

Position and functions of Executive Governance Groups

The Trust Board is deeply committed to helping schools to support parents and respond to the diverse needs of their local communities.

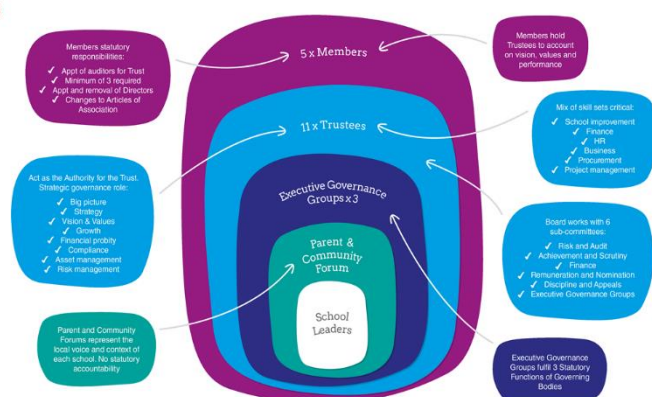
Governance publications from Ofsted and the DfE have helped the Trust to give deeper consideration to how best to use EGGs to add impact, accountability and pace to school improvement and what the ‘golden thread’ relationship should look like between the Trust Board, EGGs and Community and Parent Forums.

Alongside the three statutory functions of governance, the Trust Board have set six guiding features:

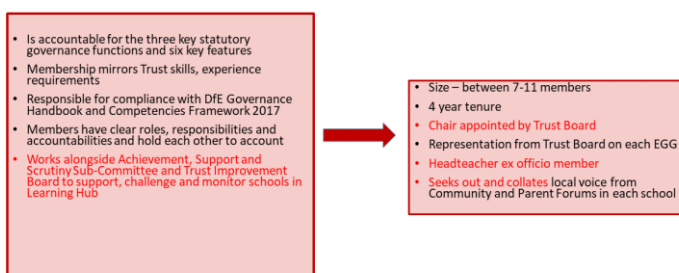
Three statutory functions (DfE Governance Handbook 2017)	Six guiding features (DfE Governance Handbook 2017)
<p>Overall purpose: To provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance</p> <p>Three functions:</p> <ul style="list-style-type: none"> 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 performance management of staff Work in partnership with the Trust Board to ensure efficient use of resources and value for money is achieved 	<p>Six guiding features have been set to shape the work of the Executive Governance Groups:</p> <ul style="list-style-type: none"> Strategic leadership that sets and champions Trust vision, ethos and strategy locally Accountability that drives up educational standards and financial performance People with the right skills, experience, qualities and capacity Structures that reinforce clearly defined responsibilities and accountability Compliance with statutory and regulatory requirements (AFH 2018) Evaluation to monitor and improve the effectiveness and impact of governance

Gallery

Governance Structure July 2018



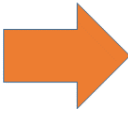
Each Executive Governance Group



Purpose

The three core functions of local Governance

based on the DfE Governance Handbook 2017

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| <ol style="list-style-type: none"> 1. Ensuring clarity of vision, ethos and strategic direction 2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff 3. Working in partnership with the Trust Board to ensure resources are well used and value for money is achieved |  | <ul style="list-style-type: none"> • Embedding the educational vision and education improvement objectives of the drb Ignite Trust • Maintaining an outstanding culture of safeguarding across all schools • Improving the quality of educational provision for all pupils across the Trust • Holding the headteacher and senior team accountable for raising standards, attainment, and outcomes of all pupils at least in line with national expectations • Working closely with the Achievement and Scrutiny Sub Committee and Trust Improvement Board to drive up standards at least in line with national expectations • Working with the Trust and headteachers to improve the quality of teaching through the employment of effective staff and effective performance management • Implementing the financial improvement and efficiency plans agreed by the Trust Board for each school |
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Ofsted School Inspection Handbook (April 2018, p22)

Effectiveness of Leadership and Management Judgement

Meeting those responsible for Governance:

86. Inspectors will always seek to meet those responsible for Governance during the Inspection. This will usually include Maintained School Governors or Academy Trustees and Sponsors (including sponsor representatives, where they exist).

However, in a Multi Academy Trust, the Board of Trustees may have established a local Governing Body to which it may have delegated certain governance functions. In some other cases, there may be a local Governing Body that is wholly advisory, with no formal governance responsibilities delegated to it. Inspectors should ensure that meetings are with those who are directly responsible for exercising governance of the school and for overseeing its performance.

87. The contribution of governors to the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management. As with the meetings between Inspectors and pupils, parents and staff, meetings with those responsible for governance should take place without the Headteacher or senior staff.

Accountability



Executive Governance Groups comply with any guidance issued by the ESFA, DfE and Trust Board as to the composition of the Executive Governance Group or any other matter affecting the functioning of the Executive Governance Group, including the holding of meetings and the removal of members.

Each Executive Governance Group identifies individual Members to take a lead for the following key responsibilities.

Core Accountability Area
1. Safeguarding
2. Looked After Children
3. SEND
4. Pupil Premium and Sports Premium
5. Health and Safety
6. Educational Standards and pupil progress
7. Curriculum and Key Stage (EYFS,KS1,KS2)
8. Workforce recruitment and development
9. Chair
10. Vice Chair

School Link Member Role

Executive Governance Groups ensure each school has a bespoke link member. This ensures that bespoke local needs and the voice of parents, families and pupils are systematically collated. It also allows members to build strong and positive relationships with individual schools enabling the Trust to fulfil its duty of *knowing its schools well*.

The role allows Executive Governance Group members to:

- Offer support to the school and to see how things are going
- Act as an ambassador for the school
- Provide strong pastoral / critical friend support to the school
- Look in detail at the schools issues
- Hold discussions with pupils and parents
- Report back to the Executive Governance Group
- Champion school issues in Executive Governance Group meetings

School Improvement Support for Executive Governance Groups

