

Birmingham Diocesan Multi-Academy Trust Governance Plan October 2020

Issued: October 2020

Date of review: Autumn 2021

CONTENTS

1. INTRODUCTION	3
2. VISION	9
3. SEVEN PRINCIPLES OF PUBLIC LIFE	9
4. DEFINITION OF TERMS IN THIS BDMAT GOVERNANCE PLAN	10
5. OVERVIEW OF BDMAT GOVERNANCE	13
6. GOVERNANCE STRUCTURE	14
7. HEADTEACHER PERFORMANCE MANAGEMENT	19
8. OUTLINE OF KEY ROLES	21
10. INFORMATION FOR WEBSITE	30
11. MEMBERSHIPS AND PARTNERSHIPS	30
12. MEETING SCHEDULE	31
APPENDIX 1 – MEMBERS & DIRECTORS PEN PORTRAITS	33
APPENDIX 2 - CODE OF CONDUCT FOR DIRECTORS OF BIRMINGHAM DIOCESAN MULTI-ACADEMY TRUST (BDMAT)	41
APPENDIX 3 - BDMAT CONFLICT OF INTEREST POLICY	49
APPENDIX 4 - BOARD & LOCAL ACADEMY BOARDS’ ALLOWABLE EXPENSES	57
APPENDIX 5 – DIRECTOR VISITS POLICY	61
APPENDIX 6 – SKILLS MATRIX	69
APPENDIX 7 - GOVERNANCE STRUCTURE	74

1. Introduction

The Birmingham Diocesan Board of Education (DBE) established the Birmingham Diocesan Multi-Academy Trust (BDMAT) in 2017 to provide an option for the family of Church Schools and academies in the Birmingham Diocese who were looking to join a multi-academy Trust, meeting the requirements for governance for Church of England schools. Both the DBE and BDMAT are committed to the provision of high-quality Christian education. BDMAT has been set-up as a 'mixed-MAT', allowing non-Church of England schools to be members as long as they support the MAT's aims. BDMAT is operated by a Trust Board and is accountable to the Department for Education ('the DfE'). The Directors on the Trust Board are appointed by the Members of the Trust. BDMAT has been given 'sponsor' status by the DfE, allowing them to admit schools who have been classed as 'failing' by the DfE / Ofsted.

There are currently seventeen primary schools within the Trust, these are:

- Austrey CE Primary
- Coleshill CE Primary
- Hawkesley Church Primary Academy
- Holy Trinity CE Primary Academy
- Lady Katherine Leveson CE Primary
- Nethersole CE Primary Academy
- Newton Regis CE Primary
- Nonsuch Primary
- Quinton CE Church Primary
- St. Clement's CE Primary Academy
- St. George's CE Primary Academy, Edgbaston
- St. George's CE Primary Academy, Newtown
- St Margaret's CE Primary
- St. Michael's CE Primary Academy, Handsworth
- St Michael's CE Primary, Bartley Green
- Warton Nethersole CE Primary
- Woodside CE Primary

In addition, BDMAT was awarded a secondary free-school bid in April 2017 by the DfE; as a result, Christ Church, Church of England, Secondary Academy is due to open in September 2021 in the Yardley Wood area of Birmingham and become a member of BDMAT.

Each school has its own Local Academy Board (LAB). The governors who serve on the Local Academy Board are appointed by the Trust Board (with the exception of parent and staff representatives).

THE WAY IT WORKS

The Trust Board has overall legal responsibility for the operation of the MAT and the schools within it; however, the Trust Board works in partnership with the leadership teams and LABs at its family of schools.

The Scheme of Delegation provides for certain functions to be carried out by one or more of the following:

- the Trust Board; and/or
- the Chief Executive Officer ('the CEO') or other members of the executive; and/or
- the Headteacher of the school; and/or
- the Local Academy Board of the school

The latest copy of the scheme of delegation can be located at:

<https://bdmatschools.com/governance-policies/scheme-of-delegation/>

Pen portraits of the current Members, Directors and Governors are included in Appendix 1.

All academies are required to operate in accordance with the Trust's policies and procedures, as well as demonstrating principles of good financial management. Academies are subject to annual external and internal audit, as well as other assurance work as required by the Trust. In the event that an academy is designated as "high-risk" (due to poor financial management or accumulated deficits etc.), then the academy's financial roles will be temporarily taken over by the Central Team until reassurances are gained that the senior leadership team / LAB is in a position to manage its finances. Academies know to escalate issues by consulting the scheme of delegation to determine

when and where the LAB chair needs to raise an issue at Board level.

The Trust understands and will act appropriately in relation to statutory duties and all trustees (as company directors) will comply with their duties as set out in the Companies Act 2006. These comprise the duties to:

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

These duties are especially relevant when entering into transactions with connected parties. There is in place an effective Conflict of Interests Policy (Appendix 3) which will apply to all members, directors and local governors.

The Scheme of Delegation provides more details of the financial responsibilities of the Board of Trustees.

BDMAT maintains independent challenge by implementing the following:

- **Finance:** We appoint external auditors;
- **Governance:** We are considering costed proposals for external review of governance on a regular basis;
- **Assessment:** We will look to partner with other schools to externally validate baseline assessments of students and will seek to join local school improvement clusters;
- **Moderation:** We will undertake moderation across the MAT and with other schools to assure consistency; and

- **Ongoing:** While we are content with the skills and experience of the current members and directors, any future appointments will be based on where our analysis suggest we should add more capacity.

Both Trust and Local Academy Boards will undertake annual NGA skills audits that will inform the training for the following year. This work has already been completed by the Trust Board.

At all levels of governance, we have significant knowledge and experience of working with school data, both from a practitioner perspective and from a governance perspective. However, our ambition is that every governor is comfortable interpreting and challenging data and we will undertake both internal training from the Headteacher but also external training as part of the overall development plan for governors.

THE TRUST BOARD

Many of The Trust Board responsibilities fall within the remit of the Terms of Reference for either:

- Finance & Resources Committee
- Audit Committee
- School Effectiveness Committee
- Admissions Committee

Where functions are to be carried out by a Committee this is identified in the Scheme of Delegation). If no Committee is mentioned the full Trust Board will deal with the matter.

THE CEO

The BDMAT CEO is Christopher Mansell who commenced in post in September 2017. A significant number of responsibilities under the Scheme of Delegation lie with the CEO. It is recognised that the CEO may choose to delegate some of their duties to two other members of the executive, the Chief Finance and Operations Officer and the Chief School Effectiveness Officer and other staff with the BDMAT Central Team.

SCHOOL SUPPORT

When a school converts and joins the MAT it will be allocated to the appropriate support

based on:

- its latest Ofsted Inspection Report; and BDMAT'S assessment of its historical performance and future prospects, undertaken through 'due diligence' before the school transfers into BDMAT.

Where there are significant concerns regarding a school it will be deemed to be a 'priority school'. This categorisation is very important because it dictates the following:

- the 'make-up' of the Local Academy Board;
- the extent to which responsibilities are delegated to the school;
- the level of support the school receives, and
- the funding arrangements.

REVIEWING THE SUPPORT

The on-going support to schools will be linked to the performance of the school in relation to:

- the quality of teaching and learning;
- leadership;
- outcomes;
- safeguarding;
- finance; and
- buildings.

The support will be reviewed at least once a year and if required the school will be determined to be a 'priority school'.

The CEO reserves the right to determine a school requires 'priority status' at any time if he believes this to be appropriate in the interests of both the school concerned and the wider MAT family.

LOCAL ACADEMY BOARD APPOINTMENTS

The 'make-up' of the Local Academy Body follows the category allocated to the school:

- Sponsored / Priority Schools - The Trust Board appoints all the Governors, other than parent and staff representatives; and
- Other schools - the Local Academy Board is appointed on an '*as is*' basis to reflect the arrangements in place immediately prior to joining the MAT and approved by the MAT board, as long as it still meets the requirements for Christian representation on the board.

In some circumstances, priority schools will temporarily have their LAB suspended and an Executive Governing Body will be put in place, chaired by a member of the BDMAT executive team.

Academies will decide on their LAB committee structures and frequency of meetings (with the exception of Executive Governing Bodies, which will be determined by the CEO).

Working together as a family

In addition to the school improvement programme all schools within the MAT family will be asked as part of the 'generous heart' to contribute to one or more of the following:

- development and maintenance of school policies;
- sharing of best practice;
- provision of emergency cover;
- mentoring and coaching of staff; and
- recruitment, training and appraisal of Governors for the Local Academy Board

with Headteachers and Local Academy Boards.

Expanding the MAT

Plans will be based on maintaining an appropriate span of control within an appropriate geographical spread. The number of schools within the MAT will also correlate with

demand and take into account local pupil place planning, and include close consultation with the DfE via the Regional Schools Commissioner and the relevant Local Authority.

2. VISION

The aims, vision, values, strategic aims and key performance indicators can all be located in BDMAT's Strategic Plan (2019-2024) which can be located at:

<https://bdmatschools.com/about/strategic-plan/>

3. SEVEN PRINCIPLES OF PUBLIC LIFE

In 1995 the DfE published guidance on the 7 principles of public life (referred to as the 'Nolan Principles') which are the basis of the ethical standards expected of public office holders.

The Trust subscribes to these standards and values and expects all Members, Directors, Governors and school leaders to abide by them at all times.

The 7 principles of public life are:

1. Selflessness

Holders of public office should act solely in terms of the public interest.

2. Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

3. Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

5. Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

6. Honesty

Holders of public office should be truthful.

7. Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

In meeting these principles, the Trust will be continually mindful of, and operate within the scope of the Articles, the DfE Funding Agreement, the Academies Financial Handbook, Charities Commission stipulations and company law. Each schools' Special Educational Needs and Disabilities Co-ordinator (SENDCO), and Designated Safeguarding Leaders (DSLs) will ensure that statutory and best practice requirements are met in these areas.

4. DEFINITION OF TERMS IN THIS BDMAT GOVERNANCE PLAN

The members of an academy trust have a different status from the directors or Governors. The members are the subscribers to the trust's memorandum of association, and any other individuals permitted to become members under its articles of association. Members have an overview of the governance arrangements of the trust and have the power to appoint and remove directors. Members can amend the articles and may do so to support stronger governance arrangements. Members appoint the Trust's auditors and at least annually receive the auditors' accounts and management letters.

The DfE advocates that Academy trusts should be established with three members, although DfE encourages trusts to have at least five members in total, as this:

- ensures enough members can take decisions via special resolution (which requires 75% of members to agree) without requiring unanimity; and

- facilitates majority decisions being taken by ordinary resolution (which requires a majority of members to agree)

Structures in which members are also employees are not considered by DfE to be an effective model of governance for an academy trust.

The Trust currently complies with both of the above principles. Current members are: Sarah Smith (Director of Education), The Very Revd Matt Thompson (Dean of Birmingham), The Revd Canon Dr Mark Pryce (Director of Ministry), The Venerable Jenny Tomlinson (Archdeacon of Birmingham) and Charlotte Ward Lewis (Deputy Director of Education).

The role of **Director** involves providing strategic direction for the trust, providing advice and on occasions, sensitive challenge to ensure a progressive improvement in standards across the trust. This role contributes to the work of the board in raising standards of achievement for all students.

The role of **Governor** in a Local Academy Board is concerned with collective oversight, support and challenge, holding the academy leaders to account in the manner of a critical friend, providing support, expertise and challenge to the headteachers, throughout the annual cycle of calendar activities from September to August.

Governors do not need to have qualifications but need to be aged 18 years and above. Governors have a responsibility to work collaboratively with other members of the Local Academy Boards, to the staff and students of the schools, the schools' wider communities and where they are representatives, to their particular constituency (parents; staff; teachers; etc.). Although some governors may represent particular constituencies, they are not delegates of that group and should reflect the best interests of the school as a whole in all decisions.

Maintaining a distinction between the Board of Directors and the Local Academy Boards ensures that members and directors maintain a more strategic focus, and provide, independent oversight and challenge to Governors. This is especially important in multi-academy trusts in which trustees are responsible for a number of academies.

The role of a **Local Academy Boards** includes the following:

- Acting as a critical friend, holding the Headteacher to account for performance against targets;

- Compliance with relevant statutory requirements and related duties;
- Acting as the admissions authority for the school on behalf of the board of directors;
- Agreeing targets for student achievement with the Headteacher;
- Managing the school's finances including approving the first formal budget plan of the financial year;
- Making sure the academy curriculum is balanced and broadly based;
- Overseeing student safeguarding to ensure it meets requirements and supports well-being;
- Appointing staff;
- Recruitment and retention strategy;
- Supporting the CEO in carrying out performance reviews of the Headteacher;
- Reviewing staff performance and pay;
- Premises including health and safety;
- Communications policy and procedure regarding key elements of strategy;
- Appointing or removing a Chair and Vice Chair in consultation with the CEO;
- Appointing a Clerk;
- Deciding which functions of the Local Academy Board are delegated to school leaders & where;
- Establishing and reviewing committees;
- Receiving reports from an individual (e.g. HT) or committee;
- Holding at least three meetings per year; and
- Student and staff discipline, including student attendance.

Note – Members, Directors and Governors are expected to undertake an enhanced DBS check, an ID verification check and a Counter Extremist check. Details of how to complete the checks are held by the Clerk to the Board of Directors/Local Academy Board.

5. OVERVIEW OF BDMAT GOVERNANCE

At the centre of the approach to governance at the Trust is a recognition and understanding that we must never lose sight of the fact that governance is about ensuring the best educational outcomes for students. This principle will be applied to all aspects of governance.

The Trust acknowledges and agrees that the three core functions of a Local Academy Board are as set out in the 2019 version of the Department for Education's Governors' Handbook being:

- Ensuring clarity of vision, ethos and strategic direction;
- 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
- Overseeing the financial performance of the organisation and making sure its money is well spent.

The Trust has also adopted the National Governor's Association Framework for Governance. This plan sets out how governance will work at the Trust in order to achieve these basic principles and includes the following sections:

1. The Governance Structure
2. The Scheme of Delegation
3. An outline of the key roles
4. Pen pictures of the current Directors
5. A schedule of actions and meetings

6. GOVERNANCE STRUCTURE

The Trust has adopted a multi-academy trust model in relation to its governance. The Trust believes that there are various benefits to the adoption of this structure including:

- the Trust Board being able to take a completely strategic view of the Trust;
- each Local Academy Board has direct governance responsibility for its school, will be held to account on a regular basis by the Trust Board ensuring an extra layer of scrutiny and challenge;
- the additional level of governance will ensure that each body will be able to focus on its particular responsibilities.

The make-up of Local Academy Boards will be guided by the designation of the school when it joined BDMAT. Therefore all previously designated Voluntary Aided schools will have over 50% of their governors committed to withholding the Christian mission of the school as diocesan representatives; in previously designated Voluntary Controlled schools there will be at least 25% of diocesan appointed governors. All new Free Schools will be classed as Voluntary Aided schools for the purposes of the composition of the governing body. For non-church schools, the composition of the school's governing body on joining BDMAT will be maintained, as long as it meets the current requirements. All of our governing bodies will include at least:

- two parents of students
- one staff member
- a community member

The headteacher and the local incumbent will be offered ex-officio roles on the governing body. If the incumbent does not wish to be a governor on the LAB then this place will be offered to a member of the Parochial Church Council (PCC).

The rights and obligations of the Local Academy Board are set out in the scheme of delegated authority. The aim is that whilst the school is operating in accordance with the performance criteria set by the Trust Board, there will be considerable autonomy to run the school on a day to day basis. If certain performance triggers are hit, the Trust Board and executive will take a more 'hands on' role until the issues have been rectified and the

Local Academy Board may be reconstituted (for example into an Executive Governing Body led by a member of the executive) or retrained to ensure there is no repeat of the issues.

Each Local Academy Board will decide on its own committee structure as part of the autonomy that is given to the Local Academy Board through the Scheme of Delegation. Some LABs have decided to undertake half-termly meetings of the full board instead of having full board meetings and committee meetings.

6.1 MAT BOARD ROLES AND RESPONSIBILITIES

Strategy

- a. Agree a long-term strategy, vision and mission for the Trust, and communicate this to stakeholders;
- b. Establish and monitor a strategic risk register and disaster recovery plan;
- c. Agree a five-asset management plan; and
- d. Develop a marketing and communication plan to promote the academies as the destination of choice for local parents, and to increase income.

6.2 GOVERNANCE

- a. Establish and maintain a register of business interests for the board;
- b. Confirm the appointment of contractors/let tenders;
- c. To review annually and consider the establishment, terms of reference and membership of committees and effectiveness;
- d. Appoint and remove auditors, accountants, company secretary, clerk, accounting officer, principal finance officer, independent peer reviewer (internal control);
- e. Approve the co-option, appointment and removal of persons and Chairs to the local Academy Boards;
- f. Elect (or remove) the Chair and Vice-Chair of the Board annually;
- g. Approve the Scheme of Delegation of powers and responsibilities; and
- h. Decide any changes in the times of school sessions and dates of terms and holidays;
- i. Ensure that the admission arrangements in all schools are compliant.

6.3 FINANCE

- a. Approve the annual budget, allocating finance to individual academies, using the funding formula allocations as a guide, but being sensitive to individual academy circumstances;

- b. Approve the annual audit report, returns and accounts;
- c. Ensure all insurances are in place;
- d. Informing the appropriate government agency if it suspects any irregularity affecting resources, and approvals of any write-offs and other requirements of the ESFA/DFE;
- e. Notify the ESFA when the post of chair of Board of Directors, and Accounting Officer become vacant.

6.4 PEOPLE AND LEADERSHIP

- a. Approve the Terms and Conditions of Employment
- b. Approve staff discipline, conduct, and grievance policy
- c. Confirm appointments of Head Teacher and Deputy Head Teacher
- d. Review effectiveness of management structures
- e. Workforce remodelling/ seeking and ensuring cross-academy collaborations for efficiency and effectiveness
- f. Establish and implement a performance review process for Board and Chair
- g. Ensure LABs conduct self-assessments and performance reviews

6.5 STANDARDS

- a. Ensure that the achievement of standards, delegated to LABs, is planned, resourced, tracked and continuously improved.

6.6 POLICIES

- a. Establish, monitor and review policies and procedures as per the Scheme of Delegation as follows
 - i. Code of Conduct for Governors and Staff
 - ii. Approve a selection of key policies as per the Scheme of Delegation

6.7 SCHEDULE OF ANNUAL AND TERMLY ACTIVITIES FOR THE BOARD OF DIRECTORS

The Board will establish an annual calendar of meetings for itself, all sub-committees and LABs (see 'Actions and Meetings' below). It will also develop an annual business cycle planner, allocating key activities to specific meetings in the academic year. Matters that should be considered by directors at least once a year are:

- the Trust goals and how they are being met;
- review of the management structure to ensure it is operating effectively;
- review the performance of external providers/services provided under SLAs;
- review and approval of the annual accounts and report of the trustees;
- review and approval of the financial budget for the following year;
- review and approval of the levels of insurance cover for the trust's assets;
- findings made by the auditors and the auditor's management letter, and any other financial reviews, and consideration of what actions should be taken arising from their recommendations; and
- review regularly the strategic and operational risks to which the Trust is exposed and ensure systems are in place to mitigate those risks.

6.8 Committees of the Board of Directors

The Trust committee structure includes a Finance & Resources Committee; Audit Committee and a School Effectiveness Committee. The following requirements will apply:

- A Chair shall be elected from among the members of the committee at the first meeting in the Autumn Term.
- To be quorate, at least 3 directors including the committee Chair must be present (for the finance committee there must be three non-executive directors to be quorate).
- Meetings of the Committee will take place at least once per term. The Chair of the Committee will approve an agenda, which will be distributed at least 7 days before the meeting.

- Minutes of each meeting will be taken by the Clerk or the assistant clerk. The minutes will be distributed to all members of the board. The Clerk / assistant clerk will also collate all papers and discussion documents from the meeting with the minutes for filing and for distribution to absent members of the Committee. The Chair of the Committee will also report any significant items to the Full Board of Directors at the meeting held each term.
- The memberships will be reviewed annually by the Trust Board.

Board Performance: The Chair of the Trust will ensure that an annual review of each Director's contribution to the Board's performance is carried out and ensure each Director is investing in their own development.

7. HEADTEACHER PERFORMANCE MANAGEMENT

BDMAT Head Teacher Performance Management Programme

A member of the BDMAT Central Team or their representative will carry out this process in accordance with the DfE "Teacher Appraisal and capability model policy" (2012) and "Effectively Managing Head Teacher Performance" DfE April 2014. Those undertaking headteacher performance management reviews will have qualified teacher status.

Timescale/Cost	Activity
<p>Stage 1.</p> <p>Prior to visiting the school</p> <p>September / October</p>	<p>The BDMAT adviser to analyse documentation received from the school to assess</p> <ul style="list-style-type: none"> • Performance against last year's targets. • Impact on standards. • Areas not achieved or where additional support may be needed. • Areas where through the year the targets became invalid, plus evidence to support this statement.
<p>Stage 2</p> <p>Meetings in school</p>	<p><u>Initial meeting</u></p> <p><u>This initial meeting has three parts</u></p>

<p>September/ October / November /</p>	<p>Approx. 1hr – BDMAT adviser to meet with the head teacher to discuss the information given regarding current targets.</p> <ul style="list-style-type: none"> • Validation of evidence. • Agreement on whether targets have been met. • Discussion regarding targets for the next academic. <p>Approx. 1 hr - BDMAT adviser to meet with relevant members of the Local Academy Board to discuss</p> <ul style="list-style-type: none"> • Current targets and evidence. • Targets for the next academic year. <p>Approx. 1 hr – BDMAT adviser and members of the Local Academy Board meet with Head teacher to formalise the new targets.</p>
<p>Stage 3 Following the initial visit</p>	<p>BDMAT adviser to write a report including targets and agreed actions for the Head teacher. Members of the Local Academy Board with support from BDMAT to formalise the targets and the Key Performance Indicators linked to a timescale.</p>

Mid-Year Review

The HTPM Governors and the BDMAT Advisor or their representative will conduct a mid-year review of the targets set for the headteacher. A typical mid-year process is as follows:

<p>Mid-year Review</p>	<p>Head teacher, BDMAT representative and the governors to discuss progress towards achieving the targets and any additional support/ CPD etc. needed.</p>
<p>After Mid-year Review</p>	<p>The BDMAT representative or a member of the Local Academy Board will write a report on progress towards achieving the targets linked to clear evidence and Key Performance Indicators.</p>

8. OUTLINE OF KEY ROLES

CHAIR OF BDMAT TRUST BOARD

The Chair will be expected to undertake their role in accordance with best practice. In particular, they will deliver the following.

- Leading effective governance
- The Chair must ensure the directors understand the part they play in driving educational improvement and ensuring the Trust meets its aims.
- The Chair's overall purpose is to act as a critical friend to the Trust as a whole
- Building the team of directors
- Ensuring that the CEO receives an annual appraisal.

The Chair is responsible for building a cohesive team of directors, delegating tasks to ensure all members contribute and share responsibility. They must ensure that individuals' skills, knowledge and experience are well used, and that gaps are filled with training and recruitment.

Improving the Trust

The Chair must have a thorough knowledge and understanding of all aspects of the Trust. They should ensure that good quality and relevant information is available to the directors, such as the financial information, the Trust development plan and relevant information about the schools focusing on the strategic elements.

Leading the business

The Chair must work with the clerk to the directors to ensure the Trust board and the Local Academy Boards fulfil their respective statutory obligations and its responsibilities.

The Chair is responsible for chairing main board meetings. Each meeting should have a formal agenda. Meetings should be scheduled to reflect statutory tasks throughout the year.

The Trust will judge the success of the Chair against the following key duties:

1. Give a clear lead in organising the Trust board's work

2. Delegate roles and ensure other directors are fully involved
3. Manage meetings efficiently
4. Keep other directors fully informed
5. Co-operate with other agencies to support Trust improvement

VICE CHAIR OF THE BOARD OF DIRECTORS

The Vice Chair of the Trust Board is a vital role and the person holding this position will need to be ready and able to step into the role of Chair at any time. The Vice Chair should also be available to the Chair as a 'sounding board' when the Chair requires a further opinion and should also be the Chair's critical friend.

The Vice Chair will:

- take on specific responsibility as required – for example, committee chair or development of directors;
- chair particular agenda items or some full board meetings as required;
- act as a mentor for new directors;
- ensure directors' participation in and between meetings;
- deputise for the Chair in their absence; and
- listen and be a critical friend to the Chair.

The Vice Chair must work closely with the Chair to ensure that they are fully informed at all times.

DIRECTOR

Each Director has been and will be selected based on their skills, experience and knowledge. They will be given training to fulfil their duties.

Trust Directors will:

- ensure clarity of vision, ethos and strategic direction;

- hold the local academy boards to account for the performance of the schools and their students, and the performance management of the school staff;
- oversee the financial performance of the Trust and make sure its money is well spent;
- hear certain appeals and grievances in accordance with the Trust's policies;
- to agree the Trust improvement strategy and development plan.

CLERK TO THE TRUST DIRECTORS

The main purpose of role is to:

- Provide advice to the Trust Board on governance, constitutional and procedural matters. Regulations require the Trust Board to have regard to advice from the clerk in regard to exercising the Trust board's functions;
- Provide effective administrative support to the Trust board and its committees;
- Ensure the Trust Board is properly constituted; and
- Manage information effectively in accordance with legal requirements.

Main responsibilities and tasks:

PROVIDE ADVICE TO THE TRUST BOARD

- Advise the Trust board on governance legislation and procedural matters, where necessary before, during and after meetings;
- Act as the first point of contact for Trust board Directors with queries on procedural matters;
- Have access to appropriate legal advice, support and guidance, and where necessary seek advice and guidance from third parties on behalf of the Trust board;
- Inform the Trust board of any changes to its responsibilities as a result of a change in school status or changes in the relevant legislation;
- Offer advice on best practice in governance, including on committee structures and

self-evaluation;

- Ensure that statutory policies are in place, and are revised when necessary, with the assistance of staff;
- Advises on the annual calendar of Trust board meetings and tasks;
- Send new directors induction materials and ensure they have access to appropriate documents, including any agreed Code of Practice; and
- Contribute to the induction of directors taking on new roles, in particular Chair or Chair of a committee.

EFFECTIVE ADMINISTRATION OF MEETINGS

- With the Chair prepare a focused agenda for the Trust board meeting and committee meetings;
- Liaise with those preparing papers to make sure they are available on time, and distribute the agenda and papers as required by legislation or other regulations;
- Ensure meetings are quorate;
- Record the attendance of directors at meetings (and any apologies – whether they have been accepted or not), and take appropriate action in relation to absences, including advising absent directors of the date of the next meeting;
- Draft minutes of Trust board meetings, indicating who is responsible for any agreed action with timescales, and send drafts to the Chair and the CEO
- Circulate the reviewed draft to all directors (members of the committee) and other relevant bodies as agreed by the Trust board and within the timescale agreed with the Trust board; and
- Follow-up any agreed action points with those responsible and inform the Chair of progress.

MEMBERSHIP

- Advise directors and members in advance of the expiry of a director's term of office, so elections or appointments can be organised in a timely manner;

- Chair that part of the meeting at which the Chair is elected, giving procedural advice concerning conduct of this and other elections;
- Maintain a register of Trust board pecuniary interests and ensure the record of directors' business interests is reviewed regularly and lodged within the Trust;
- Ensure Disclosure and Barring (DBS) and Section 128 checks have been carried out on any director when it is appropriate to do so;
- Maintain a record of training undertaken by members of the Trust board; and
- Maintain Trust board meeting attendance records and advise the Chair of potential disqualification through lack of attendance.
- Advise the Trust board on succession planning (of all roles, not just the Chair).

MANAGE INFORMATION

- Maintain up to date records of the names, addresses and category of Trust board members and their term of office, and inform the Trust board and any relevant authorities of any changes to its membership;
- Maintain copies of current terms of reference and membership of any committees and working parties and any nominated directors e.g. Child-protection, SEND;
- Maintain a record of signed minutes of meetings at the registered office, and ensure copies are sent to relevant bodies on request and are published as agreed at meetings;
- Maintain records of Trust board correspondence; and
- Ensure copies of statutory policies and other documents approved by the trust board are kept at the registered office and published as agreed, for example, on the website.

PERSONAL DEVELOPMENT

- Undertake appropriate and regular training and development to maintain their knowledge and improve practice;
- Keep up to date with current educational developments and legislation affecting

MAT and school governance;

- Participate in regular performance management.

ADDITIONAL SERVICES

The clerk may be asked to undertake the following additional duties:

- clerk any statutory appeal committees/panels the Trust board is required to convene;
- participate in, and contribute to the training of directors in areas appropriate to the clerking role;
- maintain archive materials;
- prepare briefing papers for the Trust board, as necessary;
- conduct skills audits and advise on training requirements and the criteria for appointing new directors relevant to vacancies; and
- perform such other tasks as may be determined by the Trust board from time to time.

CHAIR OF LOCAL ACADEMY BOARD (LAB)

The Trust will expect that the Chair of the local academy boards will perform the role to the same standard as the chair of the Trust board. In particular the Chair will:

LEAD EFFECTIVE GOVERNANCE

The LAB Chair must ensure the governors understand the part they play in driving school improvement and ensuring the school meets its aims. The LAB Chair must regularly assess whether the governors are doing their job effectively.

The LAB Chair's overall purpose is to act as a critical friend to the school.

BUILD THE TEAM

The LAB Chair is responsible for building a cohesive team of governors, delegating tasks to ensure all members contribute and share responsibility. The LAB Chair must ensure

that individuals' skills, knowledge and experience are well used, and that gaps are filled with training and recruitment.

DEVELOP POSITIVE RELATIONSHIPS WITH THE HEADTEACHER

The LAB Chair's overall purpose is to act as a critical friend to the school, offering challenge, support, advice and encouragement as required. To do this, an effective working relationship with the Headteacher is important, and the LAB Chair and Headteacher should meet regularly.

IMPROVE THE SCHOOL

The LAB Chair must have a thorough knowledge and understanding of the school. They should ensure that good quality and relevant information is available to the governors, such as exam results, results of lesson observations, Ofsted reports and the school development plan as well as records of visit from members of the Central Team.

ACCOUNTING OFFICER

Each multi academy trust **must** designate a named individual as its accounting officer. For Birmingham Diocesan Multi-Academy Trust (BDMAT) the Accounting Officer is the BDMAT Chief Executive Officer, Christopher Mansell. The individual **must** be a fit and suitable person for the role. The appointment of an accounting officer does not remove the responsibility of trustees, both individually and as a board, for the proper conduct and financial operation of the trust.

The role of accounting officer includes specific responsibilities for financial matters. It includes a personal responsibility to Parliament, and to ESFA's accounting officer, and in turn to the DfE's Principal Accounting Officer for the financial resources under the trust's control.

Accounting Officers **must** be able to assure Parliament, and the public, of high standards of probity in the management of public funds, particularly:

- Regularity – dealing with all items of income and expenditure in accordance with legislation, the terms of the trust's funding agreement and this handbook, and compliance with the trust's internal procedures. This includes spending public money for the purposes intended by Parliament;

- Propriety – the requirement that expenditure and receipts should be dealt with in accordance with Parliament’s intentions and the principles of parliamentary control. This covers standards of conduct, behaviour and corporate governance; and
- Value for money – this is about achieving the best possible educational and wider societal outcomes, within the trust’s objects, through the economic, efficient and effective use of resources, the avoidance of waste and extravagance, and prudent and economical administration. A key objective is to achieve value for money not only for the trust but for taxpayers generally.

The accounting officer **must** complete and sign a statement each year demonstrating how the trust has secured value for money, using the published template. Trusts **must** send it to ESFA by 31 December and publish it on the trust’s website by the end of January following the financial year to which the statement relates. ESFA will also publish these statements.

The accounting officer **must** also complete and sign a statement on regularity, propriety and compliance each year and submit this to ESFA with the audited accounts.

Whilst the trust’s accounting officer is accountable for the trust’s financial affairs, for keeping proper financial records, and for the management of opportunities and risks, the delivery of the trust’s detailed accounting processes will be delegated to a chief financial officer – in BDMAT this is the Chief Finance and Operations Officer.

The accounting officer **must** take personal responsibility (which **must not** be delegated) for assuring the board that there is compliance with the handbook and the funding agreement. The accounting officer **must** advise the board in writing if, at any time, in their opinion, any action or policy under consideration by them is incompatible with the terms of the articles, funding agreement or this handbook.

Similarly, the accounting officer **must** advise the board in writing if the board appears to be failing to act where required to do so by the terms and conditions of the handbook or funding agreement. Where the Trust board is minded to proceed, despite the advice of the accounting officer, the accounting officer **must** consider the reasons the board gives for its decision. If, after considering those reasons the accounting officer still considers that the action proposed by the board is in breach of the articles, the funding agreement

or this handbook, the accounting officer **must** notify ESFA's accounting officer immediately, and in writing.

The chief executive should be appointed as accounting officer, under the guidance of the board, and **must** have appropriate oversight of financial transactions, by:

- Ensuring that all the trust's property is under the control of the Trust directors, and measures are in place to prevent losses or misuse, including maintenance of fixed asset registers;
- Ensuring that bank accounts, financial systems and financial records are operated by more than one person; and
- Keeping full and accurate accounting records; and preparing accruals accounts, giving a true and fair view of the trust's use of resources, in accordance with existing accounting standards.

CHAIR OF FINANCE & RESOURCES COMMITTEE

The Chair of the Finance & Resources Committee responsibilities are to ensure the committee does its job.

Specific duties of the Chair include:

1. Serving as the principal liaison between the committee and the full board of directors
2. Working with the clerk to the Trust Board and Chief Finance and Operations Officer to set an agenda for each committee meeting,
3. Notifying members about the meeting,
4. Ensuring handouts and reports are prepared and sent to committee members in advance.

The presence of a fully engaged Finance & Resources Committee is a strong indication that the Trust is committed to good stewardship and is actively building and preserving the financial resources necessary to support the accomplishment of its mission, both for the short and the long term.

DIRECTOR TRAINING

Directors undertake annual skills audit and will commission a training programme to address any areas of weakness.

Consideration to be given to:

- Director induction training
- Safeguarding
- Safer recruitment
- Finance

The Trust will also link in with the National Association of Governors and follow all updates and good practice guidance available.

9. INFORMATION FOR WEBSITE

www.bdmatschools.com

In addition to all statutory policy and information requirements, the Trust shall also make available in real time:

- *Up to date details of the structure of the Trust board and committees*
- *Names of Directors and their particular roles and responsibilities*

10. MEMBERSHIPS AND PARTNERSHIPS

The Trust board has joined professional bodies that will add value and assist in operating effectively and efficiently, for example the National Governors Association (NGA) and the Confederation of School Trusts (CST).

In terms of assessment schools will look to partner with other schools to externally validate baseline assessments of students and carry out moderation activities.

We will support the collaborative role of all schools within their local family of schools.

The Trust will form links with other successful Trusts, including those part of the Church of England family.

11. MEETING SCHEDULE

Dates for 2020-2021 academic year:

BDMAT Full Board:

Thurs 15 October 2020

Thurs 10 December 2020

Thurs 25 March 2021

Thurs 27 May 2021

Thurs 15 July 2021

AGM - Monday 14 December 2020

BDMAT Sub Committee: School Effectiveness

Thursday 8th October 2020

Thursday 12 November 2020

Thursday 25 February 2021

Thursday 10 June 2021

BDMAT Sub-Committee: Finance & Resources

Thursday 1st October 2020

Thursday 19 November 2020

Thursday 11 February 2021

Thursday 29 April 2021

Thursday 24 June 2021

Dates for 2021-2022 academic year:

BDMAT Full Board:

Thursday 21 October 2021

Thursday 9 December 2021

Thursday 24 March 2022

Thursday 26 May 2022

Thursday 14 July 2022

AGM - Monday 13 December 2021

BDMAT Sub Committee: School Effectiveness

Thursday 7 October 2021

Thursday 11 November 2021

Thursday 24 February 2022

Thursday 9 June 2022

BDMAT Sub-Committee: Finance & Resources

Thursday 30 September 2021

Thursday 25 November 2021

Thursday 10 February 2022

Thursday 28 April 2022

Thursday 23 June 2022

BDMAT Members

Mini Biography: The Revd Canon Dr Mark Pryce

The Revd Canon Dr Mark Pryce is Director of Ministry, Church of England – Birmingham, where he leads the team responsible for selection, training and professional development of Lay and Ordained ministers. Mark’s doctoral research is in the contribution of poetry in reflective practice for professional development. Mark is also a Chaplain to the Queen, which involves preaching in the Chapel Royal as part of Her Majesty’s Ecclesiastical Household in England.

Originally from Wales, Mark trained for ministry in Cambridge and moved to the West Midlands in 1987 to serve as Curate of All Saints Church, West Bromwich, where he was also part-time Chaplain at Sandwell District General Hospital, Governor of two Church Primary Schools, and Community Governor of a large Secondary School.

He was elected as a Fellow of Corpus Christi College, Cambridge in 1990, and served there as Chaplain, Dean of Chapel and Tutor for twelve years before returning to the Black Country as Vicar of Smethwick Old Church, where he led the development of the Dorothy Parkes Community Centre as a hub for services supporting children, young people and families.



Mini Biography: Sarah Smith

Sarah came to the Diocese in February 2015 from her post as Executive Head Teacher of St John’s CE Primary School in Sparkbrook, which she led for 11 years. During that time she was a National Leader of Education, and has been involved in supporting schools on their journey of school improvement. She served as Chair of Birmingham Local Authority Primary Forum and was a member of Birmingham School Forum

Sarah currently works as the Birmingham Diocesan Director of Education. She has oversight of 51 schools and continues to work to support school leaders. She set up and developed the Birmingham Diocesan Multi-Academy Trust and is leading the working group opening the Secondary free school. She chairs two MAT boards.



Mini Biography: The Very Revd Matt Thompson, Dean of Birmingham

Dean Matt is Dean of Birmingham. He was installed as Dean of Birmingham on 30 September 2017. He is also Chair of the Diocesan Board of Education and a Member of Birmingham Diocesan Multi-Academy Trust.

Matt served his title at the Parish of the Ascension, Hulme in the Diocese of Manchester from 1994 to 1997. From 1997 to 2000 he served first as Assistant Curate and then as Team Vicar in the Langley and Parkfield Team Ministry. From 2000 to 2008 he was Priest-in-Charge at St Cross Clayton and Area Dean of Ardwick from 2003 to 2008. From 2008-2017 he was Vicar of Bolton and Borough Dean of Bolton from 2010-2017. He served as an honorary canon of Manchester Cathedral from 2012-2017 and as Chair of the House of Clergy for the Diocese of Manchester from 2015-2017.

Throughout his ministry, he has been particularly involved in schools, urban regeneration, interfaith ministry and community cohesion. He is interested in practical theology and Ignatian spirituality.



Mini Biography: The Venerable Jenny Tomlinson

On 12 May 2019 at Birmingham Cathedral, the Bishop of Birmingham collated Jenny Tomlinson as the new Archdeacon of Birmingham, and the Dean of Birmingham installed her as an Honorary Canon of The Cathedral Church of St Philip, Birmingham.

Jenny read history at Trinity Hall, Cambridge, and worked in NHS management in Surrey. She trained for ordination at Ridley Hall Cambridge and served her curacy in the parish of St John the Baptist Busbridge, in Guildford Diocese. She was among the first women to be ordained priest in 1994.

Jenny moved to the Diocese of Chelmsford in 1998 and held parish posts in Grays and the Saffron Walden and Villages Team Ministry, and as an Interim Minister in the North Blackwater parishes. As a healthcare chaplain in South West Essex, she initiated a new model of community chaplaincy. Jenny was appointed the Bishop of Chelmsford's Adviser on Women's Ministry in 2008, and as Mission and Ministry Adviser in 2011.



Mini Biography: Charlotte Ward Lewis

Charlotte joined the Diocese in February 2017 and is currently the Deputy Director of Education with responsibility for school effectiveness and governance. Charlotte has worked in education for 27 years with 12 years as a headteacher in church schools in Leicestershire. During that time she also played a key role in the collaboration and support of the many rural schools across the county. Charlotte is Chair of Governors at the Nethersole CE Academy and is also a governor for a Leicestershire secondary school.



***No Members are employed by the Trust.**

BDMAT Board of Directors

Mini Biography: **Christine Arrowsmith**

Christine has been a Director of BDMAT since May 2017. She is currently Vice chair of the Board and Chair of the School Improvement Committee.

Christine's previous roles include Headship at Kingsbury School, Warwickshire, an 11-16 LA comprehensive school, from 1995-2001, which was identified by The Daily Mail as "The most improved school in England" in 1999 and by the LA as a 'Centre of Excellence'. From 2001-2003, Christine was Senior Inspector for Secondary Education in Warwickshire, leading on school improvement across the county and heading up the Inspectors' Improvement Team and the National Strategies team. She also led on the Specialist Schools roll out. From 2003-2005 she was Headteacher at Limehurst High School, Loughborough, an 11-14 LA comprehensive school, and from 2005-2011 at Abbot Beyne School, Burton Upon Trent, an 11-18 LA comprehensive school. Christine led these 3 very different schools through five Ofsted inspections; all were rated Good with Outstanding features and her Leadership was rated Outstanding. Two of the schools had significant multi-cultural populations and Abbot Beyne School was graded Outstanding for its Community Cohesion work.

In all her Headship posts, Christine developed and sustained strong teams across the schools and gained significant experience in school improvement, Governance, finance and HR. She was also elected Chair of the East Staffordshire Heads' Group and worked hard to develop strong links across the schools, many of which were Academies and parts of Trusts.

From 2012 until 2017 Christine was an officer with the Association of SCHOOL and College Leaders offering telephone advice to all ASCL members. This required up to date expertise and knowledge of curriculum, data for accountability, inspections, pay, performance management, employment law, management of staff and students and Governance and Trusts, as well as strong people skills. Christine also worked as a self-employed education consultant, supporting schools in the primary, secondary, special and pupil referral unit sectors. Her specialisms include supporting Senior teams and Governors on school improvement, particularly involving leadership and management, subject and pastoral leader training, pre and post inspection support, school evaluation and school improvement planning.



Mini Biography: **Geoff Harley-Mason**

Geoff works both as a mentor to church youth workers supporting them in their ministry to young people and as a learning mentor to year 6 young people at school in Sparkhill. He has qualifications in both youth work and theology and has worked for several churches in the West Midlands. Currently he is vice-chair of Governors at Arden Academy in Knowle and is also a director of the Arden Multi Academy Trust. As part of these roles he sits on the Solihull LEA Schools Forum. He is also a governor of St Johns Primary School in Sparkhill. Geoff is a member of Knowle Parish Church where he has been involved in working and supporting young people for many years.

Geoff has carried out training in young people's mental health and development. His particular interests are in Mental Health Education for young people and in Pastoral Care in schools.



Mini Biography: Olivia Jenkins

Olivia is a solicitor specialising in litigation and dispute avoidance at Trowers and Hamblins LLP. Her experience in litigation involves acting in complex multi-party disputes across several practice areas; most notably the construction sector. Olivia is well versed in providing advice to corporate bodies and exec boards on the commercial realities faced by businesses.

Olivia also has prior experience of acting in disputes arising from fraud, child abuse, breaches of human rights and personal injury. Safeguarding children and their futures was an integral part of the work she undertook in the latter three practice areas. Olivia has represented both vulnerable children and local authorities in relation to allegations of physical and sexual abuse and neglect and abuse of positions of trust against schoolteachers. She also assisted local authorities in their involvement in the government led Inquiry into child sexual exploitation.

In a voluntary capacity, Olivia provides regular support to children in care and is also a mentor to young law graduates.



Mini Biography: Kabir Khan

Kabir has worked in senior business roles for multinational engineering, construction and manufacturing companies prior to joining BDMAT. As part of his functions, he has been closely involved at strategic level with operational, commercial and HR direction of organisations.

Furthermore, he has worked closely with government agencies such as ESFA (formerly SFA) and Ofsted when he was the key figure for his organisation, delivering apprenticeships. With his academic background in Management & Law, he has a good understanding of corporate governance, compliance and education sectors.



Mini Biography: Heidi Leung

Heidi currently works as a Senior Education Advisor for FFT Education Ltd, a leading non-profit independent provider of education data for schools in the UK. In this nationwide role, she supports local authorities, Dioceses and Multi-Academy Trusts in the use of insightful data and analysis to improve outcomes for children and young people. A key part of her advisor role is to ensure she keeps abreast of changes in the national education landscape and their impact on school improvement strategies.

Prior to her role at FFT Education, Heidi gained a wealth of education experience working for a local authority and schools in Nottingham and surrounding areas. She also completed a secondment at the Department for Education, supporting the training and business requirements of a national school data system. In addition, Heidi also held a Chair role for a national education data consortium where she provided strategic direction and leadership.

Having worked with the Diocese of Birmingham for several years, Heidi is looking forward to applying her professional skills and knowledge in a trustee capacity.



Mini Biography: Christopher Mansell Chief Executive Officer

Christopher took up post as CEO of the new BDMAT on 01 September 2017.

Prior to this, he was a headteacher for 17 year in 4 schools in Derby City, Warwickshire and Derbyshire. His headships were at a variety of different schools, including one that had recently been placed into Special Measures, one in an inner-city, highly deprived area and a school in a rural community.

Christopher has previously been a school Inspector working within the East Midlands region. Christopher undertook a Master of Philosophy degree at the University of Birmingham, focussing his thesis on pupil behaviour and recently completed a doctorate in education at the University of Nottingham, submitting a thesis on leadership in sponsored academies.



Mini Biography: Nigel Oram

Nigel is Head teacher of Harper Bell Seven Day Adventist School. He is a practicing Christian himself and his children attend a Church of England Primary school in Birmingham.

Nigel is passionate about raising aspirations for inner city children and took on the leadership of his current school, motivated by the underachievement of young Black children. His whole teaching experience has been in a variety of different inner-city Birmingham schools.

Nigel brings to our board his experience as a serving primary head teacher with a Christian faith, but not as a leader in one of our church schools, so has no bias. He attends a number of our events and regularly joins our senior leadership conference.



Mini Biography: Nick Pilditch

Nick is a chartered manager through the CMI and holds an MBA from Edinburgh Napier University with a specialism in Leadership & Innovation. His background is working in highly engineered products and software in the Defence, Civil Nuclear and Oil & Gas industries as well as the off-highway and automotive markets through military vehicles and Formula 1 applications.

He has been managing and developing sales teams for over 17 years (including sales support and operations teams). Nick has passed the Triple Bar Nuclear Leadership course from the National Skills Academy for Nuclear Manufacturing and is an APMP accredited bid expert; having created and grown a number of specialist bid teams across various verticals.

With extensive experience across the full cycle of M&A including acquisition strategy, target identification, negotiation and due diligence, Nick is using his Prince2 accredited methodology to currently focus on building process behind the integration stream at his current business for new acquisitions.



Mini Biography: **Revd Barrie Scott**

Barrie has been Vicar of St John the Evangelist, Perry Barr since January 2015 and was previously Honorary Assistant Priest (SSM) at St Michael's Handsworth for sixteen years. Between 2004 and 2015, Barrie was also Headteacher of two different schools in the Midlands, having previously served as Deputy Headteacher, Head of Modern Languages and Advisory Teacher for Languages in schools across the Midlands. Granville Community School in Swadlincote, an 11-16 comprehensive school, improved over 3 years from Serious Weaknesses to become the best school in the area, the rise in KS3 SATS and GCSE results making it one of the top ten most improved schools in the country. Following this, Barrie became Headteacher of Cannock Chase High School, a large 11-19 comprehensive school in Staffordshire and oversaw its successful conversion to a free-standing academy and a rise in results of 18% on GCSE headline measures and a comparable increase in A Level/sixth form results. The school also saw a rise from 4% to 20% of sixth formers obtaining places at Russell Group universities. Barrie was elected to the Association of School and College Leaders National Council in 2011 and was a member of the Ofsted monitoring and the Curriculum and Standards committees. He also served on the Academies and Direct Employers Group.

Barrie is also part-time Assistant Diocesan Director of Education for the Diocese of Birmingham, and has been closely involved with the team which wrote the successful bid for a secondary Church of England free school which opens in September 2021. He is a trustee of the Thomas Bromwich Charity, which offers financial support to the needy in the ancient parishes of Handsworth, Great Barr and Perry Barr and has also volunteered as a Stonewall School Role Model.



Mini Biography: **Steven Skakel** Senior Executive and Trustee with twenty-five years of Experience in Leadership Roles

Steven is an Independent Director and Trustee with a portfolio of roles. He is currently Chair of the Birmingham Diocesan Board of Finance and a Trustee of The Barrow Cadbury having served on a number of boards and committees during the last 20 years.

Steven has spent most of his career working in the IT business holding senior leadership positions in the UK and Europe. He has deep roots in the Birmingham business community having worked in the region for nearly 35 years.

Outside of work Steven is passionate about Birmingham and the West Midlands region, despite hailing from Edinburgh! His passion and mission is to make a difference, encouraging and supporting others as they seek to be the best they can be. Steven is married with two grown up children and lives in Solihull, West Midlands.



Mini Biography: **Dr Jan Smart**

Jan has worked for the Church of England, Birmingham since 2015, initially as HR Director and now as Diocesan Secretary/CEO. Prior to this, she was CEO of the Renewal Christian Centre in Solihull for seven years and from 1989 to 2008 she held various senior management roles at Cadbury Limited, including: Sales Analyst, Market Research, Strategic Planning, Business Development, Finance, Training & Development, HR and Employment Law.

Jan's general business experience supports BDMAT in strategic planning and development and her specialist HR knowledge helps BDMAT in developing high quality people practices and ensuring compliance with statutory requirements relating to HR policies and procedures.



Mini Biography: **Sarah Smith**

Sarah came to the Diocese in February 2015 from her post as Executive Head Teacher of St John's CE Primary School in Sparkbrook, which she led for 11 years. During that time she was a National Leader of Education, and has been involved in supporting schools on their journey of school improvement. She served as Chair of Birmingham Local Authority Primary Forum and was a member of Birmingham School Forum

Sarah currently works as the Birmingham Diocesan Director of Education. She has oversight of 51 schools and continues to work to support school leaders. She set up and developed the Birmingham Diocesan Multi-Academy Trust and is leading the working group opening the Secondary free school. She chairs two MAT boards.



APPENDIX 2 - CODE OF CONDUCT FOR DIRECTORS OF BIRMINGHAM DIOCESAN MULTI-ACADEMY TRUST (BDMAT)

Forward

The Government expects all holders of public office to work to the highest personal and professional standards. In support of this, all non-executive board members of UK public bodies must abide by the principles set out in this Code of Conduct. The Code is based on the model provided by the Cabinet Officer and sets out, clearly and openly, the standards expected from those who serve on the boards of UK public bodies and should form part of individual members' terms and conditions of appointment. It also makes clear that harassing, bullying or other inappropriate or discriminatory behaviour is not consistent with what is expected of a board member of UK public bodies and will not be tolerated. Any breach of the Code should be viewed as a breach of the terms of appointment. The principles set out in this code apply to all non-executive members on the board.

The Code complements BDMAT's governance documents (legislation, memorandum and articles of association,) and any administrative documents (framework agreements, memoranda of understanding) which set out the responsibilities and obligations of its board members. The Code's provisions must be observed alongside the provisions set out in these other documents.

In the first instance any propriety and ethics issues should be raised with either the Chair of BDMAT or the Chief Executive Officer.

1.0 Introduction

1.1 As a public office holder, your behaviour and actions must be governed by the principles set out in this Code of Conduct. It is your responsibility to ensure that you are familiar with, and comply with, all the relevant provisions of the Code.

2.0 Key Principles of Public life

2.1 The key principles upon which this Code of Conduct is based are the Seven Principles of Public Life.¹ These are:

Selflessness

Holders of public office should act solely in terms of the public interest.

Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their role. They

should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

Holders of public office should be truthful.

Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

- 2.2 These principles should inform your actions and decisions as a board member.

3.0 General Conduct

Use of Public Funds

- 3.1 You have a duty to ensure the safeguarding of public funds and the proper custody of assets which have been publicly funded.
- 3.2 You must carry out these obligations responsibly – that is, take appropriate measures to ensure that the body uses resources efficiently, economically and effectively, avoiding waste and extravagance. It will always be an improper use of public funds for public bodies to employ consultants or other companies to lobby Parliament, Government or political parties.

Allowances

- 3.3 You must comply with the rules set by the board and the Education and Skills Funding Agency regarding remuneration, allowances and expenses. It is your responsibility to ensure compliance with all relevant HM Revenue and Customs' requirements concerning payments, including expenses.

Gifts and Hospitality

- 3.4 You must not accept any gifts or hospitality which might, or might reasonably appear to, compromise your personal judgement or integrity or place you under an improper obligation.
- 3.5 You must never canvass or seek gifts or hospitality.
- 3.6 You must comply with the rules set by the board on the acceptance of gifts and hospitality. You should inform the Chief Executive of any offer of gifts or hospitality and ensure that, where a gift or hospitality is accepted, this is recorded in a public register in line with the rules set by BDMAT.
- 3.7 You are responsible for your decisions on the acceptance of gifts or hospitality and for ensuring that any gifts or hospitality accepted can stand up to public scrutiny and do not bring BDMAT into disrepute.

Use of Official Resources

- 3.8 You must not misuse official resources for personal gain or for political purposes. Deployment of such resources must be in line with BDMAT's rules on their usage.

Use of Official Information

- 3.9 You must not misuse information gained in the course of your public service for personal gain or for political purpose.
- 3.10 You must not disclose any information which is confidential in nature or which is provided in confidence without authority. This duty continues to apply after you have left the board.

Political Activity

- 3.11 In your public role, you should be, and be seen to be, politically impartial. You should not occupy a paid party-political post or hold a particularly sensitive or high-profile role in a political party. You should abstain from all controversial political activity and comply with the principles set out in Cabinet Office rules on attendance at party conferences and on conduct during the period prior to elections and referendums, whether local or national.

- 3.12 On matters directly related to the work of the body, you should not make political statements or engage in any other political activity.
- 3.13 You should inform the Chair and Chief Executive before undertaking any significant political activity. Subject to the above, you may engage in political activity but should, at all times, remain conscious of your responsibilities as a board member and exercise proper discretion.
- 3.14 If you are an MP, member of the House of Lords, member of a devolved legislature, directly elected mayor, local councillor or police and crime commissioner, you are exempt from these requirements. There is no bar on such representatives taking a political party whip relating to their political role. You must exercise proper discretion on matters directly related to the work of BDMAT and recognise that certain political activities may be incompatible with your role as a board member. You should not allow yourself to become embroiled in matters of political controversy.
- 3.15 In your official capacity, you should be even-handed in all dealings with political parties.

4.0 Conflicts of Interests

- 4.1 When accepting an appointment to BDMAT you should consider if any conflicts of interest arise from your private interests or by virtue of any other roles you hold. You should consider, with advice from the chair how these should best be managed, and agree these with the organisation.
- 4.2 You must ensure that no conflict arises, or could reasonably be perceived to arise, between your public duties and your private interests, financial or otherwise.
- 4.3 You must comply with the rules of BDMAT on handling conflicts of interests. As a minimum, these will require you to declare publicly, using BDMAT's register of interests, any private financial or non-financial interests of your own, or of close family members, which may, or may be perceived to, conflict with your public duties. The rules will also require you to remove yourself from the discussion or determination of matters in which you have a financial interest. In matters in which you have a non-financial interest, you should not participate in the discussion or determination of a matter where the interest might suggest a danger of bias.
- 4.4 It is your responsibility to ensure that you are familiar with BDMAT's rules on handling conflicts of interests, that you comply with these rules and that your entry in BDMAT's public register of members' interests is accurate and up-to-date.

5.0 Responsibilities as a board member, including non-executive chairs

- 5.1 You should play a full and active role in the work of the body. You should fulfil your duties and responsibilities responsibly and, at all times, act in good faith and in the best interests of the body.
- 5.2 You should promote an inclusive and diverse culture in the body and your actions should help create an environment where different perspectives and backgrounds are encouraged and valued.
- 5.3 You should deal with the public and their affairs fairly, efficiently, promptly, effectively and sensitively, to the best of your ability. You must not act in a way that unjustifiably favours or discriminates against particular individuals or interests.
- 5.4 You must not harass, bully or act inappropriately towards or discriminate towards others. Such behaviour is not consistent with what is expected of you as a board member and will not be tolerated.
- 5.5 You must comply with any statutory or administrative requirements relating to your role.
- 5.6 You should respect the principle of collective decision-making and corporate responsibility. This means that, once the board has made a decision, you should support that decision.
- 5.7 You must not use, or attempt to use, the opportunity of public service to promote your personal interests or those of any connected person, firm, business or other organisation.
- 5.8 You must inform the chair of any bankruptcy, current police investigation, unspent criminal conviction or disqualification as a company director in advance of appointment, or should any such instances occur during your appointment as a non-executive director.
- 5.9 You must also inform the chair of any change in your circumstances which results in you becoming bankrupt, subject to a police investigation, convicted of a criminal offence or disqualified from being a company director.

- 5.10 You have additional responsibilities as the chair of the body in leading the board/body and in ensuring that the principles covered in the Codes of Conduct for Board Members and Staff (where applicable) are upheld.

6.0 Responsibilities towards employees

- 6.1 You will treat any staff employed by the body with courtesy and respect. It is expected that employees will show you the same consideration in return.
- 6.2 You will not ask or encourage employees to act in any way which would conflict with their own Code of Conduct.

7.0 Social Media

- 7.1 Social media is a public forum and the same considerations, including the provisions of this Code, apply as would to speaking in public or writing something for publication, either officially or in a personal capacity. When engaging with social media you should at all times respect confidentiality, financial, legal and personal information.
- 7.2 Where any personal social media accounts used by you make reference or link to your public role, you should take care to ensure that it is clear in what capacity you are acting.

8.0 Raising concerns

- 8.1 You should ensure that BDMAT has an open, transparent and safe working environment where employees feel able to speak up and raise concerns, and complaints procedures are clearly communicated to them.
- 8.2 If you have a concern about a possible breach of this Code, a concern that you or any staff of the body are being asked to act in contravention of their own code of conduct, or a concern about misconduct or wrongdoing in any other areas, then you have a responsibility to raise that internally with the chair of BDMAT.

9.0 Vision and values

- 9.1 You will actively support BDMAT's Christian foundation.

9.2 You will endeavour to ensure our Church of England schools preserve, develop and promote their Christian distinctiveness of the school, working closely with Church of England representatives.

9.3 You will monitor the implementation of BDMAT's vision of 'life in its fullness for all', 'success for all' and 'positive well-being for all' and the Church of England's vision of education that allows for the development of wisdom, knowledge and skills; promotes dignity and respect; values community and living well together; and pupils having hope and aspiration.

10.0 Safeguarding

Safeguarding and health and safety

- You must monitor the MAT's safeguarding mechanisms, ensuring that they are meeting national and local requirements.

11.0 Financial probity

- You must comply with the latest version of the Academies Financial Handbook issued by the Department for Education.

12.0 Commitment

Being a director:

- Involves participating fully in the work of the board so that individuals accept a fair share of the responsibilities and duties, including service on committees, working parties or as 'named directors';
- Requires regular attendance at meetings of the full board and committees;
- Requires getting to know our schools well and responding to opportunities to visit and get involved in school activities; and
- Requires considering seriously individual and collective training and development needs and using any designated funds to address them.

13.0 Breach of this Code of Practice

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the Board should seek to resolve any difficulties or disputes constructively;
- Should it be the chair that we believe has breached this code, another director,

such as the vice chair will investigate;

- We understand that any allegation of a material breach of this code of practice by any director shall be raised at a meeting of the Board, and, if agreed to be substantiated by most directors, shall be recorded in the minutes and can lead to consideration of suspension or in some circumstances removal from the Board;
- Directors will sign the Code at the first Board meeting of each academic year.

14.0 Undertaking

- As a member of the Board, I will always have the well-being of the children and the reputation of the Trust at heart;
- I will do all I can to be an ambassador for the Trust, publicly supporting its aims, values and ethos; and
- I will never say or do anything publicly that would embarrass the Trust.

Signed

Printed Name

Date

Appendix 3 - BDMAT CONFLICT OF INTEREST POLICY

1.0 Introduction

- 1.1 The Directors and Governors have a legal obligation to act at all times in the best interests of Birmingham Diocesan Multi-Academy Trust (BDMAT), and in accordance BDMAT'S governing instruments. The Chief Executive Officer (CEO), Chief School Effectiveness Officer (CSEO), Headteachers and Chief Finance and Operations Officer (CFOO) have similar obligations. Conflicts of interests may arise where an individual's personal, professional or family interests and/or loyalties could potentially conflict with those of BDMAT.
- 1.2 Such conflicts may create problems as they can:
- Inhibit free discussion;
 - Result in decisions or actions that are not solely in the interests of BDMAT and local academy boards; and
 - Risk the impression that BDMAT and/or a Local Academy Board has acted improperly.
- 1.3 The aim of this policy is to protect both BDMAT and individuals from any appearance of impropriety.

2.0 The Declaration of Interests

- 2.1 Accordingly, we ask Members, Directors, Governors, CEO, CSEO, Headteachers and the CFOO an any others within the Trust involved in finance decisions or operations to declare their interests, and any gifts or hospitality received in connection with their role within the Trust. A declaration of interests form is provided for this purpose, listing the types of interest you should declare (stakeholders with assess to GovernorHub are encouraged to complete their declarations on interest online).
- 2.2 To be effective, the declaration of interests are updated annually, and also when any changes occur.
- 2.3 If you are not sure what to declare, or whether/when your declaration needs to be updated, please err on the side of caution. If you would like to discuss this issue, please contact the CFOO for confidential guidance. Interests will be recorded on the Trust board's register of interests, which will be maintained by the CFOO. The register will be accessible by the Chair of Directors, Chair of Local Academy boards and ESFA colleagues and be made available to the wider public through the BDMAT website.

3.0 Data Protection

3.1 The information provided will be processed in accordance with data protection principles as set out in the General Data Protection Regulations (GDPR) and Data Protection Act 1998. Data will be processed only to ensure that Directors, Governors, CEO, Headteachers and CFOO and other staff who make or enact financial decisions act in the best interests of BDMAT. The information provided will not be used for any other purpose.

4.0 What to do if you face a Conflict of Interest

4.1 If you are a Member, Director, Governor, CEO, Headteacher or CFOO at BDMAT, and also the parent or guardian of a pupil, or other “user” of BDMAT’s services, you should not be involved in decisions that directly affect the service that you, or the person you care for, receives. You should declare your interest at the earliest opportunity and withdraw from any subsequent discussion. The same applies if you face a conflict for any other reason. You may, however, participate in discussions from which you may indirectly benefit, for example where the benefits are universal to all users, or where your benefit is minimal. A Governor who is also a parent of a pupil at BDMAT should not be prevented from being involved in any meeting to consider any matter relating to the general conduct or administration of, or fees charged by the school/trust, where the Governor’s only interest is by virtue of being such a parent, or from voting on and being counted in the quorum for any such matter. Nevertheless, you should declare your interest before such discussion commences. If you fail to declare an interest that is known to Chair of Governors, clerk and/or the CFOO, one of them will declare that interest on your behalf.

4.2 Governors who are also a parent of a pupil at a BDMAT School are asked to declare their interest as a parent at the start of each Governor’s meeting.

5.0 Decisions taken where a Governor or member of Staff has an interest

5.1 In the event of the Directors or Governors having to decide upon a question in which a Member, Director, Governor, CEO, CSEO, Headteacher or CFOO has an interest; all decisions will be made by vote, with a simple majority required. A quorum must be present for the discussion and decision; interested parties will not be counted when deciding whether the meeting is quorate.

5.2 Interested board members may not vote on matters affecting their own interests. They may participate in the discussion (unless requested to withdraw by the other Directors or Governors) but not the decision-making process. All decisions under a

conflict of interest will be recorded by the clerk and reported in the Minutes of the meeting at board level and recorded by the clerk and reported in the minutes at academy level. The report will record:

- The nature and extent of the conflict;
- An outline of the discussion;
- The actions taken to manage the conflict; and
- Where a Director or Governor benefits from the decision, this fact will be reported in the Directors' Annual Report.
- Where an employee of the trust benefits from the decision, this fact will be recorded by the clerk and reported to the CFOO, if appropriate it will be reported in the Directors' Annual Report, this decision will be made in consultation with the trust's external auditors.

5.3 Independent external moderation will be used where conflicts cannot be resolved through the usual procedures.

6.0 Managing Contracts

6.1 If you have a conflict of interest, you must not be involved in managing or monitoring a contract in which you have an interest. Monitoring arrangements for such contracts will include provisions for an independent challenge of bills and invoices, and termination of the contract if the relationship is unsatisfactory.

7.0 Gifts & Hospitality

7.1 Receipt of Gifts

7.1.1 The receipt of gifts from third parties during a tendering exercise is strictly prohibited irrespective of monetary value. Any offers of gift during this time should be reported to the Executive Director of Finance & Administration for recording on the Gifts and Hospitality register within 5 days of the offer being made.

7.1.2 Outside of a tendering exercise gifts of low intrinsic value such as promotional calendars or diaries or small tokens of gratitude can be accepted. If there is any doubt as to whether the acceptance of such an item is appropriate the gift should be declined or the matter referred to a member of the executive team. Any other gifts should be politely refused. Where the offer of a gift exceeds £50 this should be reported to the CFOO in writing for recording on the Gifts and Hospitality register within 5 days of the offer being made.

7.1.3 In the rare circumstances where declining a gift is likely to cause major offence the gift may be accepted and then donated to Charity.

7.1.4 Where it is impractical to decline a perishable gift and it is inappropriate to donate it to charity these gifts will be, at the discretion of the executive team, be opened and shared with all employees of the organisation at an appropriate staff event.

7.2 Receipt of Hospitality

7.2.1 The trust expects its' representatives to use their judgement when accepting business meal hospitality from third parties. In doing so the individual should consider the appropriateness and regularity of any hospitality offered and the motives of the third party in offering the hospitality.

7.2.2 If in any way an individual is uncomfortable with the hospitality being offered by a third party this should be raised with the executive or Board of Directors as appropriate.

7.2.3 Hospitality from third parties involved in a tendering process should only be accepted where essential e.g. during a scheduled full day meeting at the third parties offices.

7.2.4 A gauge of what is acceptable in terms of hospitality is whether this trust or one of its schools would offer a similar level of hospitality in similar circumstances.

7.2.5 All receipts of hospitality accepted or declined over £20 should be reported to the CFOO for recording on the Gifts and Hospitality register within 5 days of the offer being made or the hospitality being received.

7.2.6 Invitations to corporate hospitality events must each be judged on their merit. Provided the general rules have been taken into account, it may be acceptable to join other company/organisation guests at:

- a) sponsored cultural and sporting events, or other public performances, as a representative of the trust or its schools;
- b) special events or celebrations.

But, consider the number of these events, and always take into consideration what public perception is likely to be if they knew you were attending.

7.2.7 Offers to speak at corporate dinners and social gatherings, or events organised by, for example, a professional body, where there is a genuine need to impart information or represent the trust or its schools must be agreed in advance with

the CEO, or the Chair of Trustees. Where a spouse or partner is included in the invitation, and approval has been given for you to attend, it will be acceptable for the spouse or partner to attend as well, but if expenses are incurred, these will be met personally.

7.2.8 Paid holidays or concessionary travel rates are not acceptable. Neither are offers of hotel accommodation nor the use of company villas/apartments.

7.3 Gifts and Hospitality Register

7.3.1 The CFOO is responsible for monitoring the Gifts and Hospitality Register and ensuring that it is maintained throughout the year.

7.3.2 The CFOO will ensure that the register is reviewed on an annual basis and discussed with the Audit Committee during one of their meetings each year. Any concerns will be reported to the executive so that appropriate action can be taken.

7.4 Giving Gifts

7.4.1 From time to time it will be appropriate for the trust and its schools to make gifts to its employees, Directors, Governors or third parties.

7.4.2 All gifts made should be appropriate to the recipient and should reflect the occasion. Professional judgement will be expected to be exercised in this area by the Chair, CEO, CSEO, CFOO, and Headteachers in line with the Academies Financial Handbook.

7.4.3 Where staff collections are held and or where individual gifts are to be made these fall outside of the scope of this policy.

7.4.4 Any gifts made on behalf of the trust or its schools to third parties should be discussed and approved by the Chair of the Trust.

7.4.5 Alcohol must not be purchased from school or trust funds.

DECLARATION OF INTERESTS FORM

I..... **(name)** as a Member / Director / Governor / Headteacher / member of school staff / member of central staff **(delete as appropriate)** of the Birmingham Diocesan Multi-Academy Trust have set out below my interests in accordance with the Trust's conflict of interests policy.

CATEGORY	<i>Please give details of the interest and whether it applies to you or whether it applies to a close relative or close personal connection. Please also include the date that any interest began. Thank you.</i>
<ul style="list-style-type: none"> • Current role • Date role began 	
<ul style="list-style-type: none"> • Name of institution where there is an interest • Nature of business • Date interest began 	
<ul style="list-style-type: none"> • Any previous employment in which you continue to have a financial interest. • Date of leaving 	
<ul style="list-style-type: none"> • Current or previous Local Authority connections • Date connection began/ceased 	

<p>Any personal relationships between the trust's Members or Directors.</p>	
<p>Appointments (voluntary or otherwise) e.g. trusteeships, directorships, local authority membership, tribunals, etc.</p> <ul style="list-style-type: none"> • Date appointment/s began 	
<p>Membership of any professional bodies, special interest groups or mutual support organisations.</p> <ul style="list-style-type: none"> • Date membership began 	
<p>Investments in unlisted companies, partnerships and other forms of business, major shareholdings and beneficial interests.</p> <ul style="list-style-type: none"> • Dates began 	
<p>Gifts or hospitality offered to you by external bodies and whether this was declined or accepted in the last twelve months.</p>	
<p>Do you use the school's services (e.g. as the parent or guardian of a pupil)?</p> <p>Any contractual relationship with the charity or any subsidiary?</p> <ul style="list-style-type: none"> • Date began 	

<p>Any contractual relationship with the charity or any subsidiary?</p> <ul style="list-style-type: none"> • Date began 	
<p>Any other conflicts that are not covered by the above?</p> <ul style="list-style-type: none"> • Dates began 	

I declare that to the best of my knowledge the above information is complete and correct. I undertake to update as necessary the information provided, and to review the accuracy of the information on an annual basis. I give my consent for it to be used for the purposes described in the conflict of interest policy and for no other purpose. I understand that some of these details I have given will be published on the Trust's website as required by the Academies Financial Handbook and in line with General Data Protection Regulation.

SIGNED	NAME	DATE

Please return the completed form to enquiries@bdmatschools.com

APPENDIX 4 - BOARD & LOCAL ACADEMY BOARDS' ALLOWABLE EXPENSES

POLICY

- 1.0** This policy statement has been developed in accordance with the Education (Governors' allowances) Regulations 2003. These regulations give academy governing bodies the discretion to pay allowable expenses from the annual budget allocation to board, committees and local academy board members for certain expenses which they incur in carrying out their duties.
- 2.0** Birmingham Diocesan Multi-Academy Trust (BDMAT) believes that paying expenses, in specific categories as set out below, is important in ensuring equality of opportunity to serve as board, sub-committees or local academy board members for all members of the community and so is an appropriate use of funds. The specific items allowable reflect this objective.
- 3.0** Board, committee and local academy body members will be able to claim expenses, providing these are incurred in carrying out their duties as a board, committee or local academy board member and are agreed by the finance and resources committee or local academy board as appropriate. This should be justified before any reimbursable costs are incurred.
- 4.0** Board, committee and local academy board members will be able to claim for the following, on a case-by-case basis and with approval of the finance and audit committee or local governing body as appropriate:
- Childcare or babysitting expenses (excluding payments to a current/former spouse or partner), only with prior written approval;
 - Cost of care arrangements for an elderly or dependent relative (excluding payments to a current/former spouse or partner) only with prior written approval;
 - The extra costs they incur in performing their duties either because they have special needs or because English is not their first language;
 - The cost of travel relating only to travel to meetings/training courses at the following HMRC tax free rates. These rates are reviewed and updated regularly by HMRC and the table below indicates the rates effective at April 2018:

	Up to £10,000 miles	Over 10,000 miles
Cars and	45p	25p

vans		
Motor cycles	24p	24p
Bicycles	20p	20p

- Travel and subsistence costs, payable for attending national meetings or training events, unless these costs can be claimed through other sources; telephone charges, photocopying, stationery, postage etc; Any other justifiable expenses.

5.0 The BDMAT Board and Local Academy Board acknowledge that:

- Board, committee and local academy board members may not be paid an attendance allowance; and
- Board, committee and local academy board members may not be reimbursed for loss of earnings.

5.1 Those members wishing to make claims under these arrangements, once approval has been sought, should complete a claims form (obtainable from the BDMAT Finance team or School Business Manager), attaching receipts where possible, and return it to the finance department or academy within four weeks of the date when the expenses were incurred, when they will be submitted for approval by the Chair of the Finance and Resources Committee or the Chair of the local academy board as appropriate.

5.2 Claims will be subject to independent audit by Internal Audit and may be investigated if they appear excessive or inconsistent.

5.3 BOARD, COMMITTEE/LOCAL ACADEMY BOARD MEMBER CLAIM FORM

Name:

Name of School:

Date:

Claim Period:

I claim the total sum of £..... for board/committee/ local academy board *
expenses as detailed below. I have attached relevant receipts to support my claim.

*please delete as appropriate

Signed.....

	£
Child care/Babysitting expenses	
Care arrangements for an elderly or dependent relative	
Support for governors/local governing body members with special needs	
Support for governors/local governing body members whose first language is not English	
Travel to meetings/training courses	
Travel/subsistence to national meetings or training events	
Telephone Charges	
Postage	
Photocopying	
Stationery	
Other (please specify)	
TOTAL EXPENSES CLAIMED	

This form should be submitted to the Finance Director (for board/committee expenses) or Academy Business Manager for forwarding to the Chair of the Finance and Resources Committee or Local Academy Board for authorisation as appropriate.

Approved by.....

Chair of Finance and Resources Committee/Chair of Local Academy Board*

*Please delete as appropriate

APPENDIX 5 – DIRECTOR VISITS POLICY

1.0 Introduction

- 1.1 The Trust has a statutory responsibility to establish and monitor its schools' policies and evaluate the effectiveness of the schools and their curricula. Directors are held to account for the schools' performance.
- 1.2 To ensure that directors stay 'rooted' in school improvement, each director is allocated a 'link' school to gain knowledge of school practices and particular strengths and development points of their link school. The school a director is linked to may change each year.
- 1.3 OFSTED assumes that directors know the strengths and weaknesses of their schools and will test that assumption during a school inspection. One of the best and most effective ways in which a director can learn about their school is to visit during the school day and see it at work, talking to staff and pupils and finding out what happens in the school and the classrooms.

2.0 Aims of the Policy

- 2.1 This policy aims to ensure that:
 - Directors are fully conversant with their duties in relation to school visits;
 - Schools leaders, teachers and other staff fully understand the purpose of Director visits;
 - All involved fully understand what a Director will and will not do when visiting the school;
 - All involved know what will happen following a Director visit and how the information will be used; and
 - All involved understand how the effectiveness of this policy will be measured.

3.0 Purpose of Director visits

3.1 The Board of Directors recommends that Director visits to schools be undertaken as part of a strategic programme to:

- Improve Director knowledge of their school, its staff, needs, priorities, strengths and weaknesses;
- Familiarise themselves with the priorities as outlined in the development plan;
- Assist the school in fulfilling its statutory duties;
- Directors will plan to visit their school at least once per academic year.

3.2 The Board of Directors recognise that visits to school are a key component to being an effective director which offer the following benefits to directors and staff:

For Directors:

- Recognise and celebrate success
- Develop relationships with school leaders and staff
- Recognise different teaching styles
- Understand the environment in which teachers and other staff work
- See policies and schemes of learning in action
- Inform decision making
- Find out what resources are needed and prioritise them

For Staff:

- Help directors understand the reality of the classroom
- Get to know the Director
- Understand better the directors' roles and responsibilities
- Have an opportunity to reflect on practice through discussion

- Act as a 'fact-finder' for the school leaders
- Highlight the need for particular resources

4.0 Director visits will:

4.1 In visiting the school, directors will:

- Be clear about the purpose of the visit;
- If the visit involves a member of staff, they will be fully involved on the run up to the visit;
- Make themselves aware of the relevant policies and procedures, as advised by the head teacher;
- Set a good example to other visitors to the school;
- Form part of the evidence used to demonstrate directors' involvement in the school for OFSTED.
- The role of the director is not to be an advocate for the school.

5.0 Director visits will not:

5.1 In visiting the school directors will not:

- Pursue personal agendas or arrive with inflexible pre-conceived ideas;
- Make any judgements about pupil's work or behaviour;
- Make any judgements about teaching practice or issues relating to the day to day running of the school; and
- Form part of any evidence which can be used in the performance management of staff.

6.0 Planning the Visit

- 6.1 Visits will be undertaken only as part of a strategic programme formally organised by the Board of Directors or one of its committees and with approval of the Headteacher.
- 6.2 The Headteacher will be kept informed of, and agree, the subsequent details of the planned visit. At least one week's notice of a visit will be provided to schools.
- 6.3 If the visit is to involve any member of staff, then that member of staff will be fully involved in the planning through the appropriate member of the Senior Leadership Team.
- 6.4 The Director(s) making the visit will make themselves fully acquainted with Health and Safety procedures, including fire safety, prior to the visit and Safeguarding arrangements.

7.0 During the Visit

- 7.1 Directors will report to reception upon arrival and follow the procedure for visitors in order to provide a good example for other visitors. Directors should acquaint themselves with the safeguarding procedures for the school.
- 7.2 If visiting a classroom, the Director will arrive at the time planned to avoid disrupting the learning and follow the agreed purpose of the visit. Directors must be aware that some teachers may feel nervous or stressful about having a visitor in the classroom.
- 7.3 At the end of the visit Directors will thank everyone concerned, including the children.
- 7.4 Directors should be aware of their behaviour and avoid any implication that they are inspecting, such as by using a clipboard – this is not an inspection. Directors should not make judgements.

8.0 After the Visit

- 8.1 After visiting the school, the Directors(s) will:
 - Give some time and thought to reflection;

- Consider what went well and what did not go so well with respect to their involvement in the visit;
- Consider what they would do differently in a future visit;
- Using the pro-forma, draft a brief description commentating on what was seen in the session relative to the agreed purpose- and agree the contents of this with the staff involved, prior to passing onto the Headteacher and Chair of the Board of Directors;
- Monitor outcomes shared with Directors.

9.0 Monitoring the Effectiveness of the Policy

9.1 The success of this policy will be measured by the following:

The extent to which:

- Directors become involved in visits to the school;
- Directors are able to challenge and hold the executive to account;
- Directors make more informed decisions;
- Staff feel comfortable with Directors' involvement in the school;
- Directors feel more involved in school life;
- Directors can demonstrate an enhanced understanding of BDMAT's schools' strengths and weaknesses, needs and priorities.

Template for Reporting Director Visits.

Name:	Date:
<p>Purpose of visit: (Previously agreed by the board with the Headteacher)</p>	
<p>Links with the MAT Development Plan / Strategic Aims of BDMAT: (How does the visit relate to a priority in the MAT Development Plan / Strategic Aims?)</p>	
<p>Director observations and comments: (e.g. What did you see? How long did the visit last? What did you learn? What would you like clarified?)</p>	
<p>Any key issues arising for the board of directors:</p>	

(e.g. the way resources are allocated, the way the school communicates, progress in implementing a key policy, evidence of the impact of the board's work on pupils' achievement, support being received from BDMAT)

APPENDIX 6 – SKILLS MATRIX

**Birmingham Diocesan Multi-Academy Trust (BDMAT) Trust
Board Skills Audit**

Introduction

This audit is a useful way of assessing the needs of the BDMAT Trust board. In the 2016 NGA/TES survey, 83% of respondents said their Trust board uses a skills audit. 64% used it to identify training needs; 54% used it for recruitment; 64% used it to assign committee members; and 47% used it for succession planning. This model can be used to help identify any knowledge, experience, skills and behaviours the CCSA Trust board still needs to deliver their functions effectively.

Overview

No individual is going to have all the skills listed in the audit. The Trust board is a team, and the purpose of the audit is to ensure that each skill below is covered by at least one of the trustees around the table. A skills matrix in which responses can be collated will be populated once all Trustee information has been recorded. If there are any gaps, these can be used to inform further recruitment to the board.

This exercise is designed to enable all members of the Trust board to set out their skills and experience whatever their backgrounds, and make clear that the essential and desirable skills for governance can be acquired through a range of life experiences. The skills and knowledge sought, are those which enable Trustees to ask the right questions, analyse data and have focussed discussions which create robust accountability for school leaders

Each Knowledge, experience, skill or behaviours should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise.

Birmingham Diocesan Multi-Academy Trust (BDMAT) Knowledge, experience, skills and behaviours	Level of knowledge or skills/behaviour: rate on scale of				
	No	→	→	→	Yes
Name of Trustee:	1	2	3	4	5
1. Strategic leadership					
I am committed to improving education and welfare for all pupils.					
I understand current national education policy and the local education context.					
I have experience of charity law and governance.					
I have experience of trusteeship or management of a complex organisation with multiple sites/subsidiaries.					
I have experience of chairing a board/governing board or committee.					
I am committed to the organisation's vision and ethos.					
I have experience of strategic planning and applying this to set and preserve the culture of the organisation.					
I have experience of working with executive leaders to agree and monitor operational plans.					
I am able to question and challenge, working as part of a team to identify viable options through collective decision making.					
I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity.					
I am confident I can identify when to seek independent/professional advice.					
I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils.					
I have experience of promoting community cohesion.					
I understand school sector risk management including conflicts of interest/loyalty.					

I am proficient in prioritising, assessing and mitigating risk.					
I have experience of agreeing organisation expansion plans and conducting due diligence on other organisations prior to signing a legally binding contract.					
2. Accountability					
I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement.					
I have experience of curriculum development, school assessment and progress/attainment.					
I have experience of working with executive leaders to establish expectations for improvement and outcomes.					
I have experience of agreeing the range and format of information and data needed in order to hold leaders to account.					
I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety.					
I understand the board's duties in relation to safeguarding including Prevent.					
I have an understanding of special education needs and disabilities (SEND).					
I have financial management expertise including funding allocation/budget monitoring, and financial solvency. I am able to contribute to financial self-evaluation and efficiency drives.					
I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities.					
I have experience ensuring that organisational financial obligations are met and adequate financial controls are in place, including submission of annual returns and accounts.					
I have business development experience/expertise.					
I have experience of procurement/purchasing.					
I have experience of property and estate-management.					
I have experience of HR policy and processes including employment legislation, executive recruitment, performance management and pay.					

I have experience of school sector HR policy and processes.					
I have experience of change management (overseeing a merger or an organisational restructure).					
I have experience of marketing, media and PR.					
I have experience of preparing for and responding to external oversight.					
I have experience of inspection and oversight in the school sector.					
3. People					
I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a trustee including duties of compliance, care and prudence.					
I'm a strong communicator and experienced in building strong collaborative relationships.					
I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus.					
I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement.					
I am committed to equal opportunities and the promotion of diversity.					
I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice.					
4. Structures					
I am familiar with the strategic nature of the board's functions and how this differs from and works with others including executive leaders and academy or regional committees.					
I have experience of designing/reviewing/adapting governance structures appropriate to the size and complexity of the organisation, reflecting the diversity of stakeholders.					
5. Compliance					
I have experience of complying with legal, regulatory and financial frameworks and statutory guidance.					
I understand and accept the legal duties, responsibilities and liabilities of trusteeship.					

Governing boards are responsible for ensuring schools comply with a whole range of legal responsibilities. I have experience ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities.					
I understand the importance of adhering to organisation policies e.g. on parental complaints or staff discipline issues.					
I am able to speak up when concerned about non-compliance.					
6. Evaluation					
I am aware of my own strengths and weaknesses and committed to personal development.					
I have experience evaluating board decisions and am willing to contribute to board self-review.					

Existing MAT trustees only

What contribution do you feel you have made to the trust board over the past year?

Please give brief details of courses you have undertaken in the past year - include trustee training, work based training/development and/or any other development/training activities.

[Empty response area for trustee training and development activities]

Are there any additional areas of the Trust board's responsibilities to which you would like to contribute in the future?

[Empty response area for future contributions to Trust board responsibilities]

Birmingham Diocesan Multi Academy Trust Governance Structure



