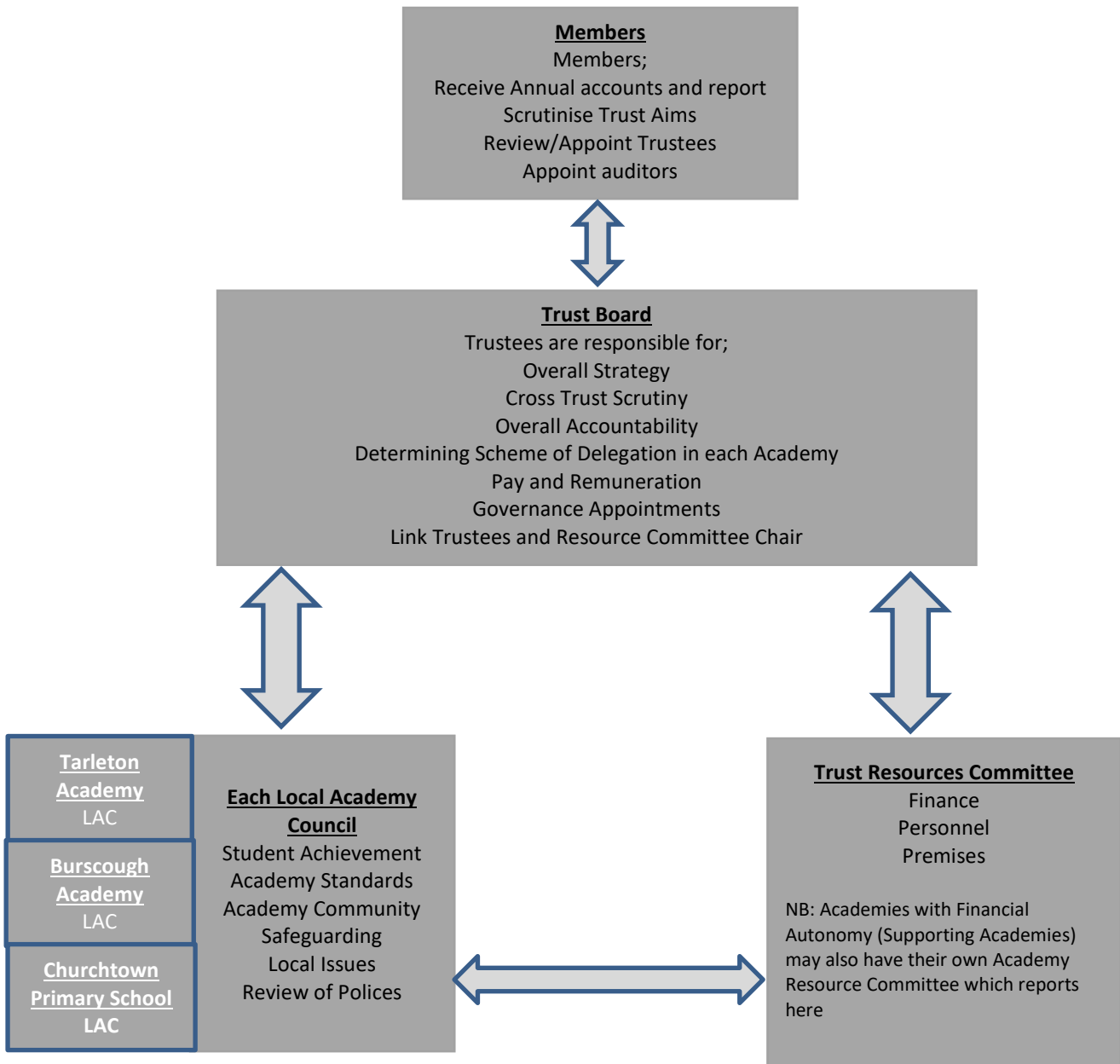
Endeavour Learning Trust is a Multi-Academy Trust established by Tarleton Academy on 12<sup>th</sup> August 2016, which is now a school within the Trust.

The purpose of the Trust reflects the Aims of Endeavour Learning Trust:

Our overall aims are to provide:

- A world class education for all our students, regardless of ability or background, which builds resilience, confidence and drive, in an ever changing world
- A workforce of the highest calibre, with a winning combination of teamwork, skill, experience, passion and an unwavering commitment to excellence
- A relentless focus on individual and collective improvement and personal and professional development, in an ethos of high expectations and personal ambition
- The moral imperative to ensure that no child is left behind and no individual is overlooked in their uniqueness and distinctive potential
- A nurturing environment, where everyone feels safe and valued and where we get the balance right between encouragement and support and stretch and challenge, so that all of us can aim high and work together to make those aspirations a reality
- A genuine commitment to foster partnerships, across our family of schools, with our parents, other strategic partners and our wider communities
- The expertise to efficiently and effectively deploy and maximise our resources across the MAT and our wider networks and partnerships

The Trust Governance Structure is as follows:



### **TRUST GOVERNANCE STRUCTURE**

The Trust governance is based on a system of Members, Trustees and Local Academy Councils. The Memorandum and Articles of the Trust and the schemes of delegation outline the responsibilities devolved to the Trustees and Local Academy Councils to address and reflect the local and particular priorities of the Academy.

#### **Members**

Members have an overarching responsibility for the viability and performance of the Academy Trust through the appointment of some Trustees and receiving of the annual accounts. They have the power to amend the Articles of Association that govern the way the Trust is constituted and managed. Currently there are 3 Members of the Trust.

#### **Trustees**

Trustees are responsible for the strategic direction, broad policy framework and oversight of the Trust and all its academies. They take decisions that are in the best interests of the MAT as a whole and are not representative of any one of the constituent academies. The Trustees are also Directors of the Academy which is a company limited by guarantee and registered as such at Companies House. Currently there are 8 Trustees, one of whom is the Chief executive Officer, Mrs Lesley Gwinnett.

#### **Local Academy Councils**

The primary function of the Local Academy Councils is to support, mentor and critically appraise the quality of the work of the Academy leadership in meeting the overall aims of the MAT, particularly in ensuring that the students and staff in the MAT are given every opportunity to thrive and achieve their best.

Local Academy Councils are sub-committees of the Trust Board. The Board should support and strengthen the Academy's leadership and, by working with the CEO and other Executive Leaders, hold them accountable for the performance of students and staff. The parent body is represented by the election of two Parent Councillors on each LAC, dependant on the skills identified through audit. Staff Councillors are also elected to the LAC.

#### **Trust Resources Committee – Personnel, Finance and Premises**

The Trust Resources Committee oversees the effective and efficient deployment and management of resources and staffing across the MAT to ensure:

- Consistent policies and systems across the Trust's academies;
- Efficiency savings;
- Opportunities, through financial economies of scale, to develop key expertise in specialist areas;
- The deployment of resources monitored to maximise impact on standards;
- Local Academy Councils are free to focus on standards.

## **FOCUS, DUTIES AND RESPONSIBILITIES WITHIN THE TRUST**

The focus of the Trust is:

- The strategic direction of the Trust as it responds to local and national demands and policy;
- Efficiency and effectiveness of executive leadership and services across the schools;
- Standards and achievements across the Trust's schools;
- Financial planning and probity, and resource management, including marketing, across the Trust.

An annual calendar of meetings is approved by Trustees in the Summer Term of the preceding year after Local Academy Council Chairs and Trustees have evaluated the work of the Trust governance in the preceding year.

### **Members**

Members are appointed by the other current Members, based on skills, with no more than half being Trustees. Usually there will be between 3 and 5 in number.

### **Main duties and responsibilities**

1. To appoint Trustees up to 6 Trustees to the Trust Board bearing in mind the Articles of Association and the need for a balanced skill set to manage the Trust effectively
2. To remove any Trustee who is not considered to be acting in the best interests of the Trust
3. From time to time to review the Articles of Association and to make changes where deemed necessary after taking advice from the Trust Board
4. To appoint other Members as necessary in line with the provisions of the Articles of Association
5. If deemed appropriate Members have the authority to change the name of the company
6. To receive the annual report and accounts prior to submission to Companies House
7. Members have the power to wind up the company and pledge the sum of £10 towards any debts in the event that the Trust is wound up

Expected time commitment – 2 meetings per year

### **Trustees**

The Trustees are appointed by the Members or co-opted by the Board of Trustees. The Trust undertakes a regular skills audit and appoints individuals to meet gaps that are identified. On the completion of a term of office, the Trustee is invited to reapply to be considered for a new term. In this application their previous impact and future plans for developing the Trust are considered. In addition to the skills required, the Trust is keen to ensure that the board reflects the communities we serve.

### **Main duties and responsibilities**

- To ensure that the activities of the Trust fulfil the objectives as described in the Articles of Association and the Memorandum of Understanding
- To ensure compliance with the Trust's duties under company and charity law
- To ensure the academies are compliant with all statutory obligations (eg curriculum, SEND, safeguarding)
- To safeguard the assets of the Trust

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- To ensure the solvency of the trust and to abide by the agreements made with the Dept for Education and ESFA including the Master Funding agreement and the Supplemental Funding Agreement and as defined in the current issue of the Academies Financial Handbook
- To determine the overall strategic direction and development of the Trust through good governance and clear strategic planning
- To approve the Trust's strategic plan
- To challenge and support the Trust's CEO, senior staff and Academy leaders to achieve the outcomes of the strategic plan
- To oversee the performance of the Trust and its academies and direct change where performance falls short of expectation
- To agree policies across the academies within the Trust
- To ensure that risks are mitigated where possible and otherwise effectively managed
- To review the Trust Board's terms of reference on a regular basis and to recommend any changes to the Board of Members
- To approve the terms of reference of the Board's committees
- To approve the terms of reference of the Local Academy Councils for the academies
- To receive the minutes of the Trust Resource Committee and Local Academy Council meetings and an "academies dashboard" alongside other strategic documentation to inform decision making
- To provide a link Trustee to each Local Academy Council
- To approve the Trust's annual budget and monitor progress through the receipt of regular reports and to commission auditors
- To approve the annual budget for each Academy and monitor expenditure against the budgets
- To approve the annual and other statutory reports to Members and the EFA
- To agree and review from time to time the scheme of delegation to the academies
- To appoint Chairs of LACs for Sponsored and Supported Academies and to approve the proposed Chairs of LACs of Supporting Academies.
- To review the effectiveness and skill set of the Board and recommend appropriate changes to the Board of Members
- To appoint and if deemed necessary to remove the CEO.

Expected time commitment – 5 Board meetings per year plus committees and training

### **Local Academy Councils**

Each Academy has its own Local Academy Council. The schemes of delegation reflects distinct levels of governance to ensure a balance between local responsibility with supportive overarching accountability and assurance. The Trustees determine which scheme applies in each Academy.

It is usual for Local Academy Councils to meet two weeks in advance of the Trust Board meetings to enable timely feedback to Trustees. Trustees may attend any Local Academy Council meeting and the "link Trustee" must attend at least one meeting annually. The CEO and the Chair of the Trust Board or his/her representative is an ex-officio member of all Committees and LACs. Membership and delegated powers of LACs are dependent on the level of autonomy of the Academy; Sponsored, Supported or Supporting.

### **Main duties and responsibilities**

- To develop strategic priorities and plans for the individual Academy with the SLT and Trust leaders;
- To ensure that students achieve the levels of progress and achievement the Trust/Local Academy Council expects;
- To provide Link Councillors to specific areas for development or of importance identified through the School Improvement Plan;
- To monitor and challenge standards within the Academy;
- To ensure Trust policies are implemented and monitor their impact;
- To engage with all stakeholders to improve outcomes for students;
- To ensure that Quality Assurance procedures within the Academy educational intelligence systems are robust, accurate and moderated;
- To monitor the use of Pupil Premium funds;
- To evaluate Student attendance, admissions, exclusion, well-being, preparation for their futures and views by analysing a range of data; and take action to ensure the Academy fulfils ELT's aims.
- To ensure that all children within the Academy are safe.

The Role of the Chair of the LAC will be

- To meet regularly with the Headteacher;
- To forge a sound and professional relationship with the Headteacher;
- To preside over efficient LAC meetings;
- To represent the LAC when dealing with other parties;
- To ensure that the LAC: Meets its legal obligations; Focuses on agreed plans; is familiar with the Self Evaluation Form (SEF) and other relevant documentation; and receives in timely fashion all inspection reports and responds appropriately.

Expected time commitment – 5 Board meetings per year plus training and visits into the Academy as part of the Link Governor role. The expected commitment of the Chair of the LAC will significantly more than this and will depend on the individual Academy.

### **Trust Resources Committee**

This committee is serviced by the Trust Executive Officers. The annual schedule is set by the committee and additional business meetings called when required. The Chair of this committee is a Trustee appointed by the Trust Board.

For supported and sponsored academies, the committee will receive detailed reports and interrogate the progress being made to resolve the issues. For supporting academies, the committee will have access to headline figures etc. and any reports provided to the Local Academy Council but discussions are on a “significant exceptions” basis.

Local Academy Council members may be invited to sit on the Trust Resource Committee reflecting current membership and required expertise.

**Main duties and responsibilities**

Finance

- Financial Health
- Budget setting
- Procurement and contracts (inc. related party transactions)
- Catering
- Internal and external audit
- Adopting accounting and reporting systems
- Pecuniary interest register

Personnel

- Recruitment and retention
- Human Resources
- Performance Management, Appraisal and Capability
- Staff welfare
- Pay Policy
- Complaints
- Sickness and absence

Premises

- Estates and Facilities
- Health and Safety
- IT
- Data Management
- Procurement
- Capital Funding and Bids
- Health and Safety
- CCTV
- Data Protection
- Staff use of IT

Expected time commitment – a minimum of 3 meetings per year.



## **DELEGATION TO ACADEMIES**

An Academy joining ELT will be admitted to the Trust under one of three schemes of delegation; as a Sponsored, Supported or Supporting Academy. All Local Academy Councils will annually complete an audit to identify any gaps in board skills. This information will be used to recruit suitable new Academy Councillors and inform any training programme needs.

### ***Sponsored Academies***

This occurs when ELT has been asked by the Regional Schools Commissioner to sponsor an underperforming school.

- The ELT board of Trustees appoints all the Councillors, other than elected parent and staff representatives
- ELT recognises its direct legal responsibility to the DfE and therefore exercises a tight rein over Sponsored Academies in order to secure the required school improvement. This is reflected in the Scheme of Delegation
- The Local Academy Council focuses on and reports to the Trust about: student achievement and experience alongside the role of the Academy in the local community (inc. Pupil Premium spend)
- The CEO and Trust inform the Local Academy Council of headline financial, personnel and premises information but the Trust board ensures the impact of the work undertaken by the Trust executive.

The target is for academies to move on to become Supported and later Supporting Academies. During this period of transition, work is undertaken to prepare for skills-based, more local governance. A MAT Trustee will be required to chair the Local Academy Council until such time as the Academy moves to supported or supporting status.

### ***Supported Academies***

Typically, this scheme is applied when ELT has been asked by a Local Governing Body, Regional School Commissioner or a Local Authority to support a school in difficulty as a result of either a concerning Ofsted judgement, financial viability, poor reputation, absence or weakness of leadership or similar threat.

- The Local Academy Council focuses on and reports to the Trust about: student achievement and experience alongside the role of the Academy in the local community (inc. Pupil Premium spend)
- The CEO and Trust inform the Local Academy Council of headline financial, personnel and premises information but the Trust board ensures the impact of the work undertaken by the Trust executive.
- The board is broadly representative of the Academy community and either the Trust CEO or similar senior officer will attend.

The target is for academies to move on to become Supporting Academies. During this period of transition, work is undertaken to prepare for skills-based governance. A MAT Trustee may be required to chair the Local Academy Council.

***Supporting Academies***

This scheme is applied when an Academy is “confident” (either joining as OR has grown to be) which is indicated by:

- A positive Ofsted judgement, strong pupil outcomes, good reputation, stable financial position and successful, experienced and skilled leadership and Local Academy Council.

In addition to the roles with the Supported Academies, the Local Academy Council may also have the option of retaining oversight of, influence over and hold the Headteacher accountable for the detail of finance, premises and personnel aspects of Academy development working in conjunction with the Trust executive.

The Trust Resource Committee is provided with headline information on these aspects and have access to the reports shared. The Trust Resource Committee will approve the annual budget.

## **TRUSTEE BIOPICS**

### **LESLEY GWINNETT**

Lesley is the CEO of Endeavour Learning Trust, having completed the Executive Educators programme with Ambition School Leadership. She is the Executive Headteacher at Tarleton Academy, where she was the full time substantive Head from September 2011 to 2016, when a Head of School was recruited to enable Lesley to develop the MAT, the Teaching School and engage in wider school to school support. In her career Lesley has worked in a range of schools in social priority areas (Runcorn, Middlesbrough, and Sunderland) and, prior to Tarleton, as a middle and then senior leader at Holmes Chapel in Cheshire East, for which she successfully secured Teaching School status in 2011. Lesley has also spent a year on secondment at Edge Hill University (2010) developing school improvement outreach work with the Faculty of Education.

Lesley is currently also acting in an Executive Head role at Wellfield High School whilst establishing the new senior and middle leadership team and Head of School. She is also the Chair of the Blackpool, Blackburn with Darwen and Lancashire (BBL) Academy Trust Network, whom she also represents as an invited member on the BBL Sub Regional Improvement Board. Lesley is vice-chair of the Lancashire Association of Secondary School Heads (LASSH) and is also chair of the Executive Board of the Endeavour Learning Teaching School Alliance and the Curriculum and Assessment Leaders sub group. Lesley is a National Leader of Education and an NCTL accredited Pupil Premium Reviewer.

In her roles she has developed extensive experience and knowledge of transformational school improvement strategies, legal and HR processes, budget maximisation, curriculum design, appraisal and capability procedures and leadership development.

### **HELEN DICKER**

Helen is Chair of Endeavour Learning Trust and of the Local Governing Board for Tarleton Academy. She has a degree in Engineering Science from Durham University and is a Chartered Civil Engineer. She worked as a geotechnical engineer and project manager on various contracts before focusing full time on her four children and voluntary work.

Helen was Chair of Governors at Tarleton Community Primary school for 16 years and became a Governor at Tarleton High School as well in 2010, leading the governing body through the legal and other processes for conversion to Academy and Trust status since then. She has also been a Parish Councillor in Tarleton and at various times Secretary, Treasurer and Safeguarding officer for Tarleton Corinthians Football Club. In all these roles she has successfully led bids for Lottery and other funding leading to £millions of additional investment in community and school facilities. In all her activities, Helen brings a particular focus to leadership and people management issues, including taking responsibility for performance management of Headteachers, recognising these as critical success factor for all the organisations she has worked with. She was awarded an MBE in the 2017 New Year's Honours for services to education.

### **RICHARD SACHS**

Richard Sachs has had a long and successful career in the NHS focused on governance roles since 1996. During this time he has worked in a variety of NHS settings and he is currently the Director of Quality Governance at Bolton NHS Foundation Trust. The transferable skills that he has used in his governor and trustee roles include expertise around Risk Management, Reputational Management, Performance and People Management and Quality Improvement. His governance background in the NHS has equipped him with the ability to ask challenging questions in a non-confrontational way. Over the course of his career he has had management responsibility for large teams of employees and with that, the HR and legal responsibilities which such a role brings.

### **JENNI SMITTON**

For the past 20 years, Jenni has worked in organisations responsible for public funding of education and training. Since 2012, she has worked for the Department for Education with responsibility for financial management, governance and compliance in open academies. She currently manages a national team responsible for University Technical Colleges.

Jenni is Chair of the Trust Resources Committee bringing her extensive skills in financial management and compliance with charity and company law to the Trust.

### **DUNCAN BALDWIN**

Currently deputy director of policy for ASCL, particularly interested in school accountability. His areas of responsibility include curriculum and assessment, performance data, Ofsted and ICT.

Duncan qualified as a mathematics teacher and followed a career as a teacher and school leader to deputy headship. He has worked as a consultant for Capita, focussing on using data for school improvement. He represents ASCL on a number of boards including Quality in Careers and is an expert member of various DfE panels including Information Standards Board, Achieving Excellence Area methodology, Teacher Supply Model and Teaching and Learning International Survey (TALIS).

### **STEPHANIE STOKER**

Steph's role as Innovation Advisor for The Business Growth Hub is to support Greater Manchester based businesses to innovate and collaborate. Having worked across the North West and with over 20 years business development, coaching and management experience across all industry sectors she has helped both start-up and established high performing businesses to innovate and grow. She has owned/managed her own businesses, is educated to Masters' level and is a qualified Executive Leadership Coach.

Currently working with a rolling portfolio of circa 30 companies/clients on a range of projects to include: growth strategies, proof of market/concept through to commercialising new products and services, developing an innovative culture, building and managing teams, intellectual property and R&D Tax credit issues, improving and streamlining systems and processes, new business generation techniques and routes to market.

As a Trustee, Steph brings a wide range of expertise to support the ongoing growth and development of the MAT.

**CHRISTINE ADAMS**

Christine is Headteacher of Penwortham Middleforth C of E Primary School. This is her second headship following roles in a number of other Lancashire schools. She has a broad range of experience of different types of schools and managing school improvement initiatives. She is also a Governor for a Pupil Referral unit.

Prior to her teaching career Christine worked for 15 years for ICI Acrylics in a number of senior roles in International Sales, Marketing and PR, which gives her an experience of corporate management roles in addition to educational leadership.

**DAVID LATHAM**

David is the UK Managing Director for a Canadian based company that provide software solutions for a range of businesses. He has broad experience as a Technical Director and also worked in consultancy developing business. His period in consultancy allowed him to work on various projects including some in the Middle East. He has broad experience of business growth and development as well as an understanding of finance and HR systems, commercial sales and marketing.

## **MEMBER BIOPICS**

### **GEORGE LLOYD**

George is an experienced educationalist. Identified by Ofsted as an exceptional Headteacher, he created an outstanding Language College, a Department for Education (DfE) Training School and Leading Edge School. For over a decade, he successfully combined Headship with the role of Ofsted Inspector.

George actively supported the DfE in the development and expansion of the Training Schools programme and has substantial management and leadership experience; a Mentor for Academy Principals on the SSAT Academy Leadership Programme and a number of National College appointments, including the role of Trainer and Assessor on the National Professional Qualification for Headship (NPQH) and the Headteacher 'Consultant Leaders Programme'.

George is currently a specialist Education Adviser working with the DfE National Sponsors Unit (NSU) and the DfE academies and free school programmes. He is a Fellow of the Royal Society of Arts.

### **RICHARD SACHS**

See Trustee biopics

### **HELEN DICKER**

See Trustee biopics