

THE RODILLIAN MULTI ACADEMY TRUST  
GOVERNANCE RECRUITMENT, INDUCTION  
AND SUCCESSION PLANNING POLICY



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|---|--|--|--|
| <b>Summary</b>  | Governance Recruitment, Induction and Succession Planning Policy |  |  |
| <b>Responsible Person/Author:</b>                           | Head of Governance and Compliance                                |  |  |
| <b>Applies to:</b><br>(please circle/delete as appropriate) | <b>Staff</b> <input checked="" type="checkbox"/>                 | <b>Student</b> <input checked="" type="checkbox"/> | <b>Community</b> <input checked="" type="checkbox"/> |
| <b>Ratifying Committee(s) and Date of Final Approval:</b>   | Trust Board  |  |  |
| <b>Available On:</b>  | <b>Compliance Library</b> <input type="checkbox"/>               | <b>Website</b> <input checked="" type="checkbox"/> |  |
| <b>Effective from:</b>                                      | 8 March 2021   |  |  |
| <b>Date of Next Formal Review:</b>                          | October 2021   |  |  |
| <b>Review Period</b>  | Annual   |  |  |
| <b>Owner</b>  | The Rodillian Multi Academy Trust                                |  |  |
| <b>Version:</b>   | 1  |  |  |

#### DOCUMENT CONTROL

| Date       | Version | Action         | Amendments |
|------------|---------|----------------|------------|
| 18.02.2020 | 1       | Policy created |            |

## Introduction

1. The Rodillian Multi Academy Trust (“the Trust”) is required to have Members of the Trust and Trustees. In addition, it has chosen to maintain a Local Review Board (“LRB”) at each Academy. The Trust is also the sole shareholder in the company known as Southway at the Rodillian Academy Limited (Company No: 08492483) (“Southway”). The Trust Board is attempting to develop the governance of Southway so it resembles the remainder of the Trust whilst recognising its governance includes statutory Directors. In order to attract and retain the best candidates for Members, Trustees, LRB Members and Directors of Southway, the Trust Board has determined to codify in this document how it will recruit, induct and implement succession to the levels of Governance in the Trust and Southway.

## Scope and Purpose of this Policy and who it applies to

2. The Trust is committed to high performance against Trusts of a similar size. The purpose of this Policy is to develop this commitment by recruiting, inducting and retaining excellent Members, Trustees, LRB Members and Directors of Southway.
3. This policy applies to potential Members and Members of the Trust, potential Trustees and Trustees of the Trust, potential LRB Members and LRB Members, potential Directors and Directors of Southway and employees of the Trust involved in the recruitment, induction and administration of Trust and Southway Governance.

## Publication of this Policy

4. When this Policy is approved by the Trust Board, it will be brought to the attention of Academy Principals and Local Review Boards and remain available for them to read as needed. Following any amendment or replacement of this Policy, an updated version will be made available to Academy Principals and Local Review Boards and they will be advised where they can access the amended policy.
5. The policy will be reviewed annually by the Trust Board.
6. Guidance on any aspect of this policy can be obtained from the Head of Governance and Compliance, [amarham@rodillianacademy.co.uk](mailto:amarham@rodillianacademy.co.uk).

## Responsibility for the Policy

7. The Trust Board has overall responsibility for the effective operation of this policy and for ensuring compliance with the Trust framework. The Trust Board shares day to day responsibility for operating this policy with the Trust Executive, Local Review Boards and the Principal at each Academy. All members of staff are responsible for making a success of the policy.

## Aims of this Policy

8. To provide a clear and understandable procedure as to how the Trust will approach the recruitment, induction, retention of Members, Trustees and LRB members.
9. To provide a strategy as to how the Trust will approach succession planning for Members, Trustees and LRB members.

10. To support the mission, vision and values of the Trust and its Academies.

### Other Documents

11. This Policy does not cover all aspects of recruitment of LRB members and aspects of Governance which will effect recruitment at all levels of Governance and should therefore be read in conjunction with the other documents which are detailed in Appendix 1.

### Recruitment of Members

12. The Trust has 3 Members. The Department for Education's ("DfE") strong preference is for Multi Academy Trusts to have 5 members in order to provide a more diverse range of perspectives and to ensure members can take decisions via special resolution without requiring unanimity.<sup>1</sup> The Trust is therefore seeking to recruit 2 additional Members. The paragraphs below will also be used to fill any vacancy caused by the resignation, retirement, incapacity or removal of the current Members.
13. The Trust will not recruit Trust employees or people who occupy staff establishment roles on an unpaid voluntary basis as Members of the Trust.
14. Currently 1 Trustee is also a Member of the Trust. This allows greater communication between the Trust Board and the Members. The Majority of Members are not Trustees and in its recruitment process, the Trust will maintain this.
15. In order to increase the number of Members of the Trust, the Head of Governance and Compliance and the Trust Board Chair is working with Academy Ambassadors to recruit 2 new members. Academy Ambassadors are funded by the DfE to help Trusts find Members and Trustees
16. When Academy Ambassadors suggest a suitable candidate, the Head of Governance and Compliance and the Trust Board Chair will meet informally with the candidate and review any information provided by Academy Ambassadors. If they believe the candidate is suitable they will make a recommendation to the Trust Board and provide any documented information they have in support of the candidate.
17. If the Trust Board agrees to the recommendation of the additional Member of the Trust, the Head of Governance and Compliance will:
  - Obtain personal details for the Member.
  - Obtain a confirmation from them that they will make an effective contribution to the Trust and that they acknowledge they will be subject to vetting checks.
  - Arrange for a Disclosure Barring Service ("DBS") check to be conducted on the potential Member.
  - Obtain evidence of the candidate's ability to work in the UK.

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<sup>1</sup> [Part 1: Roles and responsibilities - Academies Financial Handbook - Guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

- Arrange for the candidate to complete a Declaration of Interests form and completed Governance code of conduct form.
  - Arrange for the candidate to provide a referee from a person of good standing in the community who is not a relative and known the candidate for at least 2 years.
18. The Head of Governance and Compliance will also provide the candidate with a link to or copies of the following documents and notify the candidate that their appointment is subject to the same:
- The Trust's Articles of Association
  - The Trust's Scheme of Delegation
  - The latest version of Keeping Children Safe in Education
  - The latest version of the Academies Financial Handbook
  - The latest version of the Governance Handbook
19. The Trust will not recruit any person as a Member who would be disqualified from being a Trustee of the Trust.
20. Upon receipt of the information above, the Head of Governance and Compliance will ask the Members to appoint the additional member by special resolution. In their absolute discretion the Members may determine such further inquiry, interview or other process to be undertaken in respect of the candidate before they approve or reject the special resolution.
21. Should the Members agree to the appointment of the candidate, the Chair of the Trust Board via the Head of Governance and Compliance will write to the new Member and inform them of:
- Information about the Trust.
  - Their duties and responsibilities as a Member.
  - The commencement date of their appointment.
  - The time commitment needed to be an effective Member.
  - The management of outside interests.
  - That being a member is an unpaid role but expenses can be claimed
  - The responsibility to maintain confidentiality.
  - Details of the Trust's insurers.
  - How the Member may resign or retire or how their appointment can be terminated.
22. The Member will be asked to sign and return to the Head of Governance and Compliance, a Declaration which signifies their consent to the appointment and which acknowledges:
- Their reading of the Chair's letter, the Governance Code of Conduct, the Trust's Articles of Association and Scheme of Delegation, copies of which have been provided to them and that they are able to fulfil the role of a Member as set out in those documents.
  - That they are a fit and proper person and are not subject to any restrictions which would prevent them from being a Trustee of the Trust or that they are aware of any reasons which may bring the Trust into disrepute or damage the reputation of the Trust by them being a Member.

- That they will comply with the matters detailed in the Chair’s letter, the Governance code of conduct, the Trust’s conflicts of interest policy and the Trust’s Articles of Association when acting as a Member.
  - That they will comply with the provisions of the Academies Financial Handbook (as amended from time to time) in so far as it relates to the obligations on Members of academy Trusts.
  - That upon return of the Declaration they will be entered into the Trust’s Register of Members.
  - The circumstances in which they can resign as a Member and how that can be effected.
23. Upon receipt of the Signed Declaration, the Head of Governance and Compliance will add the new Member to the Register of Members and to the Get Information About Schools (“GIAS”) website.

### Recruitment of Trustees and LRB members and Directors of Southway

24. The basis of recruitment to the Trust Board, Academy LRB’s and to the Board of Directors of Southway is on a skills basis. To that end, the Head of Governance and Compliance will complete an annual skills audit of the Trust Board, the Academy LRB’s and the Board of Directors of Southway which will be discussed by the Trust Board. Where the Trust Board identifies a skills gap, the Head of Governance and Compliance will work with Academy Ambassadors to fill vacancies to the Trust Board, Academy Ambassadors and Governors for Schools for the Board of Directors of Southway and for Governors for Schools and Inspiring Governance for members of Academy LRB’s.
25. In recruitment planning, the Trust Board will also take into account any likely retirements from the Trust Board, the Board of Directors of Southway and the Academy LRB’s.
26. If any person directly approaches the Trust or an Academy to become a Trustee, LRB member or Director of Southway, the Head of Governance and Compliance will have an informal chat with them to discuss their interest and ask them to provide the following details:
- Contact details
  - Previous Governance experience
  - The skills the Applicant could bring to the Trust
  - A supporting statement as to why they wish to become involved in Trust Governance
  - Their employment status
  - Obtain from them confirmation that they could not be disqualified from being a Trustee
  - That a DBS check will be carried out on the candidate.
27. The Trust will not recruit Trust employees or people who occupy staff establishment roles on an unpaid voluntary basis as Trustees of the Trust. LRB’s may have up to 2 staff members elected by the staff in each Academy. LRB’s may also have up to 2 elected parent members. Any parent members elected, will not become members of the LRB until they have provided the Head of Governance and Compliance with a Consent to be a member and they have been subject to a DBS check.

28. When a suitable candidate is identified for the Trust Board, the Head of Governance and Compliance and the Trust Board Chair will meet informally with the candidate and review any information provided by Academy Ambassadors. If they believe the candidate is suitable they will make a recommendation to the Trust Board and provide any documented information they have in support of the candidate.
29. When a suitable candidate is identified for an LRB, the Head of Governance and Compliance, the Academy LRB chair and the Academy Principal will meet informally with the candidate and review any information provided. If they believe the candidate is suitable the Head of Governance and Compliance will make a recommendation to the Trust Board and provide any documented information they have in support of the candidate.
30. When a suitable candidate is identified as a Director of Southway, the Head of Governance and Compliance and one or more of the Trust Board Chair, a Director of Southway and the Southway Principal will meet informally with the candidate and review any information provided. If they believe the candidate is suitable the Head of Governance and Compliance will make a recommendation to the Trust Board and provide any documented information they have in support of the candidate.
31. If the Trust Board agrees to the recommendation of an appointment to the Trust, the Head of Governance and Compliance will:
  - Obtain personal details for the appointee. (Unless these have already been obtained)
  - Obtain a confirmation from them that they will make an effective contribution to the Trust and that they acknowledge they will be subject to vetting checks.
  - Arrange for a Disclosure Barring Service (“DBS”) check to be conducted on the potential Member.
  - Obtain evidence of the candidate’s ability to work in the UK.
  - Arrange for the candidate to complete a Declaration of Interests form and completed Governance code of conduct form.
  - Arrange for the candidate to provide a referee from a person of good standing in the community who is not a relative and known the candidate for at least 2 years. (Unless this has already been obtained.)
32. The Head of Governance and Compliance will also provide the candidate with a link to or copies of the following documents and notify the candidate that their appointment is subject to the same:
  - The Trust’s Articles of Association
  - The Trust’s Scheme of Delegation
  - The latest version of Keeping Children Safe in Education
  - The latest version of the Academies Financial Handbook
  - The latest version of the Governance Handbook

33. The Trust will not recruit any person as an LRB member who would be disqualified from being a Trustee of the Trust.
34. Upon receipt of the information above, the Head of Governance and Compliance will ask the Members to appoint any additional Trustee by special resolution. In their absolute discretion the Members may determine such further inquiry, interview or other process to be undertaken in respect of the candidate before they approve or reject the special resolution.
35. Should the Members agree to the appointment of the candidate, or the Trust Board agrees to the appointment of the LRB member, the Chair of the Trust Board via the Head of Governance and Compliance will write to the new appointee and inform them of:
  - Information about the Trust.
  - Their duties and responsibilities.
  - The commencement date of their appointment.
  - The time commitment needed to be an effective.
  - The management of outside interests.
  - That being a Trustee or LRB member is an unpaid role but expenses can be claimed
  - The responsibility to maintain confidentiality.
  - Details of the Trust's insurers.
  - How the Appointee may resign or retire or how their appointment can be terminated.
36. The Appointee will be asked to sign and return to the Head of Governance and Compliance, a Declaration which signifies their consent to the appointment and which acknowledges:
  - Their reading of the Chair's letter, the Governance Code of Conduct, the Trust's Articles of Association and Scheme of Delegation, copies of which have been provided to them and that they are able to fulfil the role of a Member as set out in those documents.
  - That they are a fit and proper person and are not subject to any restrictions which would prevent them from being a Trustee of the Trust or that they are aware of any reasons which may bring the Trust into disrepute or damage the reputation of the Trust by them being a Trustee or LRB member.
  - That they will comply with the matters detailed in the Chair's letter, the Governance code of conduct, the Trust's conflicts of interest policy and the Trust's Articles of Association when acting as a Trustee or LRB member.
  - That they will comply with the provisions of the Academies Financial Handbook (as amended from time to time) in so far as it relates to the obligations on Trustees and/or LRB Members.
  - That upon return of the Declaration they will be entered into the Trust's Register of Trustees or the Academy LRB Register or the Register of Directors of Southway.
  - The circumstances in which they can resign and how that can be effected.
37. Upon receipt of the Signed Declaration, the Head of Governance and Compliance will add the new appointee to the Register of Trustees or LRB members or to the Register of Directors of



Southway and to the Get Information About Schools (“GIAS”) website and in respect of Trustees and Directors of Southway at Companies House.

## INDUCTION

38. All those who join the Governance of the Trust and Southway will be provided with the opportunity to receive an induction training programme. The current Induction programmes appear in Appendix 2.

## SUCCESSION PLANNING

39. In considering the skills matrix on an annual basis the Trust Board will make sufficient provision for any succession planning that needs to take place.
40. All those who take part in Trust Governance induction processes at the end of the process will be asked how they think the same could be improved.
41. Any person who leaves Trust Governance (unless removed by the Members or the Trust Board) will be asked to give comment on any improvements that could be made to retain members.

## Accountability

42. The Head of Governance and Compliance holds delegated responsibility for discharging the sound application of this policy.

## Monitoring

43. The Head of Governance and Compliance will monitor the implementation and effectiveness of the policy and will also deal with any queries raised by anybody who is involved in the implementation of this policy.
44. The Head of Governance and Compliance will monitor the relevant legislation, guidelines, and information forthcoming from the relevant statutory bodies for any recommendation or changes. Where a gap, potential inequality or shortfall in performance is identified within the policy, the Head of Governance and Compliance will advise the Board of Trustees of any changes that are needed and a proposal will be submitted to the Trust Board within an appropriate timescale. There will be a full review of the policy by the Head of Governance and Compliance prior to the stated review date where recommendations will be made for consideration by the Trust Board.

## Diversity

45. The Trust is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and students. The Trust will always comply with the requirements of the Equalities Act 2010 and associated guidance produced by the Department for Education.

## Appendix 1 – Linked Documents to this Policy

### **Terms of Reference**

1. Audit & Risk Committee
2. Finance & Resources Committee
3. Local Review Boards
4. People, Pay and Performance Committee
5. Southway Standards Committee
6. Standards Committee
7. Covid Task and Finish Group

### **Other Governance Documents**

1. Scheme of Delegation
2. Articles of Association of the Trust
3. Articles of Association of Southway

### **Other Documents**

ESFA Financial Handbook  
Governance Handbook



## Induction Checklist for Members– Rodillian Multi Academy Trust

This document is designed to provide a comprehensive approach to induction to the role of a Member at the Rodillian Multi Academy Trust. It contains a range of useful initial reading on both the academy governance sector and the Trust. It then suggests key immediate actions to take to set up in role, followed by core tasks to undertake in the following months. Some ways to receive ‘live’ updates from the sector, are then given:

1. Introduction to Academy Trust governance.
2. Background to Trust governance structures.
3. Context to Trust governance delivery.
4. Setting out as a Member.
5. Developing as a Member.
6. Sector newsletters and updates.

### 1. Introduction to Academy Trust governance

| Action  | Explanation  | Complete? |
|---|--|-----------|
| Read <a href="#">Governance Handbook</a> : Part 1: Effective Governance (Department for Education, October, 2020) | The <a href="#">Governance Handbook</a> applies to both maintained and academy schools and is the Department for Education’s (DfE) core guidance document outlining the <u>three purposes of education governance</u> : <ul style="list-style-type: none"> <li>• ‘Ensuring clarity of vision, ethos and strategic direction;</li> <li>• Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and</li> <li>• Overseeing the financial performance of the organisation and making sure its money is well spent.’</li> </ul> |           |

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|--|--|--|
|  | It is structured around the DfE's <u>Six Features of Effective Governance</u> which are also featured in other publications – Strategic Leadership; Accountability; People; Structures; Compliance; and Evaluation.  |  |
| Read <a href="#">Academies Financial Handbook: Part 1: Roles and responsibilities</a> (Education and Skills Funding Agency, June 2020) | The <u>Academies Financial Handbook</u> is published every year by the Education & Skills Funding Agency (ESFA) which is an executive agency of the DfE. The Handbook outlines a <u>range of requirements for finance and governance in academy trusts</u> and its core purpose is to 'describe the financial responsibilities of academy trusts reflecting their status as charitable companies acting in the public interest'. It 'covers all types of academy including single academy trusts, trusts with multiple academies, free schools, studio schools, university technical colleges, alternative provision and special academies'. |  |
| Read the DfE's <a href="#">Competency Framework for Governance</a>   | It was introduced in January 2017 by the DfE in recognition that both the structures, and behaviours, of boards need to work for governance to be truly effective. The framework ' <u>sets out the competencies needed for effective governance</u> . It is non-statutory guidance and should be read alongside the Governance Handbook ... The framework is applicable to all boards in proportion to the scale and complexity of the organisation they are governing'.   |  |
| Read <a href="#">Principles for a clear and simple accountability system</a>   | This was issued by then Secretary of State for Education Damian Hinds in May 2018 and clarified for school leaders 'when they will and will not be subject to action as a result of the accountability system; the consequences of the accountability system; the roles of different organisations in the system', in particular confirming the interventions by Regional School Commissioners (RSCs).   |  |
| Read ' <a href="#">First 100 Days</a> ' Guide to academy trust finance and data  | This Guide was developed by Academy Ambassadors for new academy trust board members but contains a useful set of <u>information about academy trust finances and educational data</u> . They are the sector organisation that works to recruit trustees and members from the business community to take on roles with academy trusts. The second half of this document contains a useful <u>glossary of education sector terms</u> from the National Governance Association (NGA) which will be useful to refer back to.   |  |

## 2. Background to Trust governance structures

| Action | Explanation | Complete? |
|--------|-------------|-----------|
|--------|-------------|-----------|

|   |  |  |
|---|--|--|
| Read the Trust Governance Handbook                                      | The <u>Governance Handbook</u> is tailored to Rodillian Academy Trust and has been prepared to be <u>given to governance stakeholders joining the trust</u> . It contains the following sections: <ul style="list-style-type: none"> <li>• Introductions</li> <li>• The Rodillian Multi-Academy Trust</li> <li>• Context and governance structure</li> <li>• The Trust Board and Local Review Boards</li> <li>• Tools for your role</li> <li>• Resources, links and glossary of key terms</li> </ul> |  |
| Read the Trust's <a href="#">Articles of Association</a>                | The Articles of Association are the <u>governing document for the trust, and subsidiary company</u> , with clauses that are primarily <u>taken from company and charity law for the Trust</u> .  |  |
| Review most recent <a href="#">Annual Report and Accounts 2019-2020</a> | The <u>Annual Report and Accounts</u> are approved in the Autumn term each year by the Trustees and submitted to the ESFA by 31 December, published on the trust's website by 31 January, and the deadline for submission to Companies House is 31 May (although Trusts usually submit in December/ January).  |  |

### 3. Context to Trust governance delivery.

| Action  | Explanation  | Complete? |
|---|--|-----------|
| <a href="#">Read Trust Leadership biographies</a>   | These are held on the Trust's website.   |           |
| Provide your Biography and a JPEG image   | Please provide a Biography for inclusion on the Trust Website to the Head of Governance and Compliance and if you are able to provide a JPEG image this would also be useful. If you can't, we will arrange for a photo to be taken. |           |
| Read minutes of most <a href="#">recent Board, and Committee meetings</a> from this academic year | The Board and Committee minutes are a <u>legal record of proceedings at each meeting</u> . They will provide key background to the upcoming board discussions.   |           |

#### 4. Setting out as a Member

The purpose of these meetings is to allow introductions to be made with key members of the Executive staff and to forge links amongst the Trust Board and with the LRB's

| Action  | Explanation   | Complete? |
|---|---|-----------|
| Meet with the Chair of the Trust Board, Chief Executive and Director of Finance | A meeting with the key individuals in the Trust that the Member is going to come into contact with.   |           |
| Observe a meeting of the Trust Board  | The Audit & Risk Committee takes the lead on Trust Audit work and Risk Management.  |           |
| Observe a meeting of one of the Local Review Boards                             | The Local Review Boards monitor how the Academies are led and managed, act as a link between the Academy and the communities they have and raise concerns with the Trust Board. |           |

#### 5. Developing as a Member.

The purpose of these actions is to expand your knowledge of the Trust and its Academies and to ensure a key grounding in certain areas together with developing you as a Member. **The Safeguarding training and Prevent Training is compulsory.** The hope and intention is that New Members will complete the same within the first year of their appointment. Should any Online course create a Certificate, please provide the same to the Head of Governance and Compliance for records of training to be kept.

| Action                             | Explanation  | Complete? |
|------------------------------------|--|-----------|
| Introduction to Academy Governance | Twilight session on MS Teams led by A Marham and A Hall followed by Questions and Answers. |           |

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| and the role of Members.                               |   |  |
| Safeguarding   | Twilight session on MS Teams led by Denise Kriens and Ashley Hunter followed by Questions and Answers.                          |  |
| <a href="#">Prevent Training</a>                       | Online training from the Home Office.   |  |
| Data Driven Accountability and Educational Improvement | Twilight session on MS Teams led by Saira Luffman and Jan Bennett followed by Questions and Answers.                            |  |
| Financial Performance and Accountability               | Twilight session on MS Teams led by Neville Lawson and Ian Smyth followed by Questions and Answers.                             |  |
| Visits to the Academies.                               | Subject to Covid restrictions, Members are asked to undertake an Academy visit to each Academy during their first year in role. |  |

#### 6. Sector newsletters and updates.

- **DfE** – it is possible to sign up to receive updates when the Gov.uk site for the DfE is updated – see [here](#)
- **NGA** – The Trust is a member of the National Governance Association (NGA) they issue a weekly newsletter
- **Legal updates** – law firms including Stone King and Bates Wells issue useful newsletters on Education Law matters



## Induction Checklist for Trustees – Rodillian Multi Academy Trust

This document is designed to provide a comprehensive approach to induction to the role of a Trustee at the Rodillian Multi Academy Trust. It contains a range of useful initial reading on both the academy governance sector and the Trust. It then suggests key immediate actions to take to set up in role, followed by core tasks to undertake in the following months. Some suggestions for further reading, and ways to receive ‘live’ updates from the sector, are then given.

**Please note the reading and recommendations for observance of committees is an ideal and not essential.**

1. Introduction to Academy Trust governance.
2. Background to Trust governance structures.
3. Context to Trust governance delivery.
4. Setting out as a Trustee.
5. Developing as a Trustee.
6. Sector newsletters and updates.

### 1. Introduction to Academy Trust governance

| Action  | Explanation   | Complete? |
|---|---|-----------|
| Read <a href="#">Governance Handbook</a> : Part 1: Effective Governance (Department for Education, October, 2020) | <p>The <a href="#">Governance Handbook</a> applies to both maintained and academy schools and is the Department for Education’s (DfE) core guidance document outlining the <u>three purposes of education governance</u>:</p> <ul style="list-style-type: none"> <li>• ‘Ensuring clarity of vision, ethos and strategic direction;</li> <li>• Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and</li> <li>• Overseeing the financial performance of the organisation and making sure its money is well spent.’</li> </ul> <p>It is structured around the DfE’s <u>Six Features of Effective Governance</u> which are also featured in other publications – Strategic Leadership; Accountability; People; Structures; Compliance; and Evaluation.</p> |           |



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|---|--|--|
| <p>Read <a href="#">Academies Financial Handbook</a>: Part 1: Roles and responsibilities (Education and Skills Funding Agency, June 2020)</p> | <p>The Academies Financial Handbook is published every year by the Education &amp; Skills Funding Agency (ESFA) which is an executive agency of the DfE. The Handbook outlines a <u>range of requirements for finance and governance in academy trusts</u> and its core purpose is to ‘describe the financial responsibilities of academy trusts reflecting their status as charitable companies acting in the public interest’. It ‘covers all types of academy including single academy trusts, trusts with multiple academies, free schools, studio schools, university technical colleges, alternative provision and special academies’.</p> |  |
| <p>Read the DfE’s <a href="#">Competency Framework for Governance</a></p>   | <p>It was introduced in January 2017 by the DfE in recognition that both the structures, and behaviours, of boards need to work for governance to be truly effective. The framework <u>‘sets out the competencies needed for effective governance’</u>. It is non-statutory guidance and should be read alongside the Governance Handbook ... The framework is applicable to all boards in proportion to the scale and complexity of the organisation they are governing’.</p>   |  |
| <p>Read <a href="#">Principles for a clear and simple accountability system</a></p>   | <p>This was issued by then Secretary of State for Education Damian Hinds in May 2018 and clarified for school leaders ‘when they will and will not be subject to action as a result of the accountability system; the consequences of the accountability system; the roles of different organisations in the system’, in particular confirming the interventions by Regional School Commissioners (RSCs).</p>  |  |
| <p>Read <a href="#">‘First 100 Days’</a> Guide to academy trust finance and data</p>  | <p>This Guide was developed by Academy Ambassadors for new academy trust board members but contains a useful set of <u>information about academy trust finances and educational data</u>. They are the sector organisation that works to recruit trustees and members from the business community to take on roles with academy trusts. The second half of this document contains a useful <u>glossary of education sector terms</u> from the National Governance Association (NGA) which will be useful to refer back to.</p>   |  |

## 2. Background to Trust governance structures

| Action  | Explanation  | Complete? |
|---|--|-----------|
| Read the Trust Governance Handbook  | <p>The <u>Governance Handbook</u> is tailored to Rodillian Academy Trust and has been prepared to be <u>given to governance stakeholders joining the trust</u>. It contains the following sections:</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• The Rodillian Multi-Academy Trust</li> <li>• Context and governance structure</li> <li>• The Trust Board and Local Review Boards</li> <li>• Tools for your role</li> <li>• Resources, links and glossary of key terms</li> </ul> |           |
| Read the Trust's <a href="#">Articles of Association</a>                          | The Articles of Association are the <u>governing document for the trust, and subsidiary company</u> , with clauses that are primarily <u>taken from company and charity law for the Trust</u> .  |           |
| Review the Trust's <a href="#">Scheme of Delegation</a>                           | The trust's <u>Scheme of Delegation</u> is the <u>core document outlining the roles and responsibilities between the Trustees as the legally liable board, Board committees, the Executive team, and Local Review Boards</u> . Every academy trust has flexibility for the board to delegate in a way that makes most sense within the trust although there will be 'matters reserved' to the board, such as approval of the annual report and accounts, that only the board can approve.                  |           |
| Review Board, Committee and Local Review Board <a href="#">Terms of Reference</a> | The <u>Terms of Reference</u> show how the key responsibilities in the Articles of Association and Scheme of Delegation are <u>operationalised for each layer of governance within the trust</u> . They set out the procedures, membership, frequency of meetings and core business to be covered.   |           |
| Review most recent <a href="#">Annual Report and Accounts 2019-2020</a>           | The <u>Annual Report and Accounts</u> are approved in the Autumn term each year by the Trustees and submitted to the ESFA by 31 December, published on the trust's website by 31 January, and the deadline for submission to Companies House is 31 May (although Trusts usually submit in December/ January).  |           |

3. Context to Trust governance delivery.

| Action  | Explanation  | Complete? |
|---|--|-----------|
| <a href="#">Read Trust Leadership biographies</a>   | These are held on the Trust’s website.   |           |
| Provide your Biography and a JPEG image   | Please provide a Biography for inclusion on the Trust Website to the Head of Governance and Compliance and if you are able to provide a JPEG image this would also be useful. If you can’t, we will arrange for a photo to be taken. |           |
| Read minutes of most <a href="#">recent Board, and Committee meetings</a> from this academic year | The Board and Committee minutes are a <u>legal record of proceedings at each meeting</u> . They will provide key background to the upcoming board discussions.   |           |

6. Setting out as a Trustee.

The purpose of these meetings is to allow introductions to be made with key members of the Executive staff and to forge links amongst the Trust Board and with the LRB’s

| Action   | Explanation  | Complete? |
|--|--|-----------|
| Meet with the Chair of the Trust Board, Chief Executive and Committee Chairs | A meeting before the Trust Board meets and the Committee the Trustee is likely to contribute to.                         |           |
| Meet with the Academy Principals   | A meeting with the Academy Principals to serve as an introduction to the Academies and the issues and successes each has |           |

|  |   |  |
|--|---|--|
| Observe a meeting of the Audit & Risk Committee                | The Audit & Risk Committee takes the lead on Trust Audit work and Risk Management.  |  |
| Observe a meeting of the Covid-19 Task and Finish Group        | The Group provides agile strategic support and decision making to monitor the impact of Covid on Trust Academies.   |  |
| Observe a meeting of the Finance & Resources Committee         | The Committee monitors the finances of the Trust, Southway and the use of Resources   |  |
| Observe a meeting of the Pay, People and Performance Committee | Leads on the people related processes of the Trust including performance management, recruitment and remuneration, staff health and wellbeing.                                  |  |
| Observe a meeting of the Standards Committee                   | Responsible for ensuring strong academic outcomes for students, monitoring Academy leadership, attendance, inclusion and exclusions and stakeholder engagement.                 |  |
| Observe a meeting of one of the Local Review Boards            | The Local Review Boards monitor how the Academies are led and managed, act as a link between the Academy and the communities they have and raise concerns with the Trust Board. |  |

## 7. Developing as a Trustee.

The purpose of these actions is to expand your knowledge of the Trust and its Academies and to ensure a key grounding in certain areas together with developing you as a Trustee. **The Safeguarding training and Prevent Training is compulsory.** The hope and intention is that New Trustees will complete the same within the first year of their appointment. Should any Online course create a Certificate, please provide the same to the Head of Governance and Compliance for records of training to be kept.

| Action  | Explanation  | Complete? |
|---|--|-----------|
| Introduction to Academy Governance and the role of Members. | Twilight session on MS Teams led by A Marham and A Hall followed by Questions and Answers.               |           |
| <a href="#">Safeguarding</a>                                | Complete NGA module on Safeguarding: The Governors role.   |           |
| Safeguarding  | Twilight session on MS Teams led by Denise Kriens and Ashley Hunter followed by Questions and Answers.   |           |
| <a href="#">Prevent Training</a>                            | Online training from the Home Office.  |           |
| Data Driven Accountability and Educational Improvement      | Complete CST module.   |           |
| Data Driven Accountability and Educational Improvement      | Twilight session on MS Teams led by Saira Luffman and Jan Bennett followed by Questions and Answers.     |           |
| Financial Performance and Accountability                    | Complete CST module.   |           |
| Financial Performance and Accountability                    | Twilight session on MS Teams led by Neville Lawson and Ian Smyth followed by Questions and Answers.      |           |
| SEND  | Twilight session on MS Teams led by Michelle Ashby with Ashley Hunter followed by Questions and Answers. |           |

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|---|--|--|
| Managing Compliance Risk and Reputation | Twilight session on MS Teams led by Adam Marham with Stewart Harper followed by Questions and Answers.                           |  |
| Visits to the Academies.                | Subject to Covid restrictions, Trustees are asked to undertake an Academy visit to each Academy during their first year in role. |  |

### 7. Sector newsletters and updates.

- **DfE** – it is possible to sign up to receive updated when the Gov.uk site for the DfE is updated – see [here](#)
- **NGA** – The Trust is a member of the National Governance Association (NGA) they issue a weekly newsletter
- **Legal updates** – law firms including Stone King and Bates Wells issue useful newsletters on Education Law matters



## Induction Checklist for Directors of Southway – Rodillian Multi Academy Trust

This document is designed to provide a comprehensive approach to induction to the role of a Director at Southway. It contains a range of useful initial reading on both the academy governance sector and the Trust. It then suggests key immediate actions to take to set up in role, followed by core tasks to undertake in the following months. Some suggestions for further reading, and ways to receive ‘live’ updates from the sector, are then given:

7. Introduction to Academy Trust governance.
8. Background to Trust governance structures.
9. Context to Trust governance delivery.
10. Setting out as a Director.
11. Developing as a Director.
12. Sector newsletters and updates.

### 4. Introduction to Academy Trust governance

| Action  | Explanation  | Complete? |
|---|--|-----------|
| Read <a href="#">Governance Handbook</a> : Part 1: Effective Governance (Department for Education, October, 2020) | <p>The <a href="#">Governance Handbook</a> applies to both maintained and academy schools and is the Department for Education’s (DfE) core guidance document outlining the <u>three purposes of education governance</u>:</p> <ul style="list-style-type: none"> <li>• ‘Ensuring clarity of vision, ethos and strategic direction;</li> <li>• Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and</li> <li>• Overseeing the financial performance of the organisation and making sure its money is well spent.’</li> </ul> <p>It is structured around the DfE’s <a href="#">Six Features of Effective Governance</a> which are also featured in other publications – Strategic Leadership; Accountability; People; Structures; Compliance; and Evaluation.</p> |           |

|   |  |  |
|---|--|--|
| <p>Read <a href="#">Academies Financial Handbook</a>: Part 1: Roles and responsibilities (Education and Skills Funding Agency, June 2020)</p> | <p>The Academies Financial Handbook is published every year by the Education &amp; Skills Funding Agency (ESFA) which is an executive agency of the DfE. The Handbook outlines a <u>range of requirements for finance and governance in academy trusts</u> and its core purpose is to ‘describe the financial responsibilities of academy trusts reflecting their status as charitable companies acting in the public interest’. It ‘covers all types of academy including single academy trusts, trusts with multiple academies, free schools, studio schools, university technical colleges, alternative provision and special academies’.</p> |  |
| <p>Read the DfE’s <a href="#">Competency Framework for Governance</a></p>   | <p>It was introduced in January 2017 by the DfE in recognition that both the structures, and behaviours, of boards need to work for governance to be truly effective. The framework ‘<u>sets out the competencies needed for effective governance</u>. It is non-statutory guidance and should be read alongside the Governance Handbook ... The framework is applicable to all boards in proportion to the scale and complexity of the organisation they are governing’.</p>  |  |
| <p>Read <a href="#">Principles for a clear and simple accountability system</a></p>   | <p>This was issued by then Secretary of State for Education Damian Hinds in May 2018 and clarified for school leaders ‘when they will and will not be subject to action as a result of the accountability system; the consequences of the accountability system; the roles of different organisations in the system’, in particular confirming the interventions by Regional School Commissioners (RSCs).</p>  |  |
| <p>Read ‘<a href="#">First 100 Days</a>’ Guide to academy trust finance and data</p>  | <p>This Guide was developed by Academy Ambassadors for new academy trust board members but contains a useful set of <u>information about academy trust finances and educational data</u>. They are the sector organisation that works to recruit trustees and members from the business community to take on roles with academy trusts. The second half of this document contains a useful <u>glossary of education sector terms</u> from the National Governance Association (NGA) which will be useful to refer back to.</p>   |  |



5. Background to Trust governance structures

| Action  | Explanation  | Complete? |
|---|--|-----------|
| Read the Trust Governance Handbook                                      | <p>The <u>Governance Handbook</u> is tailored to Rodillian Academy Trust and has been prepared to be <u>given to governance stakeholders joining the trust</u>. It contains the following sections:</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• The Rodillian Multi-Academy Trust</li> <li>• Context and governance structure</li> <li>• The Trust Board and Local Review Boards</li> <li>• Tools for your role</li> <li>• Resources, links and glossary of key terms</li> </ul> |           |
| Read the Trust's <a href="#">Articles of Association</a>                | The Articles of Association are the <u>governing document for the trust, and subsidiary company</u> , with clauses that are primarily <u>taken from company and charity law for the Trust</u> .  |           |
| Read Southway's <a href="#">Articles of Association</a>                 | The Articles of Association are the governing document for Southway.   |           |
| Review most recent <a href="#">Annual Report and Accounts 2019-2020</a> | The <u>Annual Report and Accounts</u> are approved in the Autumn term each year by the Trust Board and submitted and the deadline for submission to Companies House is 31 May (although Trusts usually submit in December/ January).   |           |

6. Context to Trust governance delivery.

| Action  | Explanation                            | Complete? |
|---|--|-----------|
| <a href="#">Read Trust Leadership biographies</a> | These are held on the Trust's website. |           |

|  |  |  |
|--|--|--|
| Provide your Biography and a JPEG image                            | Please provide a Biography for inclusion on the Trust Website to the Head of Governance and Compliance and if you are able to provide a JPEG image this would also be useful. If you can't, we will arrange for a photo to be taken. |  |
| Read minutes of most recent Board meetings from this academic year | The Board minutes are a <u>legal record of proceedings at each meeting</u> . They will provide key background to the upcoming board discussions.   |  |

### 8. Setting out as a Director of Southway

The purpose of these meetings is to allow introductions to be made with key members of the Executive staff and to forge links amongst the Trust Board and with the LRB's

| Action   | Explanation   | Complete? |
|--|---|-----------|
| Meet with the Chief Executive of the Trust and the Principal of Southway | A meeting before the Board meets to serve as an introduction to the Trust and to Southway |           |
| Observe a meeting of the Trust Board                                     | To see the focus of the Trust on Southway   |           |

9. Developing as a Director of Southway.

The purpose of these actions is to expand your knowledge of Southway and the Trust and to ensure a key grounding in certain areas together with developing you as a Director of Southway. **The Safeguarding training and Prevent Training is compulsory.** The hope and intention is that New Trustees will complete the same within the first year of their appointment. Should any Online course create a Certificate, please provide the same to the Head of Governance and Compliance for records of training to be kept.

| Action  | Explanation  | Complete? |
|---|--|-----------|
| Introduction to Academy Governance and the role of Members. | Twilight session on MS Teams led by A Marham and A Hall followed by Questions and Answers.               |           |
| <a href="#">Safeguarding</a>                                | Complete NGA module on Safeguarding: The Governors role.   |           |
| Safeguarding  | Twilight session on MS Teams led by Denise Kriens and Ashley Hunter followed by Questions and Answers.   |           |
| <a href="#">Prevent Training</a>                            | Online training from the Home Office.  |           |
| Data Driven Accountability and Educational Improvement      | Complete CST module.   |           |
| Data Driven Accountability and Educational Improvement      | Twilight session on MS Teams led by Saira Luffman and Jan Bennett followed by Questions and Answers.     |           |
| Financial Performance and Accountability                    | Complete CST module.   |           |
| Financial Performance and Accountability                    | Twilight session on MS Teams led by Neville Lawson and Ian Smyth followed by Questions and Answers.      |           |
| SEND  | Twilight session on MS Teams led by Michelle Ashby with Ashley Hunter followed by Questions and Answers. |           |

|   |   |  |
|---|---|--|
| Managing Compliance Risk and Reputation | Twilight session on MS Teams led by Adam Marham with Stewart Harper followed by Questions and Answers.            |  |
| Visits to Southway.                     | Subject to Covid restrictions, Directors are asked to undertake a visit Southway during their first year in role. |  |

#### 8. Sector newsletters and updates.

- **DfE** – it is possible to sign up to receive updates when the Gov.uk site for the DfE is updated – see [here](#)
- **NGA** – The Trust is a member of the National Governance Association (NGA) they issue a weekly newsletter
- **Legal updates** – law firms including Stone King and Bates Wells issue useful newsletters on Education Law matters



## Induction Checklist for LRB Members – Rodillian Multi Academy Trust

This document is designed to provide a comprehensive approach to induction to the role of a LRB Member at the Rodillian Multi Academy Trust. It contains a range of useful initial reading on both the academy governance sector and the Trust. It then suggests key immediate actions to take to set up in role, followed by core tasks to undertake in the following months. Some suggestions for further reading, and ways to receive ‘live’ updates from the sector, are then given:

13. Introduction to Academy Trust governance.
14. Background to Trust governance structures.
15. Context to Trust governance delivery.
16. Setting out as an LRB Member.
17. Developing as an LRB Member.
18. Sector newsletters and updates.

### 7. Introduction to Academy Trust governance

| Action  | Explanation   | Complete? |
|---|---|-----------|
| Read <a href="#">Governance Handbook</a> : Part 1: Effective Governance (Department for Education, October, 2020) | <p>The <a href="#">Governance Handbook</a> applies to both maintained and academy schools and is the Department for Education’s (DfE) core guidance document outlining the <u>three purposes of education governance</u>:</p> <ul style="list-style-type: none"> <li>• ‘Ensuring clarity of vision, ethos and strategic direction;</li> <li>• Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and</li> <li>• Overseeing the financial performance of the organisation and making sure its money is well spent.’</li> </ul> <p>It is structured around the DfE’s <u>Six Features of Effective Governance</u> which are also featured in other publications – Strategic Leadership; Accountability; People; Structures; Compliance; and Evaluation.</p> |           |

|   |  |  |
|---|--|--|
| <p>Read <a href="#">Academies Financial Handbook</a>: Part 1: Roles and responsibilities (Education and Skills Funding Agency, June 2020)</p> | <p>The Academies Financial Handbook is published every year by the Education &amp; Skills Funding Agency (ESFA) which is an executive agency of the DfE. The Handbook outlines a <u>range of requirements for finance and governance in academy trusts</u> and its core purpose is to ‘describe the financial responsibilities of academy trusts reflecting their status as charitable companies acting in the public interest’. It ‘covers all types of academy including single academy trusts, trusts with multiple academies, free schools, studio schools, university technical colleges, alternative provision and special academies’.</p> |  |
| <p>Read the DfE’s <a href="#">Competency Framework for Governance</a></p>   | <p>It was introduced in January 2017 by the DfE in recognition that both the structures, and behaviours, of boards need to work for governance to be truly effective. The framework ‘<u>sets out the competencies needed for effective governance</u>. It is non-statutory guidance and should be read alongside the Governance Handbook ... The framework is applicable to all boards in proportion to the scale and complexity of the organisation they are governing’.</p>  |  |
| <p>Read <a href="#">Principles for a clear and simple accountability system</a></p>   | <p>This was issued by then Secretary of State for Education Damian Hinds in May 2018 and clarified for school leaders ‘when they will and will not be subject to action as a result of the accountability system; the consequences of the accountability system; the roles of different organisations in the system’, in particular confirming the interventions by Regional School Commissioners (RSCs).</p>  |  |

## 8. Background to Trust governance structures

| Action  | Explanation  | Complete? |
|---|--|-----------|
| Read the Trust Governance Handbook                                      | <p>The Trust <u>Governance Handbook</u> is tailored to Rodillian Academy Trust and has been prepared to be <u>given to governance stakeholders joining the trust</u>. It contains the following sections:</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• The Rodillian Multi-Academy Trust</li> <li>• Context and governance structure</li> <li>• The Trust Board and Local Review Boards</li> <li>• Tools for your role</li> <li>• Resources, links and glossary of key terms</li> </ul> |           |
| Read the Trust's <a href="#">Articles of Association</a>                | The Articles of Association are the <u>governing document for the trust, and subsidiary company</u> , with clauses that are primarily <u>taken from company and charity law for the Trust</u> .  |           |
| Review the Trust's <a href="#">Scheme of Delegation</a>                 | The trust's <u>Scheme of Delegation</u> is the <u>core document outlining the roles and responsibilities between the Trustees as the legally liable board, Board committees, the Executive team, and Local Review Boards</u> . Every academy trust has flexibility for the board to delegate in a way that makes most sense within the trust although there will be 'matters reserved' to the board, such as approval of the annual report and accounts, that only the board can approve.                        |           |
| Review Local Review Board <a href="#">Terms of Reference</a>            | The <u>Terms of Reference</u> show how the key responsibilities in the Articles of Association and Scheme of Delegation are <u>operationalised for each layer of governance within the trust</u> . They set out the procedures, membership, frequency of meetings and core business to be covered.   |           |
| Review most recent <a href="#">Annual Report and Accounts 2019-2020</a> | The <u>Annual Report and Accounts</u> are approved in the Autumn term each year by the Trustees and submitted to the ESFA by 31 December, published on the trust's website by 31 January, and the deadline for submission to Companies House is 31 May (although Trusts usually submit in December/ January).  |           |

9. Context to Trust governance delivery.

| Action   | Explanation  | Complete? |
|--|--|-----------|
| Read Academy Leadership Biographies  | These are held on the Academy website  |           |
| Provide your Biography and a JPEG image  | Please provide a Biography for inclusion on the Academy Website to the Head of Governance and Compliance and if you are able to provide a JPEG image this would also be useful. If you can't, we will arrange for a photo to be taken. |           |
| Read minutes of most <a href="#">recent LRB meetings</a> from this academic year | The Board and Committee minutes are a <u>legal record of proceedings at each meeting</u> . They will provide key background to the upcoming board discussions.   |           |

10. Setting out as an LRB Member

The purpose of these meetings is to allow introductions to be made with key members of the Executive staff and to forge links amongst the Trust Board and with the LRB's

| Action   | Explanation   | Complete? |
|--|---|-----------|
| Meet with the Chair of the LRB and Principal     | A meeting before the next LRB meeting to serve as an introduction to the Academy, its issues and successes.   |           |
| Observe a meeting of another Local Review Board. | Local Review Boards monitor how Academies are led and managed, act as a link between the Academy and the communities they have and raise concerns with the Trust Board. |           |



### 11. Developing as an LRB Member.

The purpose of these actions is to expand your knowledge of the Trust and the Academy and to ensure a key grounding in certain areas together with developing you as an LRB Member. **The Safeguarding training and Prevent Training is compulsory.** The hope and intention is that New LRB Members will complete the same within the first year of their appointment. Should any Online course create a Certificate, please provide the same to the Head of Governance and Compliance for records of training to be kept.

| Action  | Explanation  | Complete? |
|---|--|-----------|
| Introduction to Academy Governance.                     | Twilight session on MS Teams led by A Marham and A Hall followed by Questions and Answers.               |           |
| <a href="#">Safeguarding</a>                            | Complete NGA module on Safeguarding: The Governors role.   |           |
| Safeguarding  | Twilight session on MS Teams led by Denise Kriens followed by Questions and Answers.                     |           |
| <a href="#">Prevent Training</a>                        | Online training from the Home Office.  |           |
| <a href="#">Ofsted Inspection of Schools</a>            | Complete NGA module on Ofsted and the new Inspection Framework   |           |
| <a href="#">Monitoring performance data and Targets</a> | Complete NGA module  |           |
| Data Driven Accountability and Educational Improvement  | Twilight session on MS Teams led by Saira Luffman followed by Questions and Answers.                     |           |
| <a href="#">Pupil Premium</a>                           | Complete NGA module  |           |
| SEND  | Twilight session on MS Teams led by Michelle Ashby with Ashley Hunter followed by Questions and Answers. |           |
| <a href="#">Managing Academy finance</a>                | Complete NGA module  |           |
| <a href="#">Health and Safety</a>                       | Complete NGA module  |           |

|   |  |  |
|---|--|--|
| Managing Compliance Risk and Reputation | Twilight session on MS Teams led by Adam Marham followed by Questions and Answers.   |  |
| Visit to the Academy.                   | Subject to Covid restrictions, LRB Members are asked to undertake an Academy visit to their Academy during their first year in role. |  |

### 9. Sector newsletters and updates.

- **DfE** – it is possible to sign up to receive updated when the Gov.uk site for the DfE is updated – see [here](#)
- **NGA** – The Trust is a member of the National Governance Association (NGA) they issue a weekly newsletter
- **Legal updates** – law firms including Stone King and Bates Wells issue useful newsletters on Education Law matters

Equality, Diversity, Cohesion and Integration Screening

As a Trust via the public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. Please also take due regard of Equalities considerations.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

|   |  |
|---|--|
| <b>Organisation:</b><br>Rodillian Multi Academy Trust | <b>Department responsible for the Policy:</b><br>Governance and Compliance |
| <b>Lead Person:</b><br>Adam Marham                    | <b>Contact Number:</b>   |

|   |
|---|
| <b>1. Title:</b> Governance Recruitment, Induction and Succession Planning policy                   |
| Is this a:<br><br><input checked="" type="checkbox"/> Policy<br><br><b>If other, please specify</b> |

|  |
|--|
| <b>2. Please provide a brief description of what you are screening</b> |
| The Policy   |

| <b>3. Relevance to equality, diversity, cohesion and integration</b>   |            |           |
|--|------------|-----------|
| <b>Questions</b>   | <b>Yes</b> | <b>No</b> |
| Is there an existing or likely differential impact for the different equality characteristics?   |            | x         |
| Have there been or likely to be any public concerns about the Policy or proposal?  |            | x         |
| Could the proposal affect how services are organised, provided, located and by whom?   | x          |           |
| Could the proposal affect our workforce or employment practices?   | x          |           |
| Does the proposal involve or will it have an impact on: <ul style="list-style-type: none"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul> | x          |           |

| <b>4. Considering the impact on equality, diversity, cohesion and integration</b>   |
|---|
| <p><b>Scope of the proposal</b> – All levels of Governance in the Trust</p> <ul style="list-style-type: none"> <li>• <b>Who is likely to be affected</b> – The community.</li> <li>• <b>Consultation and engagement activities with those likely to be affected</b> – ongoing feedback from staff and applicants, the Policy is made available on our website.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• <b>Key findings</b></li> </ul> <p>We have considered the potential positive and negative impact on different equality characteristics in relation to the Policy and do not believe that any groups will be adversely affected. The HR Team is vigilant in adhering to the appropriate legislation in relation to protected characteristics and to preventing discrimination. Managers are supported and trained in relation to these areas.</p> <p>The Policy has taken into account religious, racial and gender-specific clothing requirements and those of staff with disabilities in line with the Equality Act.</p> <p>We have considered the perception that the proposal could benefit one group at the expense of another and we do not believe that the Policy could be perceived to be discriminatory with regards to its wording or format.</p> |
| <ul style="list-style-type: none"> <li>• <b>Actions</b></li> </ul> <p>The Trust will continue to promote positive impact and remove/reduce negative impact through the application of this Policy within the organisation.</p>  |

**5. Governance, ownership and approval**

Please state here who has approved the actions and outcomes of the screening

| <b>Name</b> | <b>Job title</b>                  | <b>Date</b> |
|-------------|-----------------------------------|-------------|
| Adam Marham | Head of Governance and Compliance | 22.02.21    |
|             |                                   |             |

**6. Publishing**

This screening document will act as evidence that due regard to equality and diversity has been given.

|                                   |          |
|-----------------------------------|----------|
| <b>Date screening completed</b>   | 22.02.21 |
| <b>Date agreed at Trust Board</b> | 08.03.21 |