Triumph Learning Trust

Aspiration · Collaboration · Innovation

Local Accountability Board Constitution

Fostering quality and resilience in all that we do

Local Accountability Board Constitution

Introduction

This constitution sets out the governance structure for our Local Accountability Boards (LABs) which support Triumph Learning Trust's governance arrangements. This document amplifies the role and requirements of Members of each LAB in the context of this school and its governance arrangements and how the Members will be selected and appointed.

How well a board or committee conducts its role has a significant impact on the success of the school. Therefore, although boards and committees are made up of volunteers, they must act professionally at all times and be accountable for their effectiveness. LAB members should be mindful when exercising board and committee functions and be aware of and accept the seven Nolan Principles of public life, which are selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
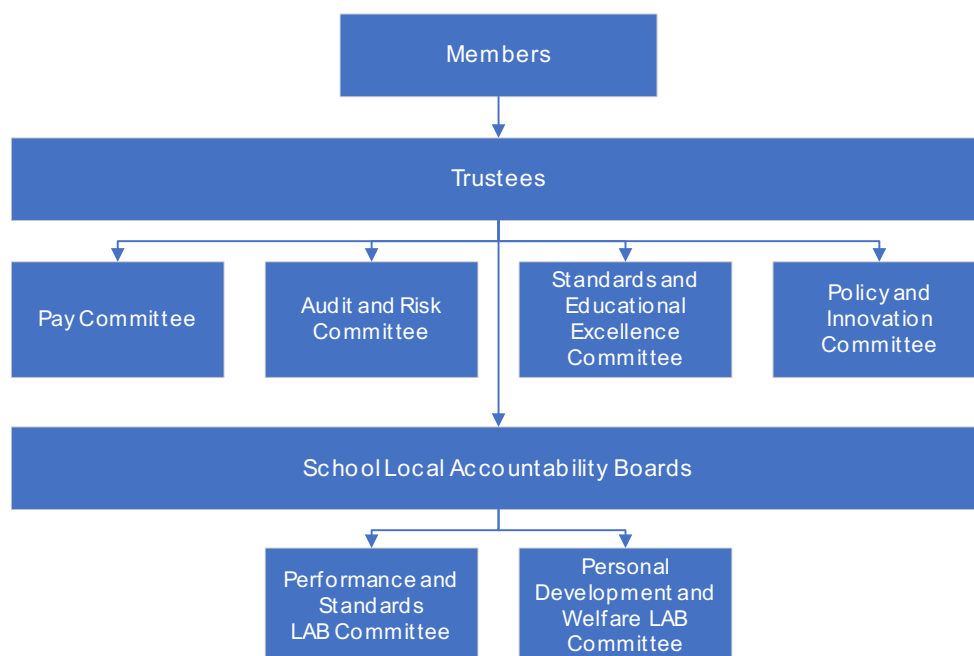
Mission of the Trust

Triumph Learning Trust's core purpose and responsibility is establishing, maintaining and improving schools.

All actions and decisions of, by and regarding Members and Trustees must be undertaken to further the mission, vision and values of the Trust, as defined by the Trust Board and all constituent schools and entities, and as amended by agreement from time to time.

Governance Structure

This document outlines the governance structures within Triumph Learning Trust and how these support our schools in delivering high quality education to the pupils, parents and the local community they serve.

The governance structure for the Trust is set out in the diagram below, and outlined in more detail in the following paragraphs. The structure and governance arrangements incorporate current guidance from the DfE/ESFA and best practice identified in reports on multi-academy structures, including the Academy Trust Governance Guide.

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        │                   Trustees                      │
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  │ Pay Committee│ │ Audit and Risk│ │ Standards and│ │ Policy and   │
  │              │ │ Committee     │ │ Educational  │ │ Innovation   │
  │              │ │               │ │ Excellence   │ │ Committee    │
  │              │ │               │ │ Committee    │ │              │
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        │        School Local Accountability Boards       │
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        ┌──────────────────┐    ┌──────────────────┐
        │ Performance and  │    │ Personal         │
        │ Standards        │    │ Development and  │
        │ LAB Committee    │    │ Welfare LAB      │
        │                  │    │ Committee        │
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Roles and Responsibilities of Appointments

Chief Executive Officer

Role of CEO

The Chief Executive Officer is the organisational leader who is accountable for the outcomes of all schools whilst maintaining an overview of the national system of education, the internal organisation, management and control of the schools (including the implementation of all policies approved by Trustees), quality of governance, and the direction of the teaching and curriculum in every school (in partnership with Headteachers). The Chief Executive Officer enables each school leadership team to focus on teaching, learning and pupil progress in their school, while working collaboratively.

Duties of CEO

Specific responsibilities are to:

- Lead strategic school improvement of schools in the Trust, working with the Standards and Educational Excellence Committee, LABs and Headteachers;
- Put in place with Headteachers and oversee processes for school improvement and a drive for excellence in every school;
- Support and challenge the work of LABs ensuring high quality and impactful governance;
- Put in place and oversee processes for the professional development of all staff and the retention of excellent teachers and school leaders;
- Develop future leaders through implementing an effective professional growth policy and investing in the development of staff and educational practice;
- Fulfil the role of Accounting Officer for the Trust.

The Chief Executive Officer leads the Trust executive team, who are responsible for core Trust functions of performance monitoring and managing centrally-provided shared services.

Appointment of CEO

The Chief Executive Officer is appointed by the Board of Trustees.

Local Accountability Boards

The Local Accountability Boards (LABs) will assure the Trustees of Triumph Learning Trust that the systems and governance is in place to provide the necessary support and challenge to school leaders to drive improvement and to hold them to account.

Responsibilities

Each school LAB should have a strong focus on the following duties:

1. To support the Trust's vision of encouraging successful schools within the Trust's family and to support the effective operation of the Trust and its policies.
2. To make recommendations to the Trustees about the ethos, vision and strategic direction of the school and any issues or risks that arise or where policy may not be effective. The board will listen and respond to any concerns raised by the LAB.
3. To fulfil the requirement for each school to have local governance arrangements, and to be invited to meet Ofsted inspectors and other official visitors to the school.
4. To promote high standards of educational attainment and achievement at the school.
5. To provide expertise, challenge and support to the Headteacher and the school's senior leadership team (SLT), acting as critical friend to them when required.
6. Monitoring the quality of provision and standards of achievement within the school.
7. Monitoring performance against targets set by SEEC.
8. To assist the school in meeting the needs of the local community it serves.
9. On all other matters, to be consulted at the discretion of the Headteacher and/or Trustees.

Trustees will consult the LAB (via the Headteacher) before important decisions are made when concerning parents and the local community.

Membership

The LAB will consist of no less than six members and no more than 12 members.

The membership must be made up of the following:

- 1 x Headteacher (ex-officio)
- 1 x Staff representative
- 10 x Parent members and co-opted members

Chairmanship

The Chair of the LAB shall be appointed by the Trust board annually.

Quoracy

Minimum of three members required for business to be conducted.

Frequency of Meetings

Three times per year.

Performance and Standards LAB Committee

The Performance and Standards LAB Committee shall be responsible for ensuring the educational performance and outcomes in relation to attainment and progress of the pupils.

Responsibilities

To act on behalf of the LAB to ensure:

Strategic

1. effective systems are in place to track assessment
2. data analysis on attainment and progress that is tracked and evaluated termly
3. reviewing the school's performance and challenge outcomes using national data, the Inspection Dashboard
4. evaluate the effectiveness and impact of intervention strategies and funding (Pupil Premium and Looked After Children)
5. the school's compliance with the National Curriculum and legal requirements
6. compliance with the SEND Code of Practice ensuring the needs of SEND pupils are effectively met
7. recruiting highly effective leaders and teachers to secure high standards and progress and ensure an effective succession plan is in place
8. holding all staff to account through the effective implementation of the professional growth policy and if necessary considering appeals against it.

Monitoring

1. quality of teaching and its impact on achievement of targets for pupil attainment
2. quality of the curriculum provision
3. progress against targets

Membership

The constitution, membership and proceedings of this subcommittee is determined by the LAB having regard to any views of the Trustees.

Quoracy

50% of committee members, rounded up to a whole number.

Chairmanship

The Chair of the Committee shall be appointed by the school LAB and will normally be a LAB member. If the Chair is absent from a meeting, the Committee shall choose one of their number to act as Chair for that meeting.

Frequency of Meetings

Three times per year.

Personal Development and Welfare LAB Committee

The Personal Development and Welfare Committee shall be responsible for ensuring the educational performance and outcomes in relation to attendance, behaviour, safeguarding, the Personal Social Health Citizenship Education (PSHCE) and Health and Safety Education (HSE) of the school and its pupils.

Responsibilities

In line with the school improvement plan and any actions following an OFSTED inspection or external review or national data outcomes, challenge and support the school to improve pupils' personal development and welfare.

To act on behalf of the LAB to:

Strategic:

1. Review strategy to reduce PA
2. Review the school Behaviour report and propose adaptations
3. Personal development initiatives
4. Policy recommendation

Monitor:

1. Attendance of all pupils and groups (SEND, PP)
2. Key Attendance priorities
3. Safeguarding report
4. Caseload review
5. Website compliance

Membership

The constitution, membership and proceedings of this subcommittee is determined by the LAB having regard to any views of the Trustees.

Quoracy

50% of committee members, rounded up to a whole number.

Chairmanship

The Chair of the Committee shall be appointed by the school LAB and will normally be a LAB member. If the Chair is absent from a meeting, the Committee shall choose one of their number to act as Chair for that meeting.

Frequency of Meetings

Three times per year.

Conflicts of Interest

Members, Trustees and members of Local Accountability Boards must be aware of, sign up to, and follow the Triumph Learning Trust Governance Code of Conduct and also Conflicts of Interest guidance and ensure that requirements for related party transactions are applied across the Trust. The Chair of the Triumph Learning Trust Board and the accounting officer must ensure their capacity to control and influence does not conflict with these requirements. All must manage personal relationships with related parties to avoid both real and perceived conflicts of interest, promoting integrity and openness in accordance with the seven principles of public life.

Trustees, Members and members of LABs must complete/update the declaration of business and material interests sections on the Governor Hub platform at the beginning of each academic year. The declarations will be collated and published on each school's and the Trust website. Declarations will remain a standing item on all meeting agenda. Any declarations made under these items will be recorded within the minutes and understood by all.

Securing Independent Challenge

Quality of Education

The objective and expectation of the Trust is for all its schools to deliver outstanding outcomes and an aspirational education to its pupils. The Trust facilitates this by providing schools with peer review and professional challenge through the quality of education focussed committees within the Trust Board and Local Accountability Board structure.

The separation of roles between Members and Trustees, and between Trustees and LABs provides a structure with clear accountabilities between each of these groups.

The keys to effective challenge and a thriving and effective Trust are:

- A collective vision that galvanises schools and communities to work together to provide the highest quality of education
- Shared and distributed governance that generates support, accountability and professional and social capital
- A culture, capacity and systems that make school improvement at scale an organisational habit
- The ability to draw on collective expertise, resource and support in order that it sustains, retains and grows its workforce
- The ability to maximise public funds and generate resource to the benefit of pupils
- The community as a focal point for area wide, cross sector partnerships that maximise opportunities for our children

Financial Management

We appoint an appropriately skilled and trained internal scrutiny auditor (external to our Trust auditors) to ensure our financial (and other) controls and risk management procedures are effective.

Our Audit and Risk Committee oversee the procurement process to ensure that those who are selected to carry out this work are appropriately skilled and trained. Reports are received and reviewed by the Committee and their findings, recommendations and conclusions are within the summary document that we submit to the ESFA each year.

Effective Intervention

Setting out clear responsibilities and powers, from Members to Trustees to LABs to Headteachers, provides a framework within which action may be taken at every level to intervene and make changes:

- The Headteacher has line management responsibility for all the staff in the school, and the professional growth and capability processes can be used to intervene in poor teaching or support functions, leading to dismissal if required.
- LABs monitor school performance and question the Headteacher and Senior Leadership Team. LAB Chairs can raise concerns directly to the Chief Executive Officer or Chair of Trustees.
- The Chief Executive Officer monitors the performance of each LAB raising any concerns to the Board. They set and review the objectives for the Headteacher, and can take action to performance manage or remove the Headteacher if required.
- The Trust Board monitors the performance of each school and questions the Chief Executive Officer. The Board approves the educational and financial plans of each school, and can take action to remove LAB members if required. The Board sets and reviews the objectives for the Chief Executive Officer, and can take action to performance manage or remove the Chief Executive Officer if required.
- The Members monitor the overall educational and financial performance of the Trust. They question the Trustees, and can take action to remove Trustees if required.

Intervention at the extremes of dismissing or removing people is not likely to happen often, but people at all levels of the governance and management process must be prepared for this to be possible, and to happen quickly if needed. Intervention typically takes place at an earlier stage; through setting objectives and targets within a relationship where accountability is expected and understood.

Assessing the scale and timing of intervention requires judgement, and the Trust appoints people to key positions with this defined in the role descriptions and person specifications (for Headteachers and Chairs in particular). The indicators that are used to identify the need for intervention include:

- Significant deterioration in performance as reflected in robust internal monitoring as well as external data;
- School at risk of falling in its Ofsted category;
- Significant deterioration in attendance or increase in exclusions: an acute change or a steady slow decline;
- Deficit in the school budget: with defined trigger points leading to increasing levels of intervention action;
- Significant fall in school roll: an acute change or steady trend;
- Decisions or actions that would damage the Trust and the schools within it.

Within each school, an effective system for quality assurance in all aspects of school performance is vital and external expertise on school development is actively sought. This delivers early warning of any problems, and prompts school leaders to act quickly.