



BRIGSHAW
LEARNING PARTNERSHIP

Trustee Role Description



The Brigshaw Learning Partnership is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee registered in England and Wales, Registered Company Number 10301662, whose registered office is at The Brigshaw Learning Partnership, Brigshaw High School, Allerton Bywater, Castleford WF10 2HR

Providing a cradle to career education that allows our children to enjoy lives of **choice** and **opportunity**



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Introduction

The Brighshaw Learning Partnership Multi Academy Trust is governed by the Trust board.

The Trust Board is accountable and responsible for all of our Trust schools. The board is also the employer of all staff within Trust schools. Trustees set the strategic direction of the Trust. They are responsible for compliance with all financial regulations and are accountable to the members and the Department for Education. They must have regard to any guidance on the governance of academy trusts.

Main responsibilities

All Trust Boards have three core functions:

1. Ensuring clarity of the vision, ethos and strategic direction.
2. Holding the executive leaders to account for the educational performance of the school(s) and its pupils and the effective and efficient performance management of staff.
3. Overseeing the financial performance of the school(s) and making sure that its money is well spent.

The role of Trustee and our Trust Board

- The Trust Board must operate and make decisions to further our Trust's charitable object, which is 'to advance for the public benefit education in the United Kingdom'.
- The Trust Board should also have regard for the needs of leaders, teachers and staff in their school(s) to be able to achieve work-life harmony, and, through their strategic role, should provide support and challenge to help reduce unnecessary burdens.
- The board must make decisions in the best interest of pupils, not personal interests, and welcome a diverse range of viewpoints when debating decisions. Good decision-making is well informed by both available evidence of what works or is likely to be effective, and by the views and needs of key stakeholders, particularly parents.
- The board should play a strategic role and avoid routine involvement in operational matters. They should focus strongly on holding executive leaders to account for exercising their professional judgement in these matters and all of their other duties. However, since the board is responsible in law for the schools, it may need to intervene in operational matters if a circumstance arises where because of the actions or inactions of the executive leaders, a school may be in breach of a statutory duty.
- Trustees must apply the highest standards of conduct and ensure robust governance, as these are critical for effective financial management. They should follow the Governance Handbook, which describes the following features of effective governance in more detail and will aid compliance with the Academy Trust Handbook:
 - strategic leadership that sets and champions vision, ethos and strategy
 - accountability that drives up educational standards and financial performance
 - people with the right skills, experience, qualities and capacity
 - structures that reinforce clearly defined roles and responsibilities
 - compliance with statutory and contractual requirements
 - evaluation of governance to monitor and improve its quality and impact



Statutory duties

Trustees must comply with our Trust's charitable objects, with company and charity law, and with their contractual obligations under our funding agreement. Statutory duties are described in sections 170 to 181 of the Companies Act 2006, but in summary are to:

- act within their powers
- promote the success of the company
- exercise independent judgement
- exercise reasonable care, skill and diligence
- avoid conflicts of interest
- not accept benefits from third parties
- declare interest in proposed transactions or arrangements

Strategic Responsibilities

Trustees are responsible for:

- determining the mission, values and long-term ambitious vision for the Trust
- appointing and appraising the senior executive leaders and making pay recommendations
- working with senior leaders to develop a strategy for achieving the vision
- ensuring that stakeholders are involved, consulted and informed as appropriate
- ensuring that all schools in the Trust deliver a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- taking ownership of the Trust's financial sustainability and ensuring effective resource management across the Trust
- agreeing the Trust's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- ensuring robust risk management policy and procedures are in place and that risk control measures are appropriate and effective.



Monitoring and evaluating Trust performance

Trustees must monitor the priorities that have been set to ensure progress is being made by:

- measuring the Trust's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the Trust is operating effectively in line with these policies
- holding the senior executive leaders to account for standards, financial probity and compliance with agreed policies
- evaluating relevant data and feedback provided by senior executive leaders and external reporting on all aspects of Trust performance
- asking challenging questions of the senior executive leadership in order to hold them to account
- ensuring that there are policies and procedures in place to deal with complaints effectively.
- Contribution to the Trust Board
- Trustees should ensure that they are making a positive and meaningful contribution to the board by:
 - attending meetings (typically 5 full board meetings a year), reading papers and preparing questions for the senior executive leadership in advance
 - establishing and maintaining professional relationships with senior executive leaders and colleagues on the Board of Trustees
 - getting to know the schools within the Trust, including visiting occasionally during school hours
 - undertaking induction training and developing knowledge and skills on an ongoing basis.

Local School Committee arrangements

The Trust governance structure has Local School Committees overseeing our schools. The Local School Committee are accountable to the Trust Board for ensuring that the Headteachers fulfil their responsibilities for educational standards and outcomes for children and young people; they are focussed on the '5 S's':

- **Stakeholders** – pivot between school and Trust Board, represent community, to seek assurance for the Trustees that the school engages positively with its key stakeholders and local community.
- **Standards** – responsible for supporting and challenging leaders, raise standards of quality of education in schools and to seek assurance for the Trustees that the Headteacher is listened to, supported and challenged.
- **Pupils** – to seek assurance for the Trustees that pupils are listened to, feel safe in the schools and are successful learners.
- **Safeguarding** – support and challenge to ensure that all pupils are safe.
- **SEND** – support and challenge to ensure a culture of true inclusion.

In other areas, they provide a crucial challenge and support role by monitoring school outcomes.

Trustees are responsible for:

- ensuring that the Trust's Local School Committee structure meets the needs of the Trust
- agreeing clear [schemes of delegation](#), outlining the responsibilities delegated to the senior executive leaders and the responsibilities of the board and Local School Committees
- ensuring effective communication channels are in place.



At all levels of BLP governance, Members, Trustees, and Local Governors will act in accordance with the BLP Governance code of conduct and the Nolan Principles of public life:

The Seven Principles of Public Life

Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness

Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership

Holders of public office should promote and support these principles by leadership and example.