

## Governance Plan

### **Catch22 Multi Academies Trust**

The MAT was established in 2013 in line with our strategic plan to sponsor and open a national family of academies to sit alongside Catch22 Education independent schools.

The Mission statement of the MAT fully aligns with that of Catch22 Education:

**To enable young people to progress and succeed in sustained education, training or employment.**

We do this through engaging young people positively with their purpose through learning and future life aspirations. All our learners achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate people with high expectations in a place that is safe, high quality and appropriate.

Our Vision for the MAT is that, by working to a “Blueprint“ for best in class alternative provision, the MAT increases its reach (numbers of young people it works with) by growing the number of AP and Specialist academies within its portfolio. The MAT has achieved expansion to 7 academies in 2022, through a mixture of securing further sponsorship opportunities and opening further free schools in partnership with commissioners.

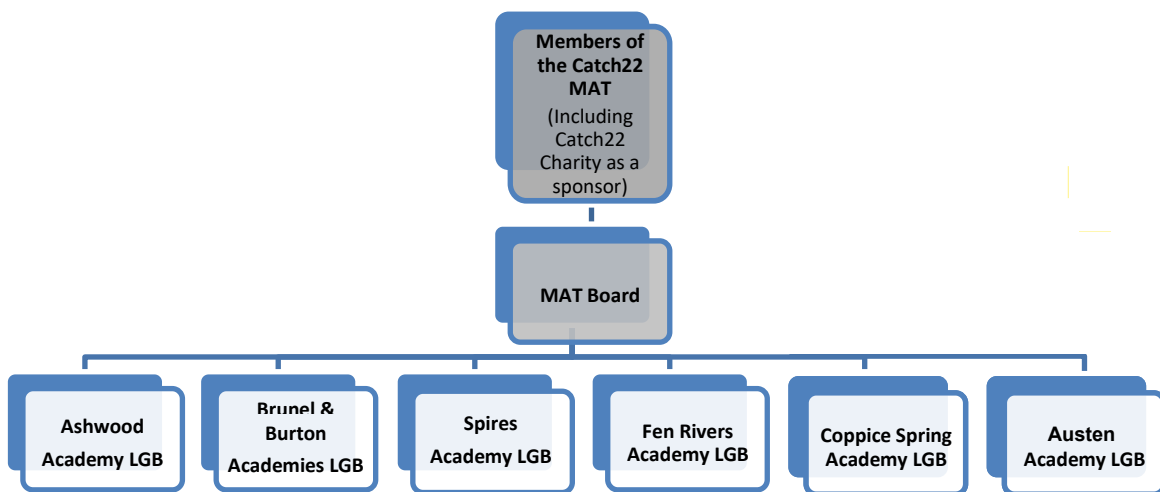
The academies are being developed in existing Catch22 footprint areas and all serve a clear cohort of learners defined in the MAT referral policy. To ensure all its academies work towards outstanding provision - and provide meaningful outcomes for young people, including closing the attainment gap between its learners and their peers - the MAT objectives have been set as:

1. To deliver in line with the MAT Blueprint for Education, focusing on high quality relationships with learners, academic outcomes and progression into Education or employment.
2. To provide a curriculum that meets National guidelines and provides for the study of GCSE pathways and level 2 attainment for all students existing at key stage 4.
3. Provides an approach to sustainable re integration back to mainstream up to end of year 10.
4. Provides appropriate therapeutic and behaviour support in addition to high quality teaching and learning.

- Develop a high quality teaching and learning resource by building and sharing best practice across the Trust using systematic codified approach to relationships, teaching and wrap around support.

## Governance Structure

The current governance structure is detailed below.



**Figure1** (above): Catch22 as sponsor of the MAT and the context of the Catch22 Group

Catch22 Charity Limited (C22 Charity) is the sponsor of the academies operating through the Catch22 Multi Academies Trust Limited (MAT). Catch22 Charity exercises control of the MAT through virtue of being a Member and being able to appoint other Members and Trustees.

The Catch22 Charity, the MAT, and other charities and companies controlled by Catch22 Charity, are known collectively as the “Catch22 Group”. Their collective resources and expertise, in particular those of Include Limited (“Include”) and The Pupil Parent Partnership Limited (“PPP”) both of which operate independent alternative provision schools, are available to support the MAT.

### Members of the MAT

We have 3 MAT members: Currently, in addition to Catch22 Charity, the other Members of the MAT are the Chief Executive of Catch22 Charity, Naomi Hulston, and Trustee Gita North.

In accordance with the MAT’s Articles, Catch22 Charity may appoint and remove additional Members as it sees fit. Catch22 Charity also exercises control by virtue of

the MAT's Articles that say no resolution of its Members can be passed without the consent of Catch22 Charity.

The named voice of Catch22 member is Terry Duddy who, as Chairman of Catch22 Charity, has sufficient separation, autonomy and delegated authority to challenge and hold the Trustee Board effectively to account.

See MAT Structure & Biographies in Appendix 1

### **Trustees of the MAT**

The Trustees of the MAT are appointed to oversee the operations and strategic direction of the charity. As such, the objective is that they have significant experience of senior operational, strategic and educational leadership, combined with knowledge of young people in difficult situations more broadly. There are 7 Trustees who include unpaid non-executives, provide independent scrutiny of its operations and strategy.

The Trustees have responsibility for the legal framework in which the Trust operates, including Articles, Funding Agreement, Academies Financial Handbook, Charities Commission and company law. These are referenced within this Governance Plan and are also periodically reviewed by the MAT Board and its advisors.

In line with the Articles approved by the DfE, the Trustees of the MAT are appointed by Catch22 Charity. Kath Grant is Chair of the Trustees. Other Trustees are Naomi Hulston (Chief Executive, Catch22 Charity) and five external Trustees; Pauline Campbell, Tom Richmond, Laura Trendall-Morrison, Eileen Zhang and Alison Alexander.

1 Trustee of the MAT is also a member (Naomi Hulston).

In line with the Articles, the plan is for there to be two parent members of each Local Governing Body, so there are no parent Trustees of the MAT.

The MAT undertakes governance reviews, including a skills audit assessing expertise across the following key areas:

- Business
- Governance
- HR
- Legal
- Financial
- Educational
- Property & capital
- Other (including safeguarding, health & safety, marketing and strategic relationship building)

A review of the Skills Audit is undertaken annually, documented and if required a training plan put in place utilising internal and external resources as required. An induction plan is put in place for new Trustees as they are recruited.

A copy of the current Skills Audit template used to identify the skills within the Trust can be found in Appendix 2.

The induction and training plan for our appointed Accounting Officer (AO) has included a full review of the Articles and The Academies Financial Handbook, completion of the Executive Educators course, run by Ambitions School Leadership and attendance at the New Schools Network training events. Our Chief Financial Officer has also had a full review of the Articles and The Academies Financial Handbook.

Succession Planning is identified as a requirement in the Skills Audit. A Succession Plan is developed and reviewed annually.

There are no overlaps between MAT Trustees and governors.

### **Local Governing Body**

Following the model that has worked successfully at our Ashwood Academy, each school's local governing body (LGB) are recruited locally. The LGB of a new academy is formalised once the Supplementary Funding Agreement has been authorised.

Reflecting the MAT's DfE approved Articles and skills relevant to the Accountability and decision-making model, the LGB structure has nine members which must include:

- Three members from the local community, likely to include local schools and colleges. One of these will be the chair and attend the MAT Board periodically.
- Two parent or parent representative governors.
- Two staff representatives.
- The head teacher who will attend the MAT Board periodically.

The term of office for any person serving on the Local Governing Body is 1 year, save that this time limit shall not apply to the Head Teacher. Subject to remaining eligible to be a particular type of member on the Local Governing Body, any person may be re-appointed or re-elected (including being "Co-opted" again) to the Local Governing Body. Parent Governors must have a child currently attending the academy.

Key skills and expertise we seek to balance across members of the LGB are:

- Organisational leadership.
- Performance management in the context of outcomes and progression.

- Educational delivery in AP and mainstream including reintegration of pupils into mainstream.
- Safeguarding.
- Human resource management including staff development.
- Knowledge of the local labour market.

These qualities are set out in our LGB Skills Matrix (Appendix 4) which together with the Chair of Governor Role Profile (Appendix 5) and Governor Role Profile (appendix 6) is used as an aid to ensure that recruitment is in line with this Governance Plan.

The MAT appoints the initial chair of the governing body and thereafter the chair is voted in annually in accordance with its terms of reference.

The LGB requires a quorum of 3 to operate – the 9 members allowing a voting majority for key decisions.

Where the LGB are unable to reach a decision, this is referred to the MAT board for resolution.

Following the appointment of the LGB a skills audit is used to identify any gaps in knowledge or expertise in the areas outlined above.

Mandatory training is provided by with priority around

- Responsibilities of the LGB and governor accountabilities.
- Safeguarding (including Prevent)
- Health and Safety
- Data protection

In addition, an induction takes place to ensure understanding of the school vision, strategy, objectives, key policies, and admissions. This is completed before a new school opens or in existing schools within 3 months of recruitment. This involves face to face meetings with members and Trustees of the MAT, taught sessions, completing online policy training which has a pass/fail test (4 policies) and visiting other academies and meeting other LGB members. All Governors complete statutory checks including DBS checks even though they currently do not spend time with students without supervision from a member of staff

Taught sessions focus on how the LGB members execute their duties – e.g., their responsibilities, what a visit to the school would look like, checking policy execution, general safeguarding, H&S, fire safety, etc. These sessions include Q&A and are delivered by the EP in the first instance as part of their induction and later by the LGB Chair ongoing.

Where a prospective member of the LGB fails any of these tests, the LGB Chair reviews why this has occurred with the individual concerned to determine if retraining and testing is appropriate or if that member is to be replaced.

Following an annual audit of governing body skills, the chair of the LGB makes clear recommendations to the MAT on an annual basis of LGB training needs. The MAT ensures the training needs are met by reviewing the recommendations and centrally sourcing on behalf of the LGB the appropriate training companies and resources. The MAT also monitors progress.

From time to time the chair of the LGB is invited to attend the MAT board to enable the MAT board to receive direct feedback. At any time should the chair wish to attend the MAT to raise issues of concern or escalate an issue they can ask to attend the next board in person and present papers to support an agenda item by sending a written request to the Chair. Should any urgent matters arise that cannot wait until the next MAT board meeting to be addressed, the Chair of the LGB can escalate their concerns by telephone call and written confirmation to the Executive Principal who can arrange for an exceptional meeting to be held if required.

In addition, the Chair in circulating to the MAT the LGB minutes can action the MAT to respond to key issues.

The LGB is supported by clerking service provided by the MAT.

The LGB meets at least termly.

The LGB chair participates in the annual performance assessment of teachers- The head teacher undertakes individual performance reviews providing an overview to the LGB for scrutiny and challenge. Recommendations are made to the MAT board with areas of disagreement clearly identified. The MAT has the final decision on all matters of pay.

Succession Planning is identified as a requirement in the Skills Matrix. The LGB develops a Succession Plan and this is reviewed annually.

### **MAT Board and LGB split of responsibilities**

During its governance review in 2015 the MAT and Catch22 agreed that the MAT operates under a Sponsor Agreement, setting out its operating mandate from the Catch22 charity Limited.

The agreement is reviewed annually at Catch22 Charity board. This clearly sets out roles responsibilities, the relationship between the 2 parties and decision making frameworks.

### **Scheme of Delegation for MAT, Executive Principal/Head Teacher & LGB**

There is already a scheme of delegation in place from the MAT to the Academies within the Trust. This sets out the matters that are reserved for the MAT and what is

delegated to the Executive Principal and senior management in the Academies and Local Governing Bodies.

In brief, strategic and financial oversight sits with the MAT, curriculum development and staff performance management sit with the Executive Principal / Head Teacher and community/parent engagement and school performance sits with the LGB. This enables the LGB and the academy to benefit from shared expertise including the provision of financial and other KPI reports that support their decision making in the day to day running of the Academy.

**Decisions & functions reserved for the MAT board include:**

1. Setting MAT vision & strategy.
2. Agreeing the annual strategic plan for the MAT
3. Approving individual Academies plans
4. Setting annual budgets.
5. Financial oversight and accountability
6. Appointing Executive Principal & Head Teachers
7. New Policy development.
8. Safeguarding reviews (including prevent)
9. Health and safety review
10. Risk Management

The MAT board set annual performance targets for the Executive Principal of the MAT. A designated MAT Trustee meets the EP to review progress in formal supervisory sessions at least every 6 weeks (half termly) and they also conduct an annual appraisal of performance. These sessions are informed by MAT reports for finance and other KPI performance, LGB minutes and by reviews of progress against business plan at monthly Senior Leadership Team meetings.

The Education CEO is also the Accounting Officer (AO) for the Academy as set out in the Academies Financial Handbook, and they engage with members of the MAT board and the LGB. The Chief Financial Officer (CFO) of the MAT is responsible for the production of budgets and regular financial reports tracking performance against budget and providing these to the MAT and LGB boards to inform decision making. The MAT has adopted the Catch22 Charity Scheme of Delegation and procedures for financial management including procurement as these are well established and all financial systems are being provided to the MAT by the charity under the Sponsorship Agreement.

The CFO attends MAT board meetings; has regular meetings with the Executive SLT of the MAT and meets with the LGB to finalise annual accounts and on an exceptional basis as required.

**Matters delegated to the Education Executive SLT (but not limited to):**

1. Developing and implementing an appropriate curriculum,
2. Setting appropriate performance targets for staff
3. Completing annual reviews,
4. Recruitment of deputy head and teaching/school staff.
5. Achieving progress & outcomes as defined in the school plan 6.  
Safety in school-working to Safeguarding policies and practices
7. Working to H&S policies and practices.

The CEO of the MAT sets annual performance targets for the Executive Principals of the Academies. The Executive Principals will then set targets for the Headteacher of each academy. The EP meets the HT of each academy to review progress in formal supervisory sessions half termly and they also conduct an annual appraisal of performance. These sessions are informed by MAT reports for finance and other KPI performance, LGB minutes and by reviews of progress against business plan at monthly Senior Leadership Team meetings.

**The Local Governing Body, whilst engaged and consulted on a range of issues, is directly responsible for:**

1. Curriculum development
2. Prospectus content
3. Parent engagement and support
4. Local profile and marketing of the Academy.
5. Community relations and community cohesion.
6. Relationships with schools and colleges – and creating progression pathways.
7. Monitoring student progress.
8. Monitoring Safeguarding of young people.
9. Monitoring H&S
10. School performance - YP outcomes v National standards.

In summary the LGB is responsible for the curriculum, standards and school improvement; ensuring the day to day running of the Academy is compliant with standard operating procedures/policies and community and parental engagement, including feedback from young people and parents.

The MAT monitors the performance of the governing body through review of LGB minutes at the MAT board, meeting with each governing body at least annually and by collecting feedback from Catch22 representatives such as the Executive Principal and Health & Safety Manager.

Performance of the LGB is based on:

1. Execution of its duties in a timely way.
2. Feedback from staff and parents and young people
3. Progress of the school against its plan.



The MAT Board is governed by the Articles of Association approved by the Department for Education in 2014. It meets about every six weeks, usually two weeks after meetings of the LGB, to enable issues from the LGB to be fed into the MAT Board.

The delegation scheme is published on the MAT web site.

### How the model works in practice

Prime accountability to the MAT Board for the performance of the MAT and the schools within it lies with the Accounting Officer who is also the CEO of the MAT. Under current arrangements, the Head Teacher of the school reports, and is accountable, to the Executive Principals, who in turn reports to the MAT board via the Accounting Officer. Executive Principals and the Head Teachers receive advice and support from the LGB, and the LGB is accountable to the MAT Board for fulfilment of its remit.

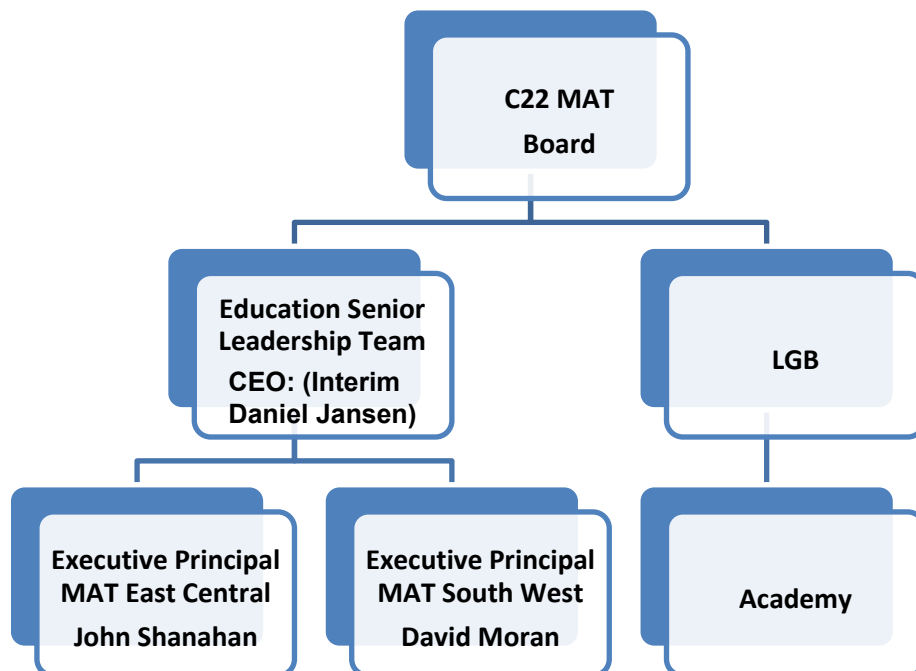


Figure2 (above): Catch22 MAT Delegation

In support of this approach, and in line with current practice for our existing Academy, the MAT Board receive at each meeting:

- A summary of each Executive Principals report of performance across all Academies
- Finance report and forecast that looks both at the MAT as a whole as well as the specific school and corporate elements.

The MAT board are provided with reporting on safeguarding to ensure safeguarding meets charity & legal requirements.

The MAT board records its views in the minutes of the performance of the Academies, requesting action to be completed in areas of under-performance.

The MAT Board discuss other papers from time to time looking at aspects of performance and operations. For instance, the Board has previously looked at papers analysing student destinations, mock Ofsted report, improvement plan, staff terms and conditions. As the number of Academies that form the MAT increase, this overview of performance will continue and strengthen.

As set out above, the MAT Board has the focus on strategic financial management, so that skill set is less relevant to the LGB, with its emphasis on educational delivery. The MAT provides the Academy with a range of support services, training and reporting that enable the Head Teacher to regularly review the performance of the Academy. This includes the production of monthly financial reports and other half termly KPI reports for attendance, academic progression and attainment, behaviour and employability skills. In addition, the MAT organises for professional support visits such as Health & Safety, maintenance or a mock OFSTED and the Executive Principal conducts visits for formal review on a monthly basis and by exception if required.

The Local Governing Body (LGB) meets at least termly. Papers are prepared in advance by the Head teacher to an agreed agenda with the chair of the LGB. These include a review of the implementation of the Education Plan, the latest Academy financial and KPI reports as outlined above, supported by a commentary by the Head Teacher on these and the use of resources at the Academy. The review of the Education Plan identifies any areas of the curriculum where attention is required to improve delivery. This suite of MAT reports produced and distributed independently of the Head Teacher enables the LGB to track performance see clearly if the school is improving. These reports inform the LGB decision making and enable them to challenge the Head Teacher on performance if necessary.

The LGB also has a responsibility for the adherence of the Academy to defined procedures and policies. A suite of Standard Operating Procedures (SOP's) for the day to day running of the Academy are defined in the Catch22 Blueprint for Education. The Blueprint covers a wide range of topics such as how to manage and record the enrolment process from referral to induction and integration within the Academy, strategies for behavioural management through to managing the transition of learners into employment or further education. The Blueprint is supported by a suite of over 100 policies that define standards and expectations for the running of the Academy across a range of topics such as safeguarding, diversity, health and safety. The operational ownership of these are split across LGB members who are Link Governors for their own specialities. For instance, the Link Governor for Safeguarding, Prevent & SEND is responsible for giving challenge and support for the Academy in these areas. The Governor completes a termly visit and gives direct feedback to the Academy also sharing the outcomes at the next LGB meeting for inclusion in the minutes.

The Blueprint SOP's and MAT policies form an important part of training and monitoring at Academy level. By adopting these, the Academy is able to benefit from

a shared best practice and expertise rather than reinventing solutions. At the same time, it should be noted that the Blueprint and MAT Policies are subject to a continuous review to ensure they remain fit for purpose. Governors can challenge policies and the views of the Academy staff and LGB are actively sought in this ongoing development. Each Academy is also able to supplement the MAT Policies with specific local policies where a specific need is demonstrated to meet the needs of their cohort or community.

LGB members are also able to assess Academy performance through feedback from parents, pupils and teachers. The presence of Parent Governors ensures there is first-hand experience of the day-to-day academy operation within the LGB and they are encouraged to share their feedback at LGB meetings. All members of the LGB are expected to visit classes to observe lesson delivery and gain face to face feedback from teaching staff on a termly basis. LGB members also conduct formal visits to review performance in their own specialist areas on an annual basis. For example, the member of the LGB with responsibility for HR seeks evidence of compliance to the relevant policies such as Safeguarding and Equality and Diversity. LGB members are also given a summary report of parent's evenings and other surveys.

The Chair of the LGB notes any areas of performance where they have concerns in the LGB meeting minutes and the Executive Principal sets out an action plan for the Head Teacher to execute detailing Specific Measurable, Achievable, Realistic and Time-bound (SMART) targets for improvement. The Executive Principal shares this plan with both the Head Teacher for action at the Academy and the Chair of the LGB. The EVP Ed.is responsible for monitoring progress against this action plan and provides updates to the Chair of the LGB for review at subsequent meetings.

All decisions made within the LGB meetings are documented in the minutes. The EVP Ed. ensures that the Head Teacher follows up on these and that the outcomes of these decisions are tracked and reviewed in future LGB meetings and noted in subsequent minutes.

## **Developing the model**

As the number of Academies has increased changes have been made to the way the MAT Board operates. These changes are designed to enable the MAT Board to step back from such detailed insight in each individual school and focus more on setting strategic targets and monitoring at a high level unless specific detailed intervention appears necessary. This enables the MAT Board to focus on the wider strategy of the schools as a whole. Changes include:

- **Development of the management infrastructure.** This has included the appointment of Executive Principals to focus specifically on leading the schools' element of the wider Catch22 Education service and who are accountable to the MAT CEO.

The Executive Principals have regular telephone and email contact with the Head Teacher at each academy discussing operational issues on a weekly basis. The EVP Ed. also conducts monthly formal visits to each academy to review operational performance and compliance which includes classroom observations and discussions with teaching staff. They also set personal objectives for the Head Teacher on an annual basis and conduct supervisory sessions with them to review these on a half termly basis culminating in an annual appraisal.

The AO/EP has regular contact with the Chair of the LGB by telephone and email, meeting with them on a termly basis and also reviews copies of the LGB meeting minutes. The EVP Ed. takes responsibility for developing action plans with the Head Teacher where there are concerns over performance and communicate these to the Chair of the LGB. The EVP Ed. shares the improvement plans with the LGB and provides updates on progress against these also. Where the improvement plan requires it, the EVP Ed. also plans additional visits to the academy.

The AO/EP produces a monthly performance report for the MAT board identifying progress against plan, issues and actions. The AO/EP also attends the MAT board meetings to discuss operational issues, share insights gained and represent the Head Teachers at these, providing updates on each Academy in turn.

- **The presentation and content of information collected.** This reflects the established practice within the family of independent alternative provision schools that Catch22 Charity operates, where similar information on pupil progress and financial performance is summarised and compared school by school as well as in aggregate. Benchmarking performance of individual academies against plan and each other enables best practice to be identified and shared for good performance and timely improvement plans to be put in place for poor performance.

Due to both the level of support from the MAT and the relatively small school size there are currently no separate sub committees at LGB level but this requirement is reviewed annually with the LGB.

As required, the LGB members form small task and finish groups to focus on specific work streams identified by the board.

On an annual basis the MAT board receive from the Accounting Officer/Executive Principal a business plan & schools plan for the academic year ahead with clear objectives and targets. The plan is developed by engaging each school in a rigorous assessment process which identifies areas of improvement and provides for the shaping of the schools' plan.

A central data team consolidating data across all schools via SIMS implementation supports this process by providing progress & outcome data by learner groups such as special education needs, pupil premium, looked after

children etc. This enables the board to ensure that education provision for all student groups is achieving consistent results and no group is being left behind.

Each plan is presented with a 12-month phased budget, showing revenue/ cost and contribution. School budgets are benchmarked across the MAT to ensure best practice and effective use of resources especially for each of the specific student groups.

The plans have clear key performance indicators which are monitored by the MAT board and LGB.

- **Internal scrutiny and challenge of plans and approval by the MAT board.** On an annual basis the MAT board reviews its performance based on:
  1. Meetings attended and contributed to.
  2. Level of specific/ specialist input by Trustees
  3. Engagement with the MAT schools and sponsor.
  4. Performance of the schools for which it is responsible.
  5. Commitment to personal development and training

The Chair of the MAT reviews performance annually with each Trustee and explore areas of development and support. Training plans are put in place to close any gaps.

- **External challenge** is built into the annual assessment of the MAT performance. A governance day of challenge has been conducted previously and ongoing the MAT is building relationships with other MAT groups.
  1. Visiting other MAT academies
  2. Benchmarking outcomes with other MAT groups
  3. Inviting challenge from other MATs
  4. Inviting challenge from within the wider Catch22 group

- **Membership.** In line with best practice the chair of the MAT can serve for up to 6 years and replacement will be considered no later than after 5 years of service.

Trustees stand for an initial period of 2 years. Trustees can stay on in post for a further 2 years if the chair and Trustee agree that their contribution remains relevant.

The Board seeks to recruit new Trustees who do not wish to extend their service 6 months before their leaving date.

## **Dealing with conflicts of interest**

Actual and potential conflicts of interest are dealt with at number of levels.

The operation of the MAT is overseen by the Catch22 Charity Board of Trustees. These are all independent and unpaid individuals with a strong business, public and social business backgrounds: <http://www.catch-22.org.uk/who-weare/people/Trustees/>

Details of the Chairman, Terry Duddy's, background are included in Appendix 1.

At MAT level, potential conflicts of interest are also understood and scrutinised by independent and unpaid Trustees of the MAT who are not in executive roles in either the MAT or Catch22 Charity.

The MAT Board and the LGB review and amend a statement of interests at each meeting. The interests of the Members and Directors are published on the MAT website.

The MAT is subject to independent external audit on regularity, and to internal audit review by Catch22 Charity. Currently, as a small Trust, the existing Board constitutes itself as the audit committee when necessary. We will establish a separate and more visibly independent audit committee as the number of Academies increases.

A potential conflict of interest arises as a result of services provided by Catch22 Charity, which controls the MAT, and by another company it controls, the Pupil Parent Partnership Limited (PPP). These are in the form of back office service costs and the costs of senior Catch22 Charity staff. These services are permitted by Article 6.2 of the DfE approved Articles of Association which allow a Member of the MAT who is not also a Trustee to be paid reasonable and proper remuneration for any goods or services supplied to the MAT.

## **Timelines for recruitment of a new local governing body:**

1. Recruitment commences as soon as sponsorship of a new academy opening is confirmed. This is typically no less than 12 months before opening.
2. Requirements are set up on specialist websites such as NGA and Inspiring Governance at the earliest opportunity
3. Recruitment posters are placed on community noticeboards.
4. Adverts are included in S10 consultation documents and the consultation website where applicable
5. Potential governors may also be recommended by the LA & community groups.
6. All applicants are required to complete an application form and there is a formal interview process which for the Chair is led by Accounting Officer/Executive Principal with support from the MAT board. The Chair is normally appointed no less than 6 months before the school opens

7. Once the chair of the LGB is appointed, they and AO/EP recruit the remaining governors using the same tools as above normally no less than 3 months before the school opens.
8. Parent governors are normally recruited in the first term after the school opens.
9. All governors receive an offer letter welcoming them to the LGB. The letter sets out what they need to provide to comply with statutory checks and provides links to online training for Safeguarding, Equality, Prevent and FGM.
10. An induction meeting for new governors is held one month before school opening and initial training needs are identified.
11. The inaugural governing body meeting is held in the first term.
12. Additional training identified at induction commences in the first term.

### **Recruitment of the Clerk**

An effective clerk is a key to the overall success and effectiveness of the governing body in driving school improvement. The clerk is recruited against the Clerk Role Profile by the chair of the LGB.

### **Induction of LGB & Clerk**

An induction meeting is arranged for the founding members of the LGB. The meeting covers the terms of reference, an overview of Governor training and allocation of link governor roles and responsibilities. There is also be an opportunity for governors the chance to ask any questions that they have. Future members such as Parent Governors are taken through the same content either as a small group or on a one-to-one basis:

The following information is presented to the LGB, many of which is sent in advance via attachment or web link;-

- Catch22 MAT; Our Mission
- The Academy Vision & Ethos
- Pupil Profile & Introduction to Specific Needs
- Safeguarding
- Education Plan
- Financial Plan
- Governance Plan
- Scheme of Delegation
- Role of the Governors, Board, Chair & Clerk
- Introduction to NGA resources

- Holding the School & MAT to Account
- Student Assessment Systems & Reporting
- Staff Performance Management Systems & Reporting
- Specific Policies e.g., Whistle Blowing, H&S, Data Protection

## **LGB Training**

Training is delivered based on a mixture of group and individual needs. The LGB Skills Audit (Appendix 4), the Chair of Governors Role Profile (Appendix 5) and the Governor Role Profile (Appendix 6) are used to identify any skills gaps.

For instance, all Governors are required to complete online training for Safeguarding, Equality, Prevent and FGM as soon as they accept their offer. Any Governor that does not pass this training within one month of commencing in the role is required to stand down.

Additional support depends on individual needs; for example, a mentoring relationship with another Chair of Governors can be put in place or one-to-one training can be given to Governors who lack formal experience of assessment of pupil data.

The Chair of Governors also uses the Key for School Governors self-assessment tool which includes 360 feedback.

As part of its service to the school, Catch22 MAT assists in identifying and arranging suitable training as required.

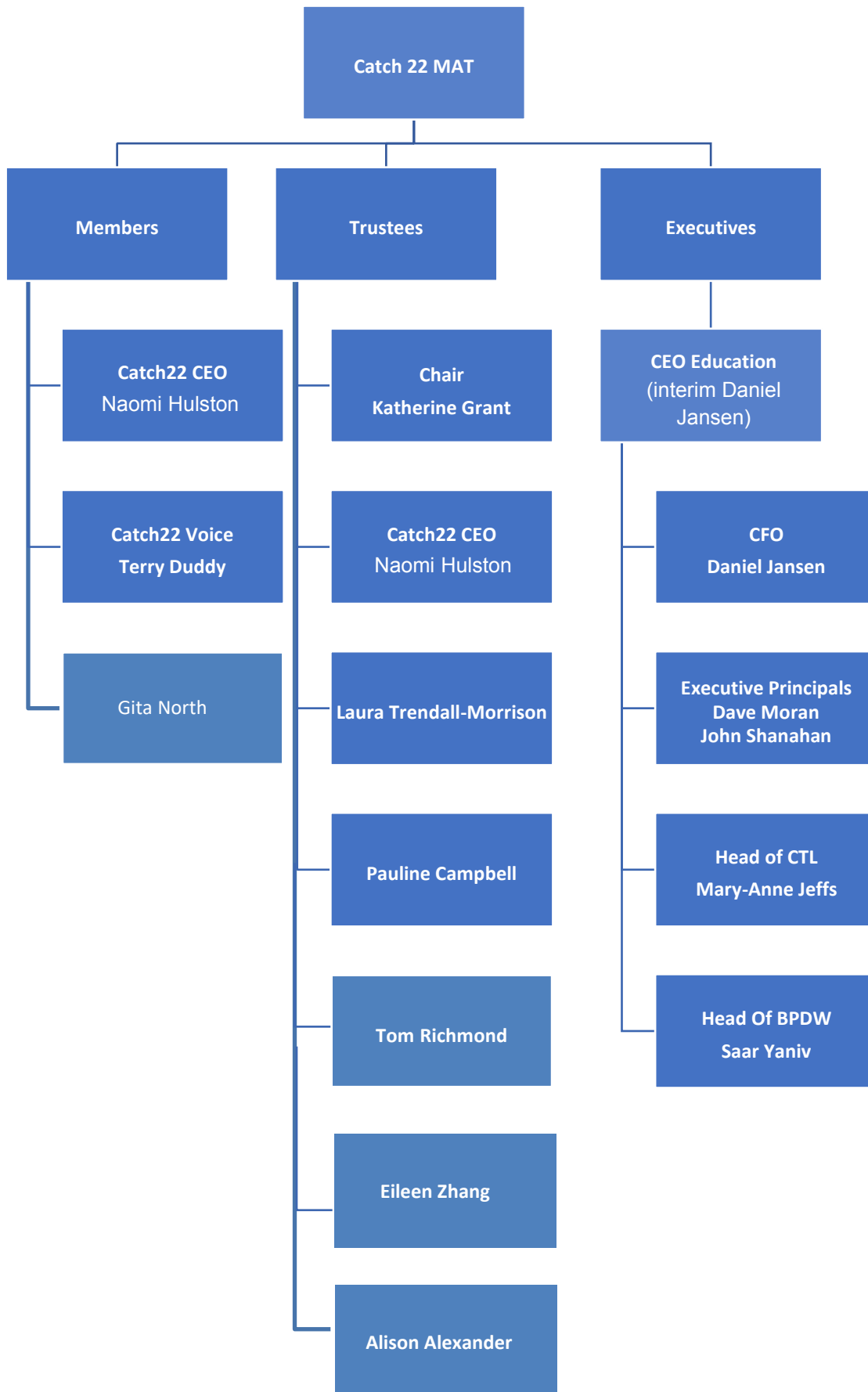
## **Clerk Training**

Through the NGA, the Clerks are put through the National Clerks' Development Programme as required. This programme is an important step towards improving the effectiveness of governing bodies by developing the skills needed for high quality clerking.

**END**



**Appendix 1: MAT Structure & Biographies**



## **Catch22 Education Committee and MAT Board 2020-2021 Biographies**

### **Kath Grant, Chair of Trustees**

Kath was made Chair of Trustees for the Catch22 Education Committee and MAT board in September 2020.

Kath is currently Director of Education for ASDAN where she has over 10 years senior management and leadership experience. She also has over 20 years teaching experience in a variety of educational settings including residential, mainstream, sixth form, middle, special and FE.

Kath has extensive Curriculum design and development experience of PSHE, Citizenship, Personal Development and Work Related Learning. She has extensive experience of training and supporting teachers and trainers in curriculum solutions and is a contributor to regional and national educational research and development strategies.

### **Naomi Hulston, Chief Executive of Catch22, Trustee and Member of the MAT**

Naomi is CEO of Catch22, the social business driving public service reform. She leads the team of 1,500 staff and volunteers that supports over 160,000 people nationally every year.

Naomi has more than 15 years' experience in both strategic and operational roles in the public and private sectors. She has been with Catch22 for a total of 21 years, during which time she's held a total of 14 different positions, progressing from a volunteer to Chief Operating Officer in 2017. Prior to joining Catch22 Naomi worked across a range of projects delivering and managing youth work, early intervention and prevention services for young people at risk of social exclusion.

Naomi is also a Board Member of London Sport and is part of the Youth Endowment Fund's Governing Committee.

### **Pauline Campbell, Trustee**

Pauline is an external trustee for the Education Committee and MAT Board. She chaired the board deftly through a senior leadership transition period during the academic year 2019-2020, before stepping down as chair in September 2020 to remain on as a Trustee.

Pauline recently retired as a partner of PWC, a multi-national professional services provider. She has been a trustee for the overarching Catch22 board for several years before stepping down last year.

Pauline has a high degree of expertise and experience across financial reporting and auditing in addition to a long-standing working relationship within Catch22 as a Trustee.

### **Laura Trendall-Morrison, Trustee**

Laura was appointed as an external Trustee for the Education Committee and MAT Board in December 2020. She also chairs the MAT Audit, Risk and Finance Committee.

Laura is the founder of The GameChanger Consultancy, specialising in channel development and business strategy for service providers to take solutions to market. In addition she is an advisory board member for Holler.Live; and an associate trainer for London Training for Excellence.

Laura's wide ranging experience spans across strategy, leadership and management, brand development and marketing, strategic selling, human resources, quality, change, and operation management.

### **Tom Richmond, Trustee**

Tom was appointed as an external Trustee for the Education Committee and MAT Board in December 2020.

Tom is the founder and director of EDSK, a think-tank that designs new ways to improve the education and skills system. He has a wide range of experience across the Education sector, with roles ranging from sixth-form teacher to senior policy advisor to the secretary of state.

Tom has a high level of expertise in Education public policy and innovation; extensive experience working across the education sector, both public and private; and a working knowledge of the challenges faced when working within large complex organisations.

### **Eileen Zhang, Trustee**

Eileen was appointed as an external Trustee for the Education Committee and MAT Board in March 2021

Eileen is a senior director at S&P Global Ratings, a credit rating agency that publishes financial research and analysis on stocks, bonds and commodities.

Eileen brings a wealth of leadership experience to the board in addition to financial expertise; and 2 years' experience as a parent governor within a MAT.

### **Alison Alexander, Designated Trustee for Safeguarding**

Alison was appointed as an external Trustee for the Education Committee and MAT Board in July 2021

As the Chief Operating Officer of the Martin James Network, Alison leads work to support the growth of companies and entrepreneurs who contribute to a better, more inclusive society.

Alison has over three decades of experience within children services on a global level, having previously acted as Director of Children's Services and more recently as a local authority CEO. Her wealth of experience in these areas has led her to being appointed as the designated trustee for safeguarding.

**Appendix 2: Catch 22 MAT Trustee Skills Audit Template**

Expertise	Description	NH	KG	GN	TR	LT	PG
<b>Business</b>	<p>Business growth – managing business growth - commercial, retail or industry experience in growing a business or chain of businesses;</p> <p>Head Office and organisational development - creating, growing and managing a head office, including driving up business efficiency in central services; experience overseeing the establishment of a regional or cluster structure.</p> <p>Consolidation – planning for consolidation or even downsizing including managing financial, personnel and reputational issues and consequences.</p>						
<b>Governance</b>	<p>Previous experience as chair – experience of chairing a board, developing the people, process and committees of a Board, holding colleagues to account and engaging fellow senior board members in change.</p> <p>Governance – experience in leading rigorous, independent board structures that are both compliant and effective;</p>						
<b>HR</b>	<p>Personnel – skills to handle the personnel challenges of a large and growing staff body, including:</p> <ul style="list-style-type: none"> <li>• Reviewing the performance of senior staff</li> <li>• Remuneration decision-making to set leadership salaries;</li> <li>• HR and legal expertise to handle grievance cases or where redundancies are planned;</li> <li>• Recruitment skills to support growth, particularly in regions where recruitment is difficult;</li> <li>• Succession planning where Trustees or executive team is likely to retire or move on;</li> <li>• Staff engagement and development.</li> </ul>						

<b>Legal</b>	Senior legal practice – larger Trusts particularly look for partner level and above legal skills where they are likely to have legal issues such as sponsorship of new schools, land acquisition, complex personnel cases.						
<b>Financial</b>	Financial management – all Trusts require independent, scrutiny of financial planning and budgeting. Some Trusts have specifically recruited people who have: <ul style="list-style-type: none"> <li>• Rebuilt a balanced budget from a deficit position;</li> <li>• Planned for sustainable growth; and</li> <li>• Had experience in overseeing budgets of a particular value – e.g., no less than the Trust expects in 5-10 years.</li> <li>• Audit experience</li> </ul>						
<b>Educational</b>	Practical experience of school leadership with a track record of delivering achievement, curriculum design and development.						
<b>Property &amp; capital</b>	Property and capital – architectural experience, building and capital development, managing. Large scale and/or disburse asset portfolios and/or change programmes. IT change programme – transforming and improving IT provision						
<b>Other</b>	<ul style="list-style-type: none"> <li>• Communications Marketing and PR: skills to handle the stakeholder engagement challenges around large change, growth, reputational issues.</li> <li>• Developing Relationships: where Trusts are looking to strengthen and/or specifically, develop new strategic sector relationships.</li> <li>• Health &amp; Safety management</li> <li>• Safeguarding</li> </ul>						

**Key to Trustees:** Naomi Hulston (NH), (Kath Grant (KG), Gita North (GN), Pauline Campbell (PC), Laura Trendall- Morrison (LT), Tom Richmond (LT)

**Appendix 3: Academy Local Governance Board  
Biographies**

Biographies of LGB members are noted here.

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**Appendix 4: Catch22 MAT Local Governance Board Skills Audit: The XXXXX Academy**

Skills & Expertise	Governor Initials >	AB	CD	FE	GH	JK	LM	NO	PQ	RS
	Governor Type >	Chair	Comm-unity	Comm-unity	C22 Charity	HT	Staff	Staff	Parent	Parent
Organisational Leadership	Previous experience as chair, holding colleagues to account and engaging fellow senior board members. Good understanding of C22 MAT policies.	Y								
Performance Management	Track record of successfully following a plan of execution including the delivery of outcomes and progression.	Y	Y		Y	Y				
Educational Delivery	Classroom experience in AP and mainstream schools including the reintegration of pupils back into mainstream.	Y	Y			Y	Y	Y		
Safeguarding	Places the child at the centre of all school activity. Trained in safeguarding practices, good understanding of C22 MAT safeguarding policies.	Y	Y		Y	Y	Y	Y		
H.R. Management	Reviewing the performance of staff, recruitment skills including safer recruitment, succession planning, staff engagement and development.	Y	Y	Y	Y	Y				
Local Knowledge	Knowledge of the local labour market, employers, vocational training opportunities and network of children's support services.	Y		Y		Y	Y	Y	Y	Y

**Key to Governors:**

Aaaaa Bbbbb (AB), Ccccc Ddddd (CD), Eeeee Fffff (EF), Ggggg Hhhhh (GH), Iiiii Jjjjj (IJ), Kkkkk Lllll (KL), Mmmmm Nnnnn (MN), Ooooo Ppppp (OP), Qqqqq Rrrrr (QR)



## **Appendix 5: Role Profile – Chair of Governors; The XXXX Academy, part of the Catch22 Multi Academies Trust**

The XXXX Academy is a free school for primary and secondary aged students with moderate to high behavioural needs. In some cases, students will have an Education Health and Care Plan. Many of the students will have been excluded from mainstream education as they are in need of a more bespoke educational package.

The XXXXX Academy is a member of the Catch22 Multi Academies Trust (MAT). The MAT was established in 2013 in line with Catch22's strategic plan to sponsor and open a national family of academies to sit alongside Catch22 Education independent schools.

The Mission statement of the MAT fully aligns with that of Catch22 Education:

**To enable young people to progress and succeed in sustained education, training or employment.**

We do this through engaging young people positively with their purpose through learning and future life aspirations. All our learners achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate people with high expectations in a place that is safe, high quality and appropriate.

Working to a "Blueprint " for best in class alternative provision (AP), the MAT aims to increase its reach (numbers of young people it works with) by growing the number of AP & Specialist academies within the portfolio to at least 5 by July 2018, and is on track to reach this target.

For each individual school, a Local Governing Body (LGB) is required to work with the MAT Board of Trustees. The Academy is looking to appoint a Chair of Governors for the LGB. The role is voluntary and the key requirements are highlighted below: -

To lead the work of the governing body in ensuring high standards of achievement for all children and young people in the school by:

- Supporting the school's vision, ethos and strategic direction;
- Holding the Headteacher to account for the educational performance of the school and its pupils;

As part of the governing body team, the Chair is expected to: -

1. Lead on, and contribute to the strategic discussions at governing body meetings which determine:

- the vision/ethos of the school, including clear & ambitious strategic priorities and targets
- that all children, have access to a broad and balanced curriculum;

- the school's staffing structure and key staffing policies;
2. Hold the senior leaders to account by monitoring the school's performance; this includes:
- agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan;
  - considering all relevant data and feedback on all aspects of school performance;
  - asking challenging questions of school leaders;
  - ensuring senior leaders have adapted the required Catch22 MAT policies and procedures and that the school is operating effectively according to those policies;
  - acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing body on the progress on the relevant school priority;
  - listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers.
3. Ensure the school staff have the resources and support they require to do their jobs well, including the necessary expertise on effective appraisal and CPD (Continuing Professional Development) and monitor the impact of these resources.
4. When required, assist the MAT in matters such as; -
- appointing the Headteacher and other senior leaders;
  - involvement with staff grievances and disciplinary matters;
  - hearing appeals about pupil exclusions.
5. Liaise with the Clerk to the LGB in ensuring that;-
- agendas and relevant papers are circulated to the LGB at least a week before the next meeting
  - Accurate minutes are produced for each meeting, with a summary of actions required and by whom

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

- get to know the school, including by visiting the school occasionally during school hours, and gain a good understanding of the school's strengths and weaknesses;
  - attend induction training and regular relevant training and development events;
- attend Governance Board meetings and read all the papers before the meeting;
- act in the best interest of all the pupils of the school;
- behave in a professional manner, as set down in the governing body's code of conduct, including acting in strict confidence.

Under usual circumstances, as an estimate, you should expect to spend the equivalent of 20 days a year on your governing responsibilities. Under Section 50 of the *Employment Rights Act 1996*, if you are employed, then you are entitled to

'reasonable time off' to undertake public duties; this includes school governance. 'Reasonable time off' is not defined in law, and you will need to negotiate with your employer how much time you will be allowed.

### **Personal attributes**

We are looking for a LGB that can provide the following key skills & areas of expertise; the Chair should have experience in at least some of these areas.

- Experience of organisational leadership
- Educational delivery in an AP and/or mainstream context
- Human resource management, including staff development
- Performance Management in the context of outcomes and progression
- Safeguarding
- Knowledge of the local area, including the labour market

**Appendix 6: Role Profile – Governor; The XXXX Academy, part of the Catch22 Multi Academies Trust**

**To enable young people to progress and succeed in sustained education, training or employment.**

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our learners achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

For each individual school, a Local Governing Body (LGB) is required to work with the MAT Board of trustees. The Academy is looking to appoint Governors for the LGB. The role is voluntary and the key requirement is to support the work of the governing body in ensuring high standards of achievement for all children and young people in the school.

As part of the governing body team, each governor is expected to: -

**1. Contribute to the strategic discussions at governing body meetings which determine:**

- the vision/ethos of the school, including clear & ambitious strategic priorities and targets
- that all children, have access to a broad and balanced curriculum;
- the school's staffing structure and key staffing policies;

**2. Hold the senior leaders to account by monitoring the school's performance;** this includes:

- agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan;
- considering all relevant data and feedback on all aspects of school performance;
- asking challenging questions of school leaders;
- ensuring senior leaders have adapted the required Catch22 policies and procedures and that the school is operating effectively according to those policies;
- acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing body on the progress on the relevant school priority;
- listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers.

**3. Ensure the school staff have the resources and support they require to do their jobs well,** including the necessary expertise on effective appraisal and CPD (Continuing Professional Development) and monitor the impact of these resources.

#### 4. When required, assist the MAT in matters such as; -

- appointing senior leaders and other members of staff; • involvement with staff grievances and disciplinary matters;
- hearing appeals about pupil exclusions.
- In order to perform this role well, a governor is expected to: -
- get to know the school, including by visiting the school occasionally during school hours, and gain a good understanding of the school's strengths and weaknesses;
- attend induction training and regular relevant training and development events;
- attend LGB meetings and read all the papers before the meeting;
- act in the best interest of all the pupils of the school;
- behave in a professional manner, as set down in the governing body's code of conduct, including acting in strict confidence.

Under usual circumstances, as an estimate, you should expect to spend the equivalent of 20 days a year on your governing responsibilities. Under Section 50 of the *Employment Rights Act 1996*, if you are employed, then you are entitled to 'reasonable time off' to undertake public duties; this includes school governance. 'Reasonable time off' is not defined in law, and you will need to negotiate with your employer how much time you will be allowed.

#### **Personal attributes**

We are looking for a LGB that can provide the following key skills & areas of expertise; governors should have experience in at least some of these areas.

- Experience of organisational leadership
- Educational delivery in an AP and/or mainstream context
- Human resource management, including staff development
- Performance Management in the context of outcomes and progression
- Safeguarding
- Knowledge of the local area, including the labour market