

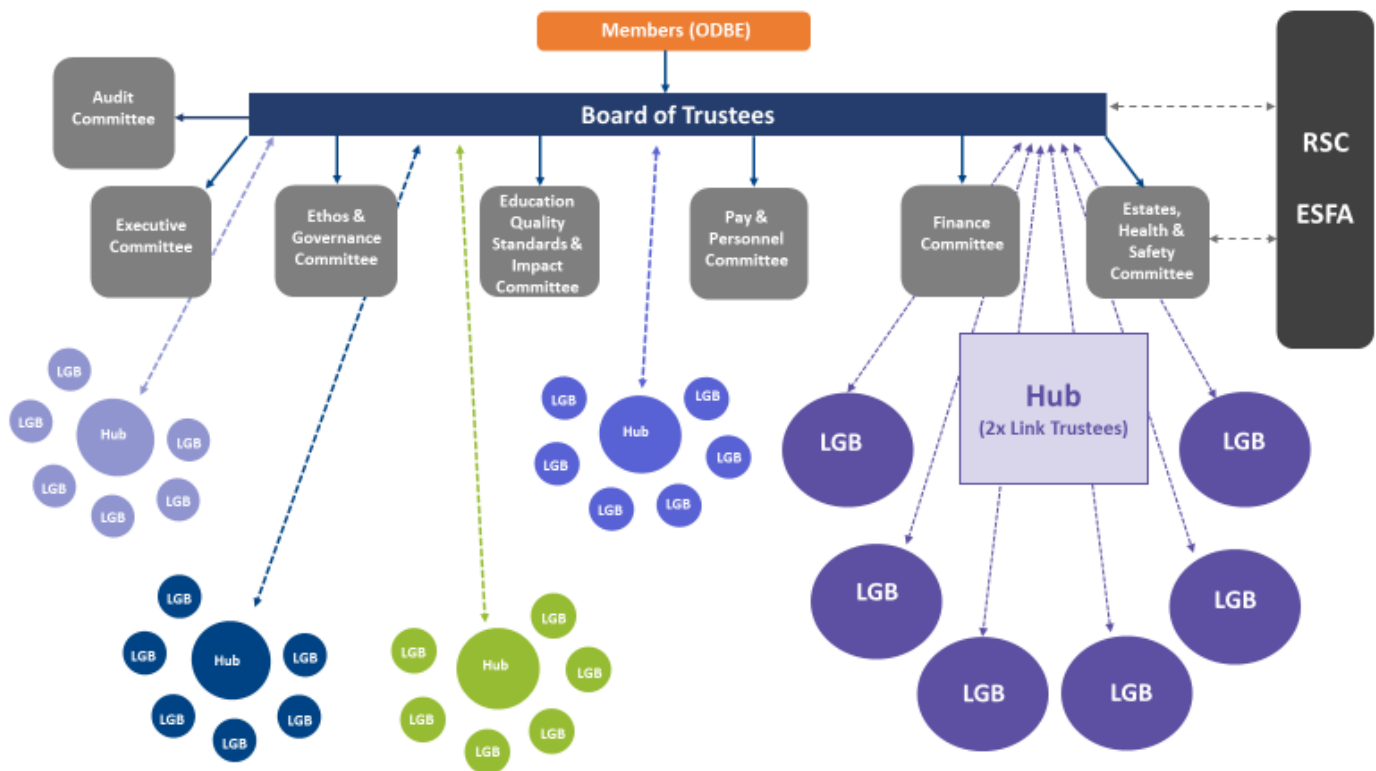
Our Organisational Structure

Trust Governance

The work of ODST is overseen by the Board of Trustees, appointed by the Members.

ODST has an expert and experienced Trustee Board which governs the work of the organisation, ensuring educational excellence, financial success and employment of an effective and well-supported work force, in line with the organisation’s core vision. The Board usually meets 5 times per year, and also holds an annual strategy day with Members to discuss key issues, priorities and strategies for the future.

The basic structure of the organisation is as follows:



Our strategy and guidance is managed through a network of committees, which meet regularly throughout the year.

Audit Committee	To assist the ODST Board in fulfilling its oversight responsibilities with particular reference to strategic financial reporting, internal control, risk management and external audit.
Education Quality Standards & Impact Committee	To oversee the academic effectiveness, including curriculum delivery, of all our schools and the Christian distinctiveness of CE schools.
Estates, Health & Safety Committee	To monitor premises and health and safety work in the Trust.
Ethos & Governance Committee	To monitor the spiritual and pastoral care of all members of our school communities, ensuring that leaders are supported and trained. To oversee governance across all the Local Governing Bodies, including the appointment of LGB members.
Executive Committee	To consider, oversee, determine or make any recommendations to the Main Board and subject to the Board's reserved powers.
Finance Committee	To monitor the work of the Trust in terms of its financial control.
Pay & Personnel Committee	To make appropriate recommendations on people-related matters, including procedures.

The ODST Board has three core functions:

- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the overall performance of the organisation and its pupils, and the performance management of staff
- overseeing the financial performance of the organisation and making sure it acts as a good steward of its resources.

See **Appendix 1** for more detail of the role of trustees and list of current postholders.

All our schools have **Local Governing Bodies** (LGBs). LGBs of schools are, in effect, committees of the Board. The Board delegates very significant local function to each LGB. ODST is wholly committed to LGBs populated by local people, supported by high quality clerking. We provide governor services and training to support members of the local community to become new LGB members and we are keen to develop more links between experienced and highly effective LGB members to support those newer in post. This commitment to local delegation is one of the key ways our schools remain woven into their local environment.

Mutual Accountability

We all work together in ODST towards our Common Vision for the Common Good. We appreciate the many and varied roles played by each individual, each with its own set of accountabilities and key tasks. We are stronger together than we are as individuals, however, and we recognise that roles and responsibilities overlap and what we are achieving as an organisation fundamentally a collective than an individual endeavour.

Trust expectations of Local Governing Bodies

We are a Trust that empowers our Local Governing Bodies (LGBs) and we regard ourselves as a “bottom up” rather than a “top down” organisation. We aim to develop strong, accountable local LGBs, made up of highly skilled, well-informed, well-trained LGB members, who ensure statutory duties are met, set a standard of excellence and are focussed on improving teaching and learning.

Each of our schools’ governance arrangements are, in almost all cases, undertaken by a single LGB. In some cases, where schools are working in close partnership, there may be some joint governance arrangements. The Trustees of ODST are, however, accountable to the Secretary of State via the Regional Schools Commissioner (RSC) for the performance of the academies within the Trust. They are also accountable for the Trust’s performance as a charity and as a company.

LGBs have extensive powers of delegation as the Trust is committed to empowerment at a local level. The ODST central team is there to support LGBs, which it does with regular contact, leadership and governance events and briefings, a programme of training for LGB members including bespoke sessions for individual LGBs, resources and model documents for guidance, HT appraisal and appointment and advice on school improvement plans, as well as HR and finance support as required.

We believe that strong LGBs are a vital tool in achieving the best education for children. Should an LGB not be able to oversee a school effectively, the Trustees have a mechanism to intervene and will support in driving improvement by jointly producing plans that are regularly monitored to ensure progress.

We expect that LGBs will support schools to be able to:

- identify their own areas for school improvement and develop their own strategy under the overarching strategic vision of ODST, subject to the approval of the Trustees.
- set and monitor a balanced budget, balancing the importance of achieving value for money given the financial challenges faced by schools with the needs of pupils and staff.
- be excellent places of learning where high standards are set, and a working environment where adults can thrive and develop their professional practice.

What does a Local Governing Body do?

LGBs are not statutory, and Trustees of ODST may retain all governance responsibilities centrally but in the interests of local autonomy, delegation of governance “bottom up” is maximised and thus LGBs are technically committees of the Trust Board. The basis for this is set out in ODST’s Articles of Association.

Those articles allow for committees which are locally constituted and operated by means of:

- Scheme of Delegation – these prescribe the membership of LGBs, means of appointing local LGB members as well as being, in effect, the terms of reference for how the LGBs function. The schemes of delegation vary slightly depending on the former status of each school. The structure of the LGB is according to whether the school was previously a Voluntary Controlled, Voluntary Aided, or Community primary school.
- All LGB members, whilst nominated locally, are appointed by the Trustees of ODST, except parent LGB members who are elected.
- The LGB oversees the day-to-day running of their school.
- LGBs also implement the Trustees’ decisions and policies (where these are reserved at Trust level) but have delegated governance and decision-making responsibilities in most local respects.
- The appointment of the headteacher is made by the ODST central team on behalf of the Trustees, with the full collaboration of the LGB.

Other expectations of ODST Schools

As an ODST school we expect headteachers and LGBs to adhere to the following:

Vision & Ethos:	<ul style="list-style-type: none"> • work in harmony with the Trust’s overall vision and values • implement, provide scrutiny and monitor, and report on school level vision and ethos
Target Setting	<ul style="list-style-type: none"> • identify improvement targets and report on progress made
School Budget	<ul style="list-style-type: none"> • review and recommend an appropriate budget • adhere to the approved budget and maintain robust oversight of the school finances • maintain open communication with the central finance team and seek help and support if actual finances diverge from the submitted budget • operate within defined financial delegation limits
Staffing	<ul style="list-style-type: none"> • manage its staffing structure and recruitment process for staff (below headteacher level) • manage the performance management processes for all staff, linked with suggested pay increases as applicable • provide a place of work where staff are supported and free from discrimination

	<ul style="list-style-type: none"> • build a supportive culture where staff are encouraged to be their best and develop their skills
Curriculum	<ul style="list-style-type: none"> • implement a successful curriculum and monitor it accordingly
Discipline & Exclusions	<ul style="list-style-type: none"> • ensure a positive and culture of good behaviour • implement a disciplinary and exclusions policy and monitor it accordingly
Admissions	<ul style="list-style-type: none"> • work with ODST central team to ensure school is inclusive and welcoming • manage its delegated responsibilities to determine and manage admissions arrangements and appeals
Health & Safety	<ul style="list-style-type: none"> • implement, manage and monitor its Health and Safety responsibilities • regularly update the Smartlog system (i.e. inputting regular checks, risk assessments, accident reports, school trips etc) • ensure that all staff Health & Safety training is kept up to date and recorded accordingly • Health & Safety should be regularly reported to the LGB, and actions from the audit are followed up efficiently in a timely manner • ensure that all safeguarding procedures are effective, and that all staff and LGB members are appropriately trained with regards to safeguarding procedures
Information for Parents	<ul style="list-style-type: none"> • manage communications with parents (i.e. production of prospectus, reports to parents, parental engagement activities etc)
LGB Procedures	<ul style="list-style-type: none"> • manage the process of elections of parent and staff LGB members, and appointment of other (co-opted) LGB members • work in line with good governance principles, producing appropriate minutes • follow robust LGB member (and clerk) recruitment processes and undertaking regular skills' set reviews • utilise Governor Hub (which allows you to easily share documents and resources, as well as access useful information, including online webinar training events)
Extended School	<ul style="list-style-type: none"> • determine and manage the range of extended activities with financial agreement
Data Protection	<ul style="list-style-type: none"> • report possible data breaches, information requests or subject access requests to the Data Protection Officer within 24 hours • update your Information Asset Register and Data Protection Impact Assessment for higher risk areas, at least annually

Premises	<ul style="list-style-type: none"> • use approved contractors on building works and liaise with the ODBE building surveyor before carrying out major works (i.e. over £1,000) • notify us of any major premises incidents (e.g. leaking roofs or wall collapse) as soon as possible, so we can provide appropriate support
Contract Management	<ul style="list-style-type: none"> • follow the Financial Procedures Manual in ensuring that new contracts and purchase agreements accord to best practice, including DfE guidelines • contact the Finance team for clearance prior to engagement and contract signatures on large contracts (above £10,000)
Target Tracker	<ul style="list-style-type: none"> • utilise Target Tracker to help you monitor and evaluate the progress of pupils • attend regular Target Tracker training • ensure that you submit data at the three “data drops” per year (which allows ODST to gain an overview of the overall progress that our pupils are making)

Role of ODST Trustees

Effective governance is based on six key features:

<p>1. Strategic leadership that sets & champions vision, ethos & strategy</p>	<ul style="list-style-type: none"> • a clear and explicit vision for the future set by the board, in collaboration with executive leaders, which has pupil progress and achievement at its heart and is communicated to the whole organisation; • strong and clear values and ethos which are defined and modelled by the board, embedded across the organisation and adhered to by all that work in it, or on behalf of it; • strategic planning that defines medium to long-term strategic goals, and development and improvement priorities which are understood by all in the organisation; • processes to monitor and review progress against agreed strategic goals and to refresh the vision and goals periodically and as necessary including at key growth stages or if performance of the organisation drops; • mechanisms for enabling the board to listen, understand and respond to the voices of parents/carers, pupils, staff, local communities and employers; • determination to initiate and lead strategic change when this is in the best interests of children, young people and the organisation, and to champion the reasons for, and benefits of, change to all stakeholders; • procedures for the Board to set and manage risk appetite and tolerance; ensuring that risks are aligned with strategic priorities and improvement plans and that appropriate intervention strategies are in place and embedding risk management at every level of governance; • and an informed decision on whether to form, join or grow a group of schools which is underpinned by robust due diligence and an awareness of the need to review the effectiveness of governance structures and processes if and when the size, scale and complexity of the organisation changes.
<p>2. Accountability that drives up educational standards & financial performance</p>	<ul style="list-style-type: none"> • rigorous analysis of pupil progress and attainment information with comparison against local and national benchmarks and over time; • clear processes for overseeing and monitoring school improvement and providing constructive challenge to executive leaders; • a transparent system for performance managing executive leaders, which is understood by all in the organisation, linked to defined strategic priorities; • effective oversight of the performance of all other employees and the framework for their pay and conditions of service; • a regular cycle of meetings and appropriate processes to support business and financial planning; • and effective controls for managing within available resources and ensuring regularity, propriety and value for money.

<p>3. People with the right skills, experience, qualities & capacity</p>	<ul style="list-style-type: none"> • understand the purpose of governance and the role of non-executive leadership and have all the necessary skills, as outlined in the department’s Competency framework for governance, to deliver it well; • include an effective chair and vice-chair with the ability to provide visionary strategic non-executive leadership; • provide sufficient diversity of perspectives to enable robust decision making; • recruited through robust and transparent processes against a clear articulation of required skills which are set out in a role specification; • use active succession planning to ensure the Board, and the whole organisation, continues to have the people and leadership it needs to remain effective; and • and employ a professional clerk, and as necessary a company secretary, to provide expert advice and guidance and to ensure the efficient and compliant operation of the board.
<p>4. Structures that reinforce clearly defined roles & responsibilities</p>	<ul style="list-style-type: none"> • appropriate Board and committee structures that reflect the scale and structure of the organisation and ensure sufficient and robust oversight of key priorities; • clear separation between strategic non-executive oversight and operational executive leadership which is supported by positive relationships that encourage a professional culture and ethos across the organisation; • processes for ensuring appropriate communication between all levels and structures of governance and to pupils/students, parents/carers, staff and communities – particularly to ensure transparency of decision-making; • in academy trusts, significant separation between members and trustees to enable members to exercise their powers objectively; • published details of governance arrangements including the structure and remit of the board and any committees which is understood at all levels of governance and leadership and is reviewed regularly; • and complementary and non-duplicative roles for the board, any committees or local governing bodies (LGBs), and MAT executives in holding school-level leaders to account.
<p>5. Compliance with statutory & contractual requirement</p>	<ul style="list-style-type: none"> • awareness of, and adherence to, responsibilities under education and employment legislation and where applicable, charity and company law and all other legal duties including Canon law where applicable; • plans to ensure that key duties are undertaken effectively across the organisation such as safeguarding, inclusion, special education needs and disability (SEND), and monitoring and oversight of the impact of pupil premium and other targeted funding streams;

	<ul style="list-style-type: none"> • for academies, adherence to the requirements of the Education Funding Agency's (EFA) Academy Trust Handbook (ATH) and the Trust's funding agreement and articles of association; • and understanding of, and adherence to, responsibilities under the Equalities Act, promoting equality and diversity throughout the organisation including in relation to its own operation.
<p>6. Evaluation to monitor & improve the quality & impact of governance</p>	<ul style="list-style-type: none"> • regular skills audits, aligned to the organisation's strategic plan, to identify skill and knowledge gaps and which both define recruitment needs and inform a planned cycle of continuous professional development (CPD) activity including appropriate induction for those new to governance or to the Board; • processes for regular self-evaluation and review of individuals' contribution to the board as well of the board's overall operation and effectiveness; • commissioning external reviews of Board effectiveness, particularly at key growth or transition points, to gain an independent expert assessment of strengths and areas for development; • and documentation which accurately captures evidence of the Board's discussions and decisions as well as the evaluation of its impact and which complies with legal requirements for document retention.