



St Francis of Assisi Catholic Academy Trust

*The very best Catholic education now and for generations to come*

## Foundation Director/Foundation Governor Induction Pack

### Welcome

Congratulations on your appointment as a new Foundation Director/Governor.

Your appointment comes with responsibilities and you will be expected to commit to attending meetings and undertake online training.

This induction pack provides information and support to help you in your new role.

We are delighted to welcome you to the St Francis of Assisi Catholic Academy Trust. We are a family of Catholic schools in the Roman Catholic Deanery of the Lea Valley and whilst each school retains its own distinctive ethos and mission, we are united in our endeavours to deliver a Catholic education excelling in the academic, pastoral and spiritual life, and which produces fully flourishing pupils.

*Inspired by the teachings of Christ and the example of St Francis, we strive for excellence,  
cherishing every child in our care as a unique thumbprint of God, enabling all to realise their full potential.*

Taking inspiration from the life and values of St Francis:

*To be caring towards everyone in the community;*

*Being compassionate – standing up especially for the poor and oppressed;*

*Acting with reverence towards all creation;*

*Being peacemakers, reconcilers, and healers to all those in need.*

Our Trust is governed by Foundation Directors and Local Governing Bodies.

The Trust Board takes overall responsibility for all of our Trust schools. They delegate some of their responsibilities to Local Governing Bodies, who perform a crucial role in delivering local accountability and strategic direction for each school. Headteachers are the lead professionals that serve their Local Governing Bodies, and the Core Executive, led by the CEO, report to the Trust Board.



## Mission

To realise the Bishop's vision and our own belief that as schools we will be stronger together.

## Vision

To deliver the very best Catholic education now and for generations to come.

## Strategy

To implement a detailed school to school, Trust-wide educational 'Trust Development Plan', alongside a business model that harnesses savings and efficiencies by working collaboratively.



St Francis of Assisi  
CATHOLIC ACADEMY TRUST



The Academy Trust is the legal entity with the Board having collective accountability and responsibility for the Academy Trust and assuring itself that there is compliance with regulatory, contractual, and statutory requirements. St Francis of Assisi Catholic Multi-Academy Trust Company is responsible for the management of the Academy Trust.

As a charity and company limited by guarantee the Academy Trust is governed by the Board of Directors who are responsible for, and oversee, the management and administration of the Academy Trust Company. The Directors have overall responsibility and ultimate decision-making authority for all the work of the Academy Trust. These responsibilities are largely carried out through strategic planning and the setting of policy.

### The role of a Foundation Director

The Directors are accountable to the Bishop to ensure that the Academy is conducted as a Catholic School in accordance with Canon law and the teachings of the Roman Catholic Church so that, at all times, the Academy may serve as a witness to the Catholic faith in Our Lord Jesus Christ. The Directors are also accountable to external government agencies including the Charity Commission, the Department for Education and the Education and Skills Funding Agency. Both the Bishop and external government agencies hold the Academy Trust Company to account for the quality of education, the financial propriety and the value they provide, and they require that the Academy Trust Company has systems in place through which they can assure themselves of such quality, safety and good practice.

In order to discharge these responsibilities people who are more locally based may be appointed by the Directors, except insofar as the Bishop appoints the Foundation Governors, to serve on a Local Governing Body which has been established to ensure the good governance of the Academy.

### The role of a Foundation Governor

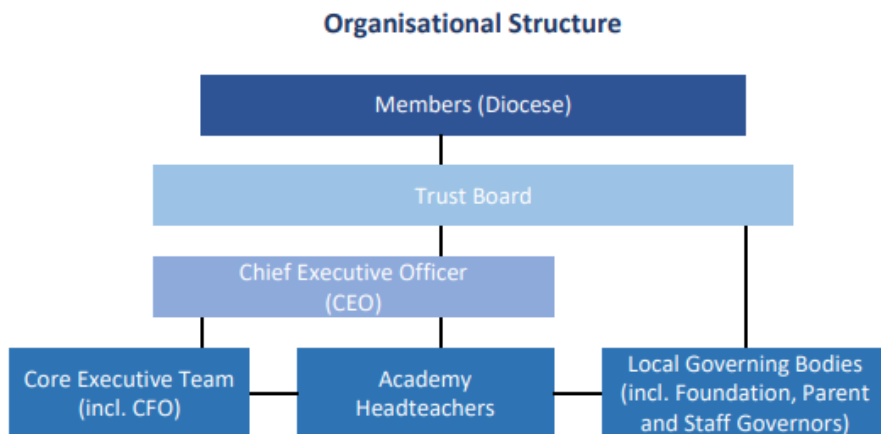
Foundation Governors are members of the Local Governing Body. The role of the Local Governing Body is critical to the effectiveness of the school, helping to maintain and deliver a high quality of education, and ensuring the children and young people are able to achieve to the best of their ability, in a secure and happy environment. The Local Governing Body gets to know the school well, and where appropriate, Governors positively respond to opportunities to involve themselves in school activities.

## Roles and Responsibilities of Directors and Governors

Our Trust is governed by Foundation Directors and Local Governing Bodies. The roles and responsibilities of each are listed in our Scheme of Delegation. Put simply, the Trust Board, formed of six Directors, takes overall responsibility for all of our Trust schools. They delegate some of their responsibilities to Local Governing Bodies, who perform a crucial role in delivering local accountability and strategic direction for each school.

The Members are akin to the Diocese, to whom the Trust Board report. Headteachers are the lead professionals that serve their Local Governing Bodies, and the Core Executive, led by the CEO, report to the Trust Board.

These dynamics and layers of responsibility are summarised in the RCDOW Organisational Structure below:



### Members:

- Guardians of the governance of the Multi-Academy Trust Company
- Accountable to the Bishop (unless the Member is the Bishop)
- Signatories to the Memorandum and Articles of Association
- Akin to shareholders

### Directors (Trust Board):

- Company Directors and Charity Trustees
- Accountable to the Members and the Bishop
- Duty to uphold the Multi-Academy Trust Company's objects and to comply with any directives, advice and/or guidance issued by the Bishop
- Responsible for preserving and developing the Multi-Academy Trust Company's Catholic character at all times, and this overriding duty (which is also a legal duty) should permeate everything that the Directors do
- Responsible for the general control and management of the administration of the Multi-Academy Trust Company and for delivering the three core functions
- Responsible for standards of education in the academies within the Multi-Academy Trust Company
- Delegate functions to sub-committees, senior executive leadership, LGBs, and Principals/Headteachers
- Appoint the senior executive leadership

### CEO and core executive leadership:

- Appointed by the Board of Directors and employed by the Multi-Academy Trust Company
- Expectation that this will include a senior executive, for example a CEO, if appropriate depending on the size and stage of development of the Multi-Academy Trust Company
- Responsible for 'operations' and for delivering the Board's vision and ethos – the 'professional leaders'
- Responsible for the Multi-Academy Trust Company's financial effectiveness and stability and for ensuring value for money
- Assist in the performance management of the Principals/Headteachers

### LGB Governors:

- Appointed/elected to govern a specific academy within the Multi-Academy Trust Company in accordance with the Scheme of Delegation
- Normally have oversight of one academy in the Multi-Academy Trust Company and are accountable to the Board of Directors of the Multi-Academy Trust Company
- Vital link to the local community

### Principal/Headteacher:

- Responsible for day to day management of the Academy (or academies in an executive headship type arrangement)
- Responsible for performance management of staff excluding those staff whose performance is managed by the Directors, a committee of the Directors, the senior leadership, the LGB or a committee thereof

## **Different types of Governors**

**Foundation Directors and Foundation Governors** are appointed by the Bishop, and their obligations must be carried out in accordance with any Diocese policy or protocol. They have a duty to preserve and develop the Catholic character of the school.

**Parent Governors** are elected by other parents with children at the school, or on occasion, appointed by the governing body.

**Staff Governors** are elected by teaching and support staff. The staff member is elected, in addition to the Headteacher who attends meetings by virtue of their job.

### **Being a Governor, What makes an effective Governor?**

- ❖ You care about improving children's educational attainment and progress
- ❖ You want to work as part of a team, and can value the contribution made by different people
- ❖ You are willing to listen, learn and ask questions
- ❖ You are enthusiastic
- ❖ You can commit time and energy

## **Training**

The Academy Trust encourages all Directors and Governors to undertake some compulsory training. There is a wide range of additional non-compulsory training support available and you will be provided with links to allow you to access the online training services currently used. A list of essential courses that you are required to complete is listed below in the induction checklist. We recommend for all Directors/Governors within the first month of appointment to complete the Introduction to Governance (2 modules) course. In addition, also to be undertaken in the first month is a Safeguarding and Governance module.

## **Meetings of the Foundation Directors**

The Directors normally hold at least three meetings of the Trust Board in every school year. They may establish any other committee. The constitution, membership and proceedings of any committee shall be determined by the Directors. Currently, there is also a Trust Education Committee and a Trust Business Committee.

## **Meetings of the Local Governing Body**

The Local Governing Body normally meets at least once per term for a formal business meeting. Prior to the meeting, the Clerk will send all reports or other papers to be considered at the meeting. The Local Governing Body may establish any sub-committees, that normally meet once a term but may meet more frequently depending upon current issues.

## **Attendance at Meetings**

Directors/Governors observe confidentiality regarding the proceedings of the board/governing body in meetings. If you need to offer apologies for a meeting this should be done through the Chair or Clerk in advance of the meeting.

## **Governor Visits**

Governors are encouraged to visit school as part of their role in monitoring and evaluation to observe practice, meet with staff and to familiarise themselves with the work of the school. Governors are usually welcome, by invitation, to attend school performances and events. The Academy Trust recognises that not all Governors can visit school during the day due to work commitments.

## **Register of Pecuniary and Business Interests**

Directors/Governors have a responsibility to avoid any conflict between their business and personal interests, and the interests of the Academy Trust/school. Each Director/Governor is required to complete this register each year.

## **Code of Conduct**

The Catholic Education Service Model Code of Conduct has been approved and adopted by the Academy Trust. It applies to all Directors and all Local Governors. Acceptance of this Code is confirmed by signature each year by every Director/Governor.

## Schedules of Business

The Schedules of Business for committees, Executive and Headteachers takes the Terms of Reference and places them in specific months across the year. It is a scheduling of roles and responsibilities that must be undertaken at a certain time of year in order for the operation of the Trust to run smoothly.

<https://www.stfrancistrust.net/>

### Example page from Schedules of Business:

September

Directors	Executive	Local Governing Bodies	Headteachers
<b>TBM meeting</b> <b>Governance</b> a. Elect Chair, Vice Chair, Business Chair & Vice Chair, Education Chair & Vice Chair, Safeguarding, H&S, and SEND directors. b. Complete business and pecuniary interests forms and upload to Trust website. c. Complete 'Undertaking to Bishop' and Code of Conduct forms. d. Ensure Clerk & CoSec appointed. e. Receive reviews of LGB SEFs and LGB Chair 360 reviews. f. Receive summaries of FLGB minutes.  <b>TBC meeting</b> <b>Finance</b> g. Ensure CFO & Accounting Officer (CEO) appointed. h. Receive monthly management accounts & 3yr rolling budgets (by email). i. Conduct annual appraisal for CEO. <b>Premises</b> j. Review the annual statement of compliance re Premises management. <b>Communications and Information Management</b> k. Receive GDPR and ICO report.	<b>Governance</b> a. Ensure GIAS, Companies House, ICO and other records / registrations are up to date. b. Prepare draft of all Trust policies for review, except for safeguarding which is provided by email as close to 1 <sup>st</sup> Sept as possible. c. Make arrangements for headteacher appraisal. d. Conduct appraisal for the executive (non-CEO) and central team. e. PSIEH to read previous term's FLGB minutes and report to directors. f. Receive LGB SEF and Chair 360 executive summaries from each school.  <b>Finance</b> g. Commence audit and year end. h. Submit the end of year certificate for teachers' pension audit.  <b>Standards</b> i. Set pupil target setting methodology for schools. j. Set out JARV / HIP process to support schools with standards, teaching and learning reviews and quality assurance. k. Set out headteacher appraisal process.  <b>Safeguarding</b> l. Review the central and director's entries into the SCR and provide to schools as required.  <b>Risk</b> m. Receive confirmation from LGB that all warranties, indemnities and insurances are procured as required, along with terms and conditions met.	<b>LGB meeting</b> <b>Governance</b> a. Elect chair, vice chair, chairs of any sub-committees, SEND, H&S, pupil premium, finance & safeguarding lead governors. b. Ensure compliance with LGB constitution and email any issues with solutions (supported by headteacher) to exec. c. Adopt the schedules of business and all Trust documentation (scheme of delegation, terms of reference etc.) as provided. d. Appoint clerk. e. Complete business and pecuniary interests register and upload to school website. f. Ensure all LGB appointments are Diocesan confirmed (thereby incl. the undertaking to bishop) along with signed code of conduct forms. g. Review final draft of the school development plan, checking Catholicity especially, and connection to Trust mission, vision and strategy. h. Review annual exit interview report and email Exec to any issues. i. Review Headteacher report. j. Review Headteacher review of survey results. k. Review all warranties / indemnities and insurances are procured as required, and that their terms and conditions are complied with.  <b>SEC meeting</b> <b>Standards</b> l. Ensure the school sets academic pupil targets according to Trust/DfE methodology. m. Ensure the academy is ready for inspection, emailing any issues to exec. n. Ensure SENDCo appointment and all training in place as required, reporting issues to exec, by email as required. Review compliance with SE2 from headteacher terms of reference.	<b>Governance</b> a. Produce headteacher report for previous term (incl. pupil progress data, quality of education/curriculum review, website compliance & GIAS check & GDPR compliance, SEND provision, safeguarding incl. of vulnerable pupils, compliance with safeguarding annual planner, behaviour-exclusions, complaints, sports & pupil premium, attendance). b. Provide LGB with a fully detailed schedule of business, working with the exec on any additions to the Trust schedule. c. Ensure GIAS up to date incl. governance. d. Analyse results of surveys and provide a report for LGB. e. Produce evidence for appraisal, along with draft targets and success criteria for the year. f. To provide Exec with LGB SEF & Chair 360 summaries.  <b>Finance</b> g. Contribute to audit and year end process. h. Complete monthly financial summary sheet (incl. KPI, benchmark, variance analysis) with income & expenditure analysis.  <b>Standards</b> i. Ensure pupil targets set for each child. j. Review readiness for inspection and report to LGB.  <b>SEND</b> k. Confirm SENDCo appointment to LGB. l. Assure LGB that all SEND training is in place. m. Secure all areas of SE2 from terms of reference.  <b>Safeguarding</b> n. Ensure compliance with headteacher terms of reference SA1-4, incl. DSL/LAC/low-level nominated persons, compliance with policy, training requirements, HCC audits, risk assessments, trips.

### Formation of committees and sub-committees

Name of committee	Responsibilities (as set out in the Roles and Responsibilities document)	Membership
Trust Board Meeting	Overall responsibility for the Trust: Governance and all areas	All Directors
Trust Business Committee	Whole Trust: Finance, contracts, admissions, communications and IT management, health and safety, risk and premises/school estate	3 or 4 Directors (not on Trust Education Committee) not chaired by Trust Chair
Trust Education Committee	Whole Trust: Standards, curriculum, SEND, safeguarding, behaviour, other pupil related matters, staffing	3 or 4 Directors (not on Trust Business Committee) not chaired by Trust Chair
School Local Full Governing Body (LGB)	Oversight of whole-school and all matters delegated to LGB: Governance and all areas	All LGB Governors
School Business Committee	Whole School: Finance, contracts, admissions, communications and IT management, health and safety, risk and premises/school estate	Half of Governors (not on School Education Committee) not chaired by LGB Chair
School Education Committee	Whole School: Standards, curriculum, SEND, safeguarding, behaviour, other pupil related matters, staffing	Half of Governors (not on School Business Committee) not chaired by LGB Chair

Separate committees will need to be formed by the LGB as required, eg Pay (Chair, Vice-Chair + 1 other), Disciplinary, Student, etc.



## Induction Checklist:

In the first weeks of your appointment...	Date:
Meet with your Director/Governor mentor (introduction to role, responsibilities, dates and arrangements for meetings, scope of work, etc)	
Meet with CEO/Chair of LGB/Headteacher (as appropriate) - Introductory meeting and tour of school, and opportunity to ask any questions	
Be shown how to access Governor Hub, and Modern Governor for training	
Complete any declarations, or forms that the Board requires, including the Declaration of Pecuniary/Business Interest form	
Read KCSIE (Keeping Children Safe in Education) and confirm read	
Confirm any specific roles and responsibilities (with Chair or mentor)	
Upcoming meeting dates advised, and invitation to attend/observe a board meeting	

Training Completed Log	Year 1	Year 2	Year 3	Year 4
	Date:	Date:	Date:	Date:
Introduction to Governance (Module 1 and Module 2)*		Complete in Year 1	Complete in Year 1	Complete in Year 1
Academy Governance*		Complete in Year 1	Complete in Year 1	Complete in Year 1
Strategic Leadership for Governors and Trustees*		Complete in Year 1	Complete in Year 1	Complete in Year 1
Data for Governors*		Complete in Year 1 & Year 3		Complete in Year 1 & Year 3
Effective Governance*		Complete in Year 1	Complete in Year 1	Complete in Year 1
Safeguarding and Governance*		Complete in Year 1 & Year 4	Complete in Year 1 & Year 4	
Prevent, including radicalisation*	Annual	Annual	Annual	Annual
Safer Recruitment refresher training*	Complete in Year 3	Complete in Year 3		Complete in Year 3
Exclusions refresher training*	Complete in Year 2		Complete in Year 2	Complete in Year 2
School Complaints refresher training*	Complete in Year 3	Complete in Year 3		Complete in Year 3

\*All online training is available on Modern Governor <https://learning.moderngovernor.com/>

Cyber security training <a href="https://www.ncsc.gov.uk/information/cyber-security-training-schools">https://www.ncsc.gov.uk/information/cyber-security-training-schools</a>	
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## Useful links:

### The Academy Trust Handbook

This is a key document that Directors/Governors must have an understanding of. Academy Trusts must comply with the Academy Trust Handbook as a condition of their funding agreement.

<https://www.gov.uk/guidance/academy-trust-handbook>

### The Trust Development Plan

The Trust Development Plan arises from a close collaboration between Trust Headteachers, the Executive, Directors and Local Governing Bodies.

<https://www.stfrancistrust.net/page/?title=Trust+Development+Plan&pid=7>

## Glossary

One of the most difficult things to get to grips with when joining a board of governors is the jargon and acronyms! Hopefully this glossary will help.

ATH	Academies Trust Handbook
AHT	Assistant Headteacher
APP	Assessment of Pupil Progress Progress in education refers to how well pupils have progressed in their learning from their starting point
Clerk	The person appointed to carry out administrative duties to the governing body. The Clerk also advises the governing body on legal and procedural matters.
CIF	Condition Improvement Fund
DHT	Deputy Headteacher
DfE	Department for Education
EAL	English as an Additional Language. Children for whom English is an additional language (speaking a different language at home)
EHCP	Education, Health and Care Plan
EYFS	Early Years Foundation Stage
FGB	Full Governing Body
FSM	Children entitled to Free School Meals
GAG	General Annual Grant
GCSE	General Certificate of Secondary Education
HCC	Hertfordshire County Council
HfL	Herts for Learning
HT	Headteacher
HTPM	Headteachers Performance Management
INSET	In-Service Education and Training – courses/learning for teachers
KCSIE	Keeping Children Safe in Education
KS1-4	Key stages – the four stages of the National Curriculum: KS1 for pupils aged 5-7; KS2 for 7-11; KS3 for 11-14 and KS4 14-16
LA	Local Authority
MFL	Modern Foreign Languages
National Curriculum	The curriculum required by law to be taught in all schools. The governing body shares with the Headteacher the responsibility of ensuring that it is implemented
NQT	Newly Qualified Teacher
OFSTED	Office for Standards in Education. The body which arranges, and set standards for, school inspections
PP (Pupil Premium)	Additional funding for children who have been entitled to free school meals in the last 6 years and for families in the armed forces
PSHE	Personal, Social and Health Education
Quorate	The minimum number of members at a meeting for decisions to be made
SATs	Standard Assessment Tasks used for National Curriculum assessment
SEF	Self-evaluation form
SEN/SEND	Special Education Needs and Disabilities
SENCo/SENDCo	The teacher responsible for coordinating SEND provision in school
	(INCo - Inclusion Coordinator)
SIMS	Schools Information and Management System. A computer package to assist schools in managing information on pupils, staff and resources
SLT/SMT	Senior Leadership Team / Senior Management Team (the Head, Deputy and Assistant Heads)
TA	Teaching Assistant

## Appendix One

### The Nolan Principles

The seven principles of public life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those in sectors delivering public services, including the trustees and executive leaders of school trusts.

In carrying out our functions we will adhere to the Seven Nolan Principles of Public Life:

- **Selflessness**  
acting solely in terms of the public interest and not in order to gain financial or other material benefits for ourselves, our family or our friends.
- **Integrity**  
taking all steps to not place ourselves under any financial or other obligation to outside individuals or organisations that might seek to influence us in the performance of our official duties.
- **Objectivity**  
in carrying out public business, being impartial and making choices fairly and on merit.
- **Accountability**  
acknowledging that we are accountable for our decisions and actions to the public and submitting ourselves to whatever scrutiny is appropriate to our office.
- **Openness**  
being as open and transparent as possible about all the decisions and actions that we take and giving reasons for our decisions and restricting information only when the wider public interest clearly demands.
- **Honesty**  
being truthful in everything we do and declaring any private interests relating to our public duties, and taking steps to resolve any conflicts arising in a way that protects the public interest.
- **Leadership**  
at all times promoting and supporting these principles by our leadership and example.



## Appendix Two

### Roles and Responsibilities

The key document outlining the roles and responsibilities is the “2024-2025 Roles and Responsibilities document” which is available on the Trust website in “Key Documents”. This document sets out exactly what LGBs, Heads, CEO/Executive, Directors and Governors are responsible for.

<https://www.stfrancistrust.net/>

### Role Purpose

The Trust Board provides:

- Strategic leadership – defining the vision, fostering the Trust’s culture and setting the strategy
- Accountability and assurance – robust and effective oversight of Trust operations and performance
- Strategic engagement – oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement

Foundation Directors are responsible for governing a charitable company and directing how it is managed and run. Foundation Directors must also ensure that the Trust complies with all legal and statutory requirements.

Responsibilities are delegated to Local Governing Bodies (Foundation Governors) to help the Trust Board fulfil this purpose and to strengthen the multi-academy trust governance.

### Role Description

#### Strategic leadership

- Thinks strategically and objectively, and can contribute to the development and monitoring of the Trust’s strategic priorities and long-term vision.
- Familiar with the Trust’s Mission, Values and strategic priorities.
- Takes ownership of the Trust’s financial sustainability, ensuring effective resource management across the Trust.
- Provides appropriate challenge to ensure that change is in the best interests of children, young people and the Trust overall.
- Uses data to understand school performance and to ensure that all schools in the Trust deliver a broad and balanced curriculum such that pupils are well prepared for the next stage of their education.
- Acts with honesty, frankness and objectivity taking decisions impartially, fairly and on merit using the best evidence and without discrimination or bias.
- Confident acting as an ambassador for the Trust.
- Abides by the principle of collective decision making and stands by the decisions of the Board, even where their own view differs.
- Ensures robust risk management policy and procedures are in place and that risk control measures are appropriate and effective.
- Can identify when to seek the advice of the Trust’s governance professional or an independent external advisor on statutory and legal responsibilities.

#### People

- Demonstrates commitment to the Trust’s values, their role and to active participation in governance.
- Undertakes induction training and develops knowledge and skills on an ongoing basis.
- Demonstrates professional ethics, values and sound judgement, including adherence to the seven principles of public life.

#### Structures and compliance

- Understands the importance of adhering to Trust policies.
- Ensures the Trust’s governance structure meets the needs of the Trust.
- Monitors school performance and improvement through regular reviews of performance data, including exam results, and pupil progress, to ensure that the school is meeting its targets.