

Governance: Recruitment, Induction and CPD Policy

Policy type	Non - Statutory
Review period	Annual
Last reviewed on	June 2025
Next review due	Summer 2026
Approval level	CEO
Number and Version	022 V1.4
Published on	Staff Area

Version Number	Purpose/Change	Author	Date
V1.0	Creation	Karen Willis	08/02/2022
V1.1	Updated for 2022-23: Educare Safeguarding module, Educare Cyber Security module	Karen Willis	11/08/2022
V1.2	Updated for 2023-24: Changes to timings of module completions & mandatory modules to complete	Lizzie Kennedy	18/08/2023
V1.3	Updated Company Secretary details	Angela Barry	01/12/2024
V1.4	Updated	Angela Barry	06/06/2025

Contents

Governance: Recruitment, Induction and CPD Policy	1
1. Introduction	4
2. Aims and Principles of the Policy	4
3. Scope of the Policy	4
4. Governance recruitment	4
5. Governance Induction.....	5
6. Governance Development and ongoing training.....	7

1. Introduction

- 1.1. Parallel Learning Trust is committed to transforming lives for all pupils and ensuring that those groups historically excluded by deprivation or additional need achieve or exceed their potential.
- 1.2. Parallel Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment by following the Department for Education statutory guidance published in Keeping Children Safe in Education. It is a statutory requirement for staff and **governance at all levels** to read this document annually.
- 1.3. The purpose of this policy is to outline the process and procedure for recruitment, induction and ongoing CPD for each level and category of governance within the Trust.
- 1.4. Parallel Learning Trust believe it is essential for all new members of governance receive a comprehensive induction package covering a broad range of aspects and topics. There is a commitment to ensure that all new members of governance within the Trust are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, leading to more effective governance and retention of those governing within the Trust.
- 1.5. Parallel Learning Trust recognises that ongoing CPD is essential for all those within the governance structure to maintain their level of skill and knowledge and continue to offer effective governance and supportive challenge to Trust leaders.

2. Aims and Principles of the Policy

- 2.1. This policy covers the recruitment stages for recruitment to all levels of governance within Parallel Learning Trust.
- 2.2. This policy is designed to facilitate a quick engagement with the working of the governance structure of those newly appointed to it and to explain their role and responsibility, providing relevant information and access to supporting material.
- 2.3. This policy outlines the expected requirements for those joining the governance structure and the required reading and training.
- 2.4. This policy sets expectations around confidentiality, behaviour and meeting protocol.

3. Scope of the Policy

- 3.1. This policy is for staff involved in governance recruitment, those newly appointed to the governance structure (Members, Trustees and Governors of Academy Councils) and existing members of the governance structure.
- 3.2. If there are any issues arising during the recruitment process please contact Jo-Anna Barr, Company Secretary – info@educerks.co.uk
- 3.3. If there are any hyperlinks within this policy that do not go to the relevant page/website please contact Jo-Anna Barr, Company Secretary – info@educerks.co.uk
- 3.4. For any difficulties accessing the training modules described please contact Jo-Anna Barr, Company Secretary – info@educerks.co.uk

4. Governance recruitment

- 4.1. There are different routes to recruitment depending on the category of Academy Councillor or Trustee being recruited. The recruitment process has rigour and ensures that there is a balance of skills and experience at each of the governance levels in the organisation.

- 4.2. Parallel Learning Trust is a diverse and inclusive organisation and wishes to reflect the characteristics of the local community throughout the governance structure, ensuring where possible, that under-representation is addressed during the recruitment process.
- 4.3. Member recruitment - Members are responsible for ensuring governance of the Trust is effective, amending the articles of association, appointing or removing Trustees, appointing the Trust's auditors and receiving the Trust's annual audited accounts, and ultimately dissolving the academy trust if required. A fuller description is within this guidance: Academy Trust Governance: structures and roles <https://www.gov.uk/government/publications/governance-structures-and-roles> Members will be recruited through advertisement and a formal application and interview process. The interview panel will comprise of the Chair or Vice Chair of the Trust Board and at least two Members. The Articles of Association describe the formal resolution process <https://www.plt.org.uk/governance/articles-of-association>

Appendix A details the process

- 4.4. Trustee recruitment – The Trust Board is the decision-making body of the academy trust and is accountable and responsible for all the academies equally in the academy trust. A fuller description is within this guidance: Academy Trust Governance: structures and roles <https://www.gov.uk/government/publications/governance-structures-and-roles> A fixed number of Trustees are appointed by Members and further Trustees are appointed by the Trust Board described in the Articles of Association <https://www.plt.org.uk/governance/articles-of-association>

Appendix B details the process

- 4.5. Parallel Learning Trust has determined a local governance structure to oversee an academy or group of academies and has delegated certain governance functions to this level detailed in the Scheme of Delegation <https://www.plt.org.uk/governance/scheme-of-delegation>

The primary responsibility of local governance is to ensure that standards of attainment and achievement by the Academy students are high.

- 4.6. Academy Council Member(s) recruitment – This category is appointed by the CEO or the Academy Council. Appendix C details the process
- 4.7. Academy Council Member (Parent/Carer) recruitment – This category is elected by the parent body of the Academy. The Governance Professional can provide further advice on the advertisement procedure. If there are no nominations from parents/carers following advertisement a parent/carers can be approached by the Chair/Headteacher and invited to join the Academy Council. A maximum of two Parent/Carer Governors can be appointed by each Academy Council. Appendix D details the process
- 4.8. Academy Council Member (Staff) recruitment – This category is elected by the staff body of the Academy. The Governance Professional can provide further advice on the advertisement procedure. If there are no nominations from staff following advertisement a staff member can be approached by the Chair/Headteacher/CEO and invited to join the Academy Council. A maximum of two Staff Governors, one Teaching and one Nonteaching, can be appointed by each Academy Council. Appendix E details the process
- 4.9. Specific onboarding activities take place once someone is recruited to a governance role within the Trust and these are described within the recruitment process and include safer recruitment practices such as Enhanced DBS checks, self-declarations and references.

5. Governance Induction

- 5.1. Parallel Learning Trust believe it is essential for all new members of governance to receive a comprehensive induction package covering a broad range of aspects and topics. There is a

commitment to ensure that all new members of governance within the Trust are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, leading to more effective governance and retention of those governing within the Trust.

- 5.2. Commitment to governance comes with an acceptance that there is an expectation to broaden understanding and knowledge of the organisation and develop the skills to govern effectively.
- 5.3. The Governance Professional will welcome all new members of governance to the Trust by email, advising each of their term of office, providing a copy of the induction check list and a copy of this policy as well as self-declaration forms. The check list is detailed in Appendix F.
- 5.4. The following links will direct all members of the governance structure to documentation that will enable a broader understanding of the Trust and the way that it governs and if possible, should be read **before** the CEO induction:
 1. Welcome from the CEO: <https://www.plt.org.uk/about-us/welcome>
 2. The Trust's Mission Statement: <https://www.plt.org.uk/about-us/mission-statement>
 3. PLT Members and Trustee information: <https://www.plt.org.uk/governance/members-and-directors>
 4. Access to individual academy websites and information: <https://www.plt.org.uk/our-acad/plt-academies>
 5. The most recent Newsletter : <https://www.plt.org.uk/our-news/newsletters>
 6. PLT Annual Report and Financial Statements (Audited Accounts): <https://www.plt.org.uk/governance/key-information-and-audited-accounts>
 7. PLT Ofsted information: <https://www.plt.org.uk/governance/ofsted>
 8. Privacy notice: <https://www.plt.org.uk/about-us/privacy-notice>
 9. Articles of Association: <https://www.plt.org.uk/governance/articles-of-association>
 10. PLT Scheme of Delegation: <https://www.plt.org.uk/governance/scheme-of-delegation>
 11. ESFA Academy Trust Handbook (Academies Financial Handbook): <https://www.gov.uk/guidance/academy-trust-handbook>
- 5.5. Glossary of terms are detailed in Appendices G and H.
- 5.6. The following links are to additional material providing key background information for all levels of governance at the Trust:
 1. DfE Academy trust governance: structures and roles: <https://www.gov.uk/government/publications/governance-structures-and-roles>
 2. Charity Governance Code: <https://www.charitygovernancecode.org/en>
 3. DfE Governance Handbook and Competency Framework: <https://www.gov.uk/government/publications/governance-handbook>
- 5.7. There is some essential training required to be done during the two months of tenure. Parallel Learning Trust uses two key providers to support their CPD: Educare and the National Governance Association (NGA) Learning Module.

Educare training:

Once Educare login account details are received the platform must be accessed and the following modules listed below completed within the specified timeframe. A certificate should be created at the end of each module, a copy of which should be sent to the Company Secretary (for Members and Trustees) or to the Headteacher (for Governors at Academy Council).

Modules 1 to 9 should be completed within the 3 months of appointment. Module 10 is for Trustees and Governors linked with Ramsden Hall Academy.

Modules:

1. The Governance of Safeguarding – (priority)
2. Safeguarding Young People - (priority)
3. Child Protection in Education
4. The Prevent Duty
5. Looked After Children
6. Risk Assessments in Educational Settings
7. Equality and Diversity
8. Supporting Staff Wellbeing in Schools
9. The SEND Code of Practice
10. An Introduction to Boarding – **Trustees and RHA Governors only**

NGA training:

Once the link is received to enable creation of an NGA account linked to the PLT/Academy email then the training modules can be accessed. The modules listed below will need to be completed within the specified timeframe. A certificate should be created at the end of each module, a copy of which should be sent to the Company Secretary (for Members and Trustees) or to the Headteacher (for Governors at Academy Council).

All modules are to be completed within the first 3 months of appointment. Modules

Modules:

1. Safeguarding: The governor's role (2021) Child Protection in Education Effective MAT Governance
2. Governance: your role, your responsibilities, your organisation
3. Holding to account: how to question and challenge
4. Governance visits to schools

6. Governance Development and ongoing training

- 6.1. Commitment to governance comes with an acceptance that there is an expectation to broaden understanding and knowledge of the organisation and develop the skills to govern effectively on a continuing basis.
- 6.2. There is an annual training requirement for refresher Safeguarding training which will be specified at the start of each academic year and notified through the Governance Professional. These courses are on Educare:
 - Child Protection Refresher
 - Keeping Children Safe in Education Annex A Questionnaire
 - Keeping Children Safe in Education Annex B Questionnaire
 - Keeping Children Safe in Education Part 1 Questionnaire
- 6.3. An annual Governance Conference will be convened offering an opportunity to meet colleagues across the Trust from all levels of governance and receive statutory updates and specific topic-based workshop opportunities to enhance the individual governance role.
- 6.4. The Trust Board Chair or Academy Council Chair may direct Governors to specific training as required to address specific pertinent topics within the Trust Board or Academy Council.
- 6.5. Trustees and Governors are encouraged to take responsibility for developing their learning and understanding further by undertaking relevant training to their role