



GOVERNANCE WITHIN CASTLEMAN ACADEMY TRUST

This document sets out the roles and responsibilities of Governors and Trustees and will hopefully help you understand our governance structure in more detail.

The Trust Board

As a charitable Trust, the Castleman Academy Trust Board ensures that it complies with charity and company law requirements. The Board's core functions are:-

- to ensure academic excellence in member schools
- to set the strategic direction for the organisation and
- ensure financial probity.

The Trust Board sets policy for all member schools. They are not responsible for the day to day implementation of these policies but employ a Chief Executive Officer to monitor and evaluate the impact of the policies set, quality assuring these in all member schools.

The Trust Board is responsible for determining strategic plans for the Trust and ensuring schools have the necessary resources to deliver an excellent education.

Specific duties might include

- set the aims and objectives for the Trust and the member schools
- set the policies for achieving those aims and objectives
- set the targets for achieving those aims and objectives
- serve on a panel to appoint staff of member schools

In order to perform this role well, a Trustee is expected to:

- Attend relevant training and development events;
- Attend meetings and read all the papers before the meeting;
- Act in the best interest of all member schools;
- Behave in a professional manner, including acting in strict confidence.

School Standards Board

The Board is responsible for the performance of all the academies in the Trust. In order to do this effectively, School Standards Boards have been put in place to “champion the school experience for the child, the family and the staff”. They are responsible for monitoring and evaluating school performance and reporting to the Board issues for development and successes and achievements.

They do this in a variety of ways.

1. Contribute to the strategic discussions at School Standards Board (governing body) meetings which, with Senior Leaders, determine:
 - The vision and ethos of the school;
 - Clear and ambitious strategic priorities and targets for the school;
 - That all children, including those with special educational needs, have access to a broad and balanced curriculum;
2. Hold the senior leaders to account by monitoring the school’s performance. This includes:-
 - Agreeing the outcomes from the school’s self-evaluation and ensuring they are used to inform the priorities in the school development plan;
 - Considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance;
 - Asking challenging questions of school leaders;
 - Ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits;
 - Acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing body on the progress on the relevant school priority;
 - Listening to and reporting to the school’s stakeholders: pupils, parents, staff and the wider community, including local employers.
3. Ensure the school staff have the resources and support they require to do their jobs well, including external advice about school performance where necessary, effective appraisal and continuing professional development.
4. When required, serve on panels of governors to:
 - Support the Trust to appoint senior leaders, teachers and support staff;
 - Hear appeals about pupil exclusions.

In order to perform this role well, a governor is expected to:

- Get to know the school, including by visiting the school occasionally during school hours, and gain a good understanding of the school’s strengths and weaknesses;
- Attend induction training and regular relevant training and development events;
- Attend meetings and read all the papers before the meeting;
- Act in the best interest of all the pupils of the school;
- Behave in a professional manner, as set down in the standard board’s code of conduct, including acting in strict confidence.

Being a Standards Board member is a vital role in ensuring the school is doing all it can to provide excellent education to all children. It involves challenging the Senior Leaders and supporting them to make learning more exciting and effective so that all children, especially our most vulnerable, get the best possible start in life.