



UNIVERSITY OF
LINCOLN

ACADEMY TRUST

University of Lincoln Academy Trust

Handbook

Academic Year 2021/22

www.uolat.co.uk

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The Scheme of Delegated Authority (SoDA) and our Policies are available on our website www.uolat.co.uk

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Vice Chancellor's Office
University of Lincoln
Brayford Pool
Lincoln. LN6 7T

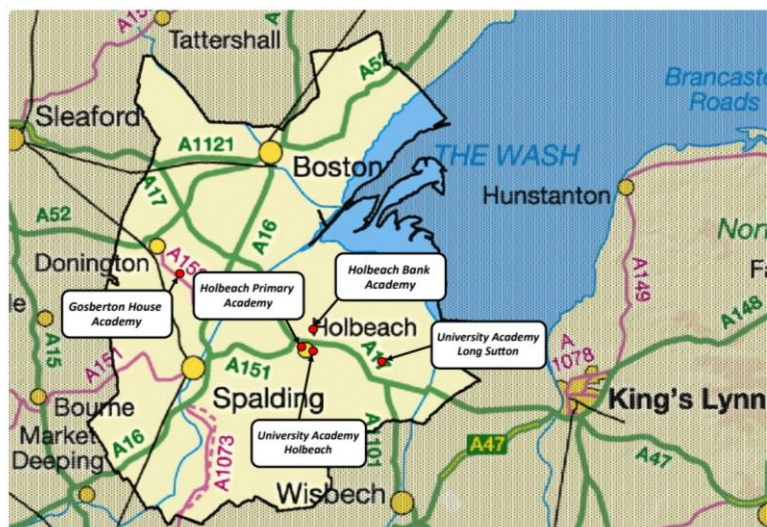
1. Introduction

Welcome to the University of Lincoln Academy Trust Handbook that sets out an overview of the Trust for members of the Trust, as well as other schools and academies that may wish to join the Trust or work with us. The handbook describes our ethos, governance and leadership structures, as well as our operational principles, curriculum intent, details of the scheme of delegation and policies. The University of Lincoln Academy Trust is a private company limited by guarantee and an exempt charity. This means it must follow company and charitable law, but is exempt from registering with the Charity Commission whilst regulated by the Secretary of State for Education.

The University of Lincoln sponsors the Trust and plays a leading role in the governance of the Trust and establishing the ethos and operational principles. It delegates to its executive staff a high level of responsibility, whilst ensuring it can monitor the work of its academies in a supportive but challenging manner. At the heart of the Trust's work is enhancing social justice and raising aspirations in one of the most deprived areas of the country. It places great emphasis upon supporting the local communities that it serves. All of our current academies are based in the South Holland District Council area of South East Lincolnshire, which is one of the most deprived areas of Lincolnshire with one of the lowest average wages in the country.

The key to our success is having high quality staff, in an area where recruitment in professional services and in all areas of employment is not easy. Thus recruiting, retaining and developing high quality staff is a very high priority for the Trust. The Trust adopts the national pay scales and conditions of service for teachers, including pensions, and it uses the local conditions of service for non-teaching staff and the Lincolnshire Local Government Pension Scheme.

The Trust has established a comprehensive set of services to support each academy that cover safeguarding and child protection, finance, human resources, payroll, health and safety. These are common across all our academies. In areas such as SEND, IT and facilities management we are working together, sharing expertise and knowledge. The Trust uses a combination of in-house services or services procured through competitive tender, which are regularly reviewed. However, where other existing services are performing well and providing good value for money, the Trust permits flexibility amongst its academies. As a result of our commitment to the communities we serve, we seek wherever possible to purchase goods and services locally, provided that they meet our best value conditions.



2. Context

Development of the Trust

University Academy Holbeach Trust was created in 2011 when George Farmer Technology and Languages College (GFTLC) and St Guthlac's, Crowland were merged. The Trust was sponsored by the University of Lincoln. In 2014 The Lincolnshire Education Trust was formed when the University Academy Holbeach Trust agreed to become a multi academy trust with Holbeach Primary school joining. In 2021 following a strategic review of the Trust it was renamed University of Lincoln Academy Trust.

GFTLC had been managing St Guthlac's for four years before the merger. George Farmer itself was opened as a secondary modern school in 1958 and named after George Farmer who in 1669 donated 17 acres and three roods to establish the first free school in Holbeach. In seeking to set up the new academy at George Farmer, the Local Authority invited the University of Lincoln to be its education sponsor. At the time of transfer Ofsted rated it as good.

In 2014, Holbeach Primary School joined the newly established multi academy Trust as a “convertor” and was renamed Holbeach Primary Academy. This academy is based on an adjoining site to University Academy Holbeach. It was opened in 1877 as Holbeach Boys Board **School** and has since had a range of iterations, before in 1947 it became Holbeach County School and a year later Holbeach Primary School. It moved to its current site in 1982. At the time of transfer Ofsted rated it as requiring improvement.

In 2016, Gosberton House Special School joined the Trust as a “convertor” and was named Gosberton House Academy. It is a 2 to 11 Specialist Academy specialising in educating young people with Autism. This academy is based approximately thirteen miles from Holbeach. The school opened in 1953 in what is now the residential nursing home. The school moved into its current buildings in the grounds of the nursing home in 1988. At the time of transfer Ofsted rated it as outstanding. It also provides the Autism Outreach Service for Lincolnshire County Council.

In 2018, Holbeach Bank Primary School joined the Trust as a “sponsored” academy at the request of Lincolnshire County Council and the Regional Schools Commissioner. It was named Holbeach Bank Academy and it is situated less than two miles from Holbeach Primary Academy. It is a very small rural school using the original buildings when it was opened in 1877. At the time of transfer, Ofsted rated it as inadequate.

In 2019, the Peele Community College joined the Trust as a sponsored academy at the request of Lincolnshire County Council and the Regional Schools Commissioner. It was named University Academy Long Sutton and it is situated less than six miles from Holbeach. The Peele school was opened in 1958 on land once owned by Thomas Peele. This academy is freehold, having previously been a Foundation school. It has a nursery on site that serves Long Sutton. It also has a Leisure Centre and an all-weather pitch on site, owned by the Trust but leased out to outside bodies, with the academy able to use these facilities during the day. At the time of transfer Ofsted rated it as inadequate.

University of Lincoln Academy Trust in September 2021:

University Academy Holbeach (UAH) is an 11 to 19 non-selective school in a selective area (often called a secondary modern school) with 1,300 students, with 300 in the sixth form. Its PAN has been raised from 180 to 240 because of the oversubscription of the Academy; this will result in the Academy increasing in size to a population of approximately 1,500 students.

The Academy is an accredited centre for apprenticeships. In the last inspection by Ofsted in March 2019 it was rated “Good” in all aspects. UAH is one of only three non-selective schools in a selective area in Lincolnshire that has never been in an Ofsted category since the introduction of Ofsted. The Executive Principal is Steve Baragwanath and Principal is Sheila Paige and the Vice Principal is Donna Allen.

Holbeach Primary Academy (HPA) is a primary school with over 300 children. It is fully subscribed and has an outstanding reputation for its work in the community. In 2018 it was in the top 10% of Lincolnshire schools for pupil outcomes. Last inspected by Ofsted in 2017 it was rated “Good” in all aspects. It is the lead academy working with Holbeach Bank Academy with the same Governing Body and Executive Staff. The Executive Principal is Susan Boor and Executive Vice Principal is Nicola Kenyon.

Gosberton House Academy (GHA) is a special academy for primary aged children with over 96 children and it specialises in teaching children with autism. It consistently runs at capacity and is a much sought after school by parents as a place for their children. The Academy was externally assessed by the National Autistic Society and has achieved Advanced status – one of the first in the country in 2017 to have this highest grade. It also runs the outreach service throughout Lincolnshire for Autism. This was recently assessed and also achieved the Advanced status. At the last Inspection by Ofsted in May 2019 it was rated “Outstanding” again in all aspects. The Executive Principal is Louise Stanton and Vice Principal is Paul Squire.

Holbeach Bank Academy (HBA) is a primary academy with 70 children. This is a very small village academy working within an area of very significant deprivation. The same Governing Body and Executive staff as Holbeach Primary Academy lead this academy. Sponsored in June 2018, it currently has no Ofsted rating. The Executive Principal is Susan Boor and Executive Vice Principal is Nicola Kenyon.

University Academy Long Sutton (UALS) is an 11 to 16 non-selective school in a selective area (often called a secondary modern school) with 660 students. In recent years it has struggled to fill its PAN of 144 places, but in the last 2 years it has been oversubscribed. Last inspected in 2019, it was rated as “Inadequate”. UALS was sponsored July 2019 and currently has no Ofsted rating. The Executive Principal is Steve Baragwanath, and the Principal is Liam Davé and Vice Principal is Simon Gilman.

“An exceptional, all-inclusive school that has helped my sons’ development both socially and academically. Excellent communication and reassurance for parents too.” - Parent GHA”

3 Ethos and Curriculum Intent

In 2020 a strategic review of the Trust by an external consultant stated: “*The Trust believes it has a moral imperative to work to improve young people’s life chances through high quality educational provision, care and support in south Lincolnshire. That ethos has permeated every conversation I have had with members of the senior staff. Whereas other Trusts work hard to develop and gain support for values, there is a real sense of that ethos being the accepted, unifying starting point for leaders of the UOLAT.*” This was affirmation of what the Trust stands for in putting children first.

Our Ethos is based on; Our Mission, Our Vision, Our values and Our Curriculum intent, which are interrelated and fundamental to how we work.

Ethos

At the heart of our ethos is the moral imperative to improve the life chances of all our young people. We start by putting children and their **parents/carers** first in our decision making. We promote a rich and balanced **curriculum that** is enjoyable, aspirational, ambitious and innovative for our children. We have created a safe, healthy and caring environment in our academies where children can grow up confidently. We work collectively and collaboratively across our academies to achieve the synergies that a Multi-Academy Trust can bring and this is enhanced by the active participation of the University of Lincoln in working with us. All the Trust’s academies are expected to uphold its mission, values and curriculum intent, whilst interpreting them to meet their local community needs.

Our Mission:

To inspire our young people to be confident they can make a positive contribution to the world in which they live, by establishing high aspirations, promoting educational excellence and providing a caring and safe environment.

Our vision is a Trust that is:

- ⇒ Constantly focused on improving the quality of education in our academies
- ⇒ Committed to a broad and relevant curriculum, with a wide range of opportunities beyond the classroom for all
- ⇒ A first-choice destination for parents/carers, pupils and staff
- ⇒ A community of academies that enhances the personal development of pupils, so they become confident citizens
- ⇒ Creating lifelong learners who are able to update their skills throughout their lifetime
- ⇒ Promoting an understanding of fairness, justice, equality, discrimination and democracy
- ⇒ Seeking to improve social mobility for all in everything that we do
- ⇒ Providing high quality learning environments that are exciting and stimulating.
- ⇒ Providing opportunities to raise aspirations and opportunities for pupils and staff by working with the University of Lincoln
- ⇒ Committed to equality of opportunity that supports our staff in progressing their careers
- ⇒ Prioritising professional development for all our staff that promotes teamwork
- ⇒ Ambitious to grow the number of academies in the Trust through a carefully managed development, that also to develop partnerships and alliances
- ⇒ Providing outstanding leadership and strong governance at all levels.

Our Values:

- Maximising the potential of every child and young person

- Providing a safe and secure environment for learning and teaching
- Promoting well-being: physical, emotional and mental
- Caring for the environment in which we learn and live
- Supporting parents and carers to participate in their children's learning
- Nurturing and developing excellent staff to help us achieve our mission
- Fostering a positive learning culture that is aspirational, ambitious and innovative
- Working in partnership to achieve our goals
- Upholding exemplary behaviour that is respectful and caring
- Making education enjoyable and celebrating every young person's achievement.

Our Curriculum Intent:

- Create a curriculum which embeds the mission and values of the Trust yet is crafted in a manner that meets the distinctive needs of each community and all the stakeholders in each academy.
- Build knowledge, skills and understanding in a way that engages and inspires young people in an intelligent, logical and sequential manner.
- Provide our young people with access to the knowledge, experiences and skills necessary to equip them for life, building their cultural capital so that they are knowledgeable about a wide range of cultures and have access to a broad range of experiences to deploy during their life.
- Consult regularly with parents, carers and young people on their curriculum needs to ensure we have the right balance of provision which is broad and balanced, recognising that our young people learn in different ways and have different needs and interests.
- Ensure there are different pathways to learning, yet guaranteeing equality of opportunity for all young people.
- Prioritise learning in communication, literacy and numeracy for every young person.
- Develop skills and knowledge that enable young people to be confident and healthy citizens in the digital world.
- Provide opportunities for developing interest and talent in sports, music and creative arts
- Promote learning, on occasions outside the classroom, which develops resilience and self-worth.
- Celebrating success at all levels to develop confident and ambitious young people.

4. Operational Principles and the Trust's approach to continuous improvement

The operational principles set out how the Trust works which are important to the academies in the Trust and those considering joining it. They are subject to adjustment only in case of significant or sustained under-performance by an academy.

- The Trust believes it has a moral imperative to work to improve young people's life chances through high quality educational provision, care and support in south Lincolnshire and its surrounds.
- The Trust puts children and young people first in its decision-making.
- The Trust has the support of the University of Lincoln as its sponsor, to enhance opportunities for its young people and to provide guidance to its executive staff.
- The Trust has clearly defined roles for Members, Trustees and Academy Governing Committees.
- The Trust is committed to being an employer of choice, working to national and local conditions of service for staff as well as being members the teacher's and local government pension schemes.
- The Trust seeks to empower its Principals by devolving maximum responsibility to them, as it believes that through their leadership they will drive their academy forward and optimise the educational and developmental performance of young people in their care.
- The Trust seeks to operate efficiently, to ensure the maximum resources are available to support learning and young people.
- The CEO/DCEO/Executive Principals have a lead role in running the Trust and monitoring performance, but are seen as facilitators of partnership working, with **Principals** having a key role in academy policy decisions.
- The Trust has common child protection and safeguarding policies.
- The Trust has common accountancy policies and systems
- The Trust has common policies and procedures for all employment matters
- The Trust has common policies for health and safety, including fire safety.
- The Trust does not pool academy budgets and the policy is not to do so. It is committed to maintaining the national/local allocated funding for each academy.
- Each academy is expected to run within a balanced budget or better during each academic year.
- The Trust allows all academies to maintain their own reserves. If reserves have to be used by another academy, it will be arranged through an intra-trust loan, set for a period of time and agreed by the Trust.
- If we have Condition Improvement Funding (CIF) delegated, it would be allocated across the Trust on a needs base criteria agreed by the Trust.

Our approach to continuous improvement in our academies is based on five tenets:

- Setting high aspirations for every learner in all aspects of academy life.
- Knowing every learner and designing support and encouragement in a manner that ensures each can grow in the knowledge they can achieve in a safe environment.
- Providing Inspirational teaching from high quality **staff that** embeds literacy and numeracy, whilst providing a broad and diverse curriculum that captivates children and young people, enabling them to become life-long learners, as well as accelerating the learning of disadvantaged students.
- Maximising and celebrating every learner's achievements and progress through high quality teaching and support.
- Promoting exemplary behaviour that is characterised by a respectful and caring environment, in

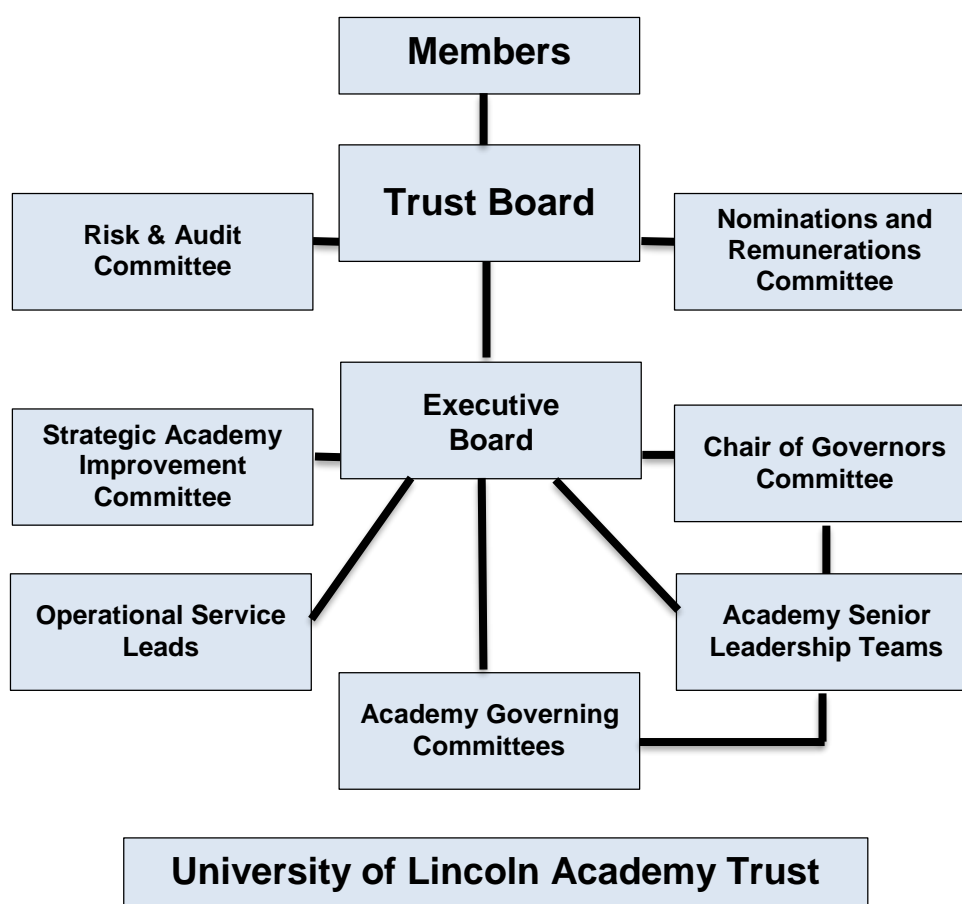
which rules are understood and accepted.

“The transformation of our school has been wonderful to experience, with excellent leadership, focus on high quality teaching and learning and improving the learning environment for our pupils.”

- Senior member of staff UALS”

5. The Trust and its Governance

The organogram below shows the relationship between the various committees and groups within the Trust.



University of Lincoln Academy Trust (UOLAT) has three tiers of governing committees and conforms to the most up to date Academy Trust Handbook and most recent guidance from the Regional Schools Commissioner. There is clear separation of personnel between the three tiers of governance with only the Chair of the Trust bridging any tier; he is a Member and a Trustee. This means each committee can be held to account for their decisions without conflict of interest, this does mean there is a greater need for good communication between the various tiers.

Members (Sponsor)

Trustees (Director) – Board of Trustees

Governors – Academy Governing Committee (AGC)

The conduct of the Trust’s business at all levels is critical to the reputation of the Trust and its sponsors. Trustees, governors and executive staff must declare any real or perceived interests that

arise as part of their work. If they have any doubts they must consult the CEO/Accounting Officer for advice before taking part in any discussion on a potential related matter. The golden rule is one of declaring an interest if in doubt. The Trust expects everyone to adhere to Nolan's *Principles of Public Life*, avoiding real but also perceived conflicts of interest with any connected party relationships.

The principles are outlined below:

- **Selflessness** – Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.
- **Integrity** – Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.
- **Objectivity** – In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
- **Accountability** – Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
- **Openness** – Holders of public office should be as open as possible about all the decisions and actions they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.
- **Honesty** – Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- **Leadership** – Holders of public office should promote and support these principles by leadership and example.

Members:

Members have a similar role to that of shareholders of a company limited by shares and in this case they are the sponsors of the Trust.

- They are the subscribers to the Trust's memorandum of association (where they are founding members) and may amend the articles of association subject to any restrictions in the articles, the funding agreement or charity law. The members must approve any new funding agreement and they reserve the right to approve or otherwise any decisions related to new schools or academies joining the Trust.
- They appoint and remove their own members. They appoint and remove Trustees including the Chair and **may, by** special resolution, issue direction to the Trustees to take a specific action.
- They appoint the Trust's auditors and receive the Trust's audited annual accounts.
- They have power to change the name of the company and, ultimately, wind up the Academy Trust.

University of Lincoln Academy Trust has five members with three members being University employees and two members being independent. There are no lengths to the term of office. No employee of the Trust is a member. Members will normally meet two to three times a year. The clerk to the Trust Board will clerk Members meetings; minutes are not published. Membership is as follows:

Professor Mary Stuart CBE, Vice Chancellor University of Lincoln (Chair)
Professor Andrew Hunter Deputy Vice Chancellor University of Lincoln and Chair of Trustees
Simon Parkes Deputy Vice Chancellor University of Lincoln
Mark Tinsley (Independent Member)
Diana Meale (Independent Member)

“Since the school became an academy, senior leaders have made many improvements to the quality of education pupils receive.”

- Ofsted HPA

“The decision to convert to the Trust was the best decision I have made for my school.”

- Executive Principal GHA

Trustees (Directors) – Trust Board and Terms of Reference:

The Trustees form the Board of Trustees of the UOLAT and are Directors of the Trust. They set the strategic direction for UOLAT and are accountable to the Secretary of State for the performance of the academies within it. Trustees cannot be members of Academy Governing Committees (AGCs). The Chair of the Trust is also a member.

The members believe their Board of Trustees must have the following skills: Expertise in strategic leadership; school improvement; financial skills; legal expertise; human resources; business development; educational research skills and experience as a governor. The Board of Trustees will normally have 7 to 11 members who serve for an initial four-year period, with the opportunity to serve for a second four-year period at the discretion of the Members. The sponsors have three seats on the Board of Trustees who are employees of the University; the remainder are independent of the University of Lincoln. The CEO is the Accounting Officer for the Trust and also a Trustee. Members decided that the DCEO, CFO and Executive Principals should attend Board meetings, although they do not have voting rights.

The Trust will meet five times per year. One will be a full day meeting, when it will take time to consider longer term strategic planning and whether to adjust its strategies and approach. The Board is quorate when at least one-third of Directors/Trustees are present – in special cases two-thirds are required, see the Articles of Association for specific details. The University appoints a Governance Professional to the Trust, who is not an employee of the Trust. Minutes will be approved at the following meeting and become available for publication 10 working days after that approval.

The quorum for a meeting of the Trustees, and any vote on any matter thereat, shall be three Trustees, or where greater, any one third of the total number of Trustees holding office at the date of the meeting. Decisions between meetings may be arrived at through electronic means, with the approval of the Chair, providing at least 51% of the Board contribute to the decision. The Chair, CEO or CFO will normally carry out this process through the Governance Professional.

All Trustees must have an enhanced DBS (Disclosure & Barring Service) and a S128 Check, which identifies whether someone is barred from management or governance. All Trustees are expected to update their safeguarding skills and knowledge on an annual basis.

The Board of Trustees core functions:

The Trustees must apply the highest standards of conduct and ensure robust governance, complying with the Academy Trust Handbook, the key terms of reference are:

- strategic leadership that sets and champions vision, ethos and strategy
- accountability that drives up educational standards and financial performance
- people with the right skills, experience, qualities and capacity
- structures that reinforce clearly defined roles and responsibilities
- compliance with statutory and contractual requirements
- evaluation of governance to monitor and improve its quality and impact.

Trustees' statutory duties:

They must also comply with the Trust's charitable objects, with company and charity law, and with their funding agreement. Company directors' duties are described in sections 170 to 181 of the Companies Act 2006, but in summary are to:

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

The Trustees **must** ensure regularity and propriety in use of the Trust's funds, and achieve economy, efficiency and effectiveness – the three elements of value for money.

The Board of Trustees has established the Scheme of Delegated Authority (SoDA) for Executive staff and for AGCs. The Trust will apply an approach of earned autonomy for AGCs, to reflect the success or otherwise of the Academy. The SoDA is reviewed annually.

Trust Board Membership:

- Professor Andrew Hunter Deputy Vice Chancellor University of Lincoln (Chair) [2024]*
- Michelle Allison CEO of Lincolnshire and Rutland EBP, Former Head of Special Needs and Disability NYCC (Independent Member, Vice Chair and Safeguarding Trustee) [2023]*
- Professor Val Braybrooks MBE Dean of the Holbeach Campus University of Lincoln (Chair of Audit) [2022]*
- Professor Duncan French Pro Vice Chancellor and Head of the College of Social Science University of Lincoln [2024]*
- Will Naylor Business HR Manager Bakkavor (Independent Member) [2023]*
- Andy Robinson Regional Director Sainsbury's (Independent Member) [2021]*
- Dr Edward Libbey Formerly Chair, Queen Elizabeth Hospital, Kings Lynn and former Chair Norfolk Learning and Skills Council (Independent Member) [2023]*
- Keith Batty Former Director of Education Services CfBT (Independent Member) [2023]*
- Andy Breckon CEO and Accounting Officer
- Tina Horton (University of Lincoln) Clerk to the Board of Members and Trustees

In attendance: CEO, DCEO, CFO and Executive Principals.

* End of current term of office.

Board of Trustees has two sub-committees the **Audit and Risk Committee** and the **Nomination and Remuneration Committee**

Audit and Risk Committee:

Membership is as follows:

- Professor Val Braybrooks MBE Trustee (Chair)
- Keith Batty Trustee
- Dr Edward Libbey Trustee
- Catherine Hamblett (Independent member) Senior Finance Manager University of Lincoln
- Donna Hall (Independent member) Management Accountant Grimme UK

In attendance Andy Breckon Chief Executive Officer, Ben Mawford Chief Finance Officer and Marion Clare Finance Manager.

The committee must have at least five members with a majority being Trustees. The terms of reference for the Audit and Risk Committee are to:

- agree a programme of work annually to deliver internal security and coverage across the year
- ensure all audit arrangements, both internal and external, are carried out effectively
- monitor the implementation of recommendations of audit
- ensure financial policies, systems and control are fit for purpose
- monitor risk management is carried out at both trust and academy level
- ensure key reports to the DfE and ESFA are accurate and timely
- consider any alleged fraud and or irregularity and make recommendations to Trustees
- recommend to Members the appointment, re-appointment, dismissal of internal and external auditors.

The committee must ensure compliance with the Academy Trust Handbook.

Nomination and Remuneration Committee:

Membership is as follows:

- Professor Andrew Hunter (Chair)
- Michelle Allison (Vice Chair)
- Dr Edward Libbey

This committee is composed of three Trust Board members with the chair of the Trust also chair of the committee. The terms of reference are as follows:

- It forms the appointments committee to appoint a new Chief Executive Officer, Deputy Chief Executive Officer or Chief Finance Officer. The committee can bring external persons to support the committee in its work at their discretion. The committee will be making a recommendation to the Members in the case of the Chief Executive Officer appointment and will make a recommendation to the Trust Board to appoint in the other posts.
- It has responsibility for agreeing any salary increase for senior executive staff. Where agreed national pay agreements recommend a percentage increase this will normally be applied. The Nomination and Remuneration committee will have the power to withhold such increases, however they must give their reasons. The committee has the power to make its decisions, but must report them to the full Trust Board and this will allow scrutiny by other members. The senior executive staff are the Chief Executive Officer, Deputy Chief Executive Officer, Chief Finance Officer and Executive Principals.
- In making any awards the committee must be able to demonstrate they have acted fairly, with due consideration for equality, diversity and inclusion with a view to ensuring no bias pertaining to any protected characteristic within the pay structure, ensuring procedural fairness, transparency and accountability in all its dealings. In determining payment arrangements, the committee must be able to demonstrate value for money whilst also being sufficient to recruit, retain and motivate colleagues in the context of the market for that role.
- The Nomination and Remuneration committee is responsible for any severance payments for these senior staff and this must follow the Academy Trust Handbook when agreeing any payments.

The Trust may from time to time establish task and finish groups to address key issues. The day-to-day management of the Trust is delegated to the CEO/DCEO with key issues resolved in partnership with Principals.

The Trust provides management accounts to all Trustees on a monthly basis to ensure they are fully aware of the Trust's financial position.

Trust - Governance Framework:

For the Trust to work efficiently and effectively it needs a clear framework for receiving reports so that key documents have been scrutinised at AGC level or Operational Board before submission to the Trust Board.

Trust Board is scheduled to hold a minimum of 4 Board meetings each year and an away day at which it assesses at strategic issues in greater depth. The following is the schedule for Trust meetings with some key areas for discussion – this is subject to change as issues emerge:

October

- Report and analyse the performance of children and young people in the previous academic year and any resultant actions.
- Update on other Academy issues, including staffing and pupil numbers
- Consider any capital bids and CIF submissions
- Safeguarding and Child Protection/Prevent Annual Policy approval
- Update on Financial Handbook 2021/22 and approval of financial regulations
- University and UOLAT joint working.
- Policy Approval

December

- Approve Annual Report and Financial submission to the Education Skills Funding Agency
- Report on the progress of children and young people, update on other Academy issues, including staffing, attendance, behaviour, and pupil numbers
- Approval of the Academy Self-Evaluations (ASE)
- A summary financial report will be provided at the Board meeting.
- Report on Principal's performance management
- Policy Approval

February

- This will be an away day to enable the Board to assess and develop longer-term strategies, values as well as policies and procedures.
- There will be the opportunity to conduct formal Trust business if necessary.

April

- Report on children's and young person's progress, update on other Academy issues, including staffing, attendance, behaviour and pupil numbers
- Strategic Paper on key Academy Development Plans (ADP)
- Employment Manual Update
- A summary financial report will be provided at the Board meeting
- Review of Trust Risk Register
- Policy Approval

July

- Report of children's and young person's performance and expected outcomes
- Approve budget for next financial year
- Receive Health and Safety Inspection Reports
- A summary financial report will be provided at the Board meeting
- Review of UOLAT Handbook and Scheme of Delegation
- Policy Approval

Note: Policy Approval – This agenda item will have all policy/guidance documents approved within the timescales set out by the Trust in the scheme of delegation. All policy/guidance papers must be submitted to Board members ten days prior to the meeting and Board members will be expected to have commented at least three days prior to the meeting. The policy will only be debated if the Chair feels there is a key point that cannot be resolved.

Governors and the Academy Governing Committee – Terms of Reference and Guidance.

Governors form the Academy Governing Committee (AGC) for each academy. An AGC is a committee of the Trust and has oversight of the functions of academies as delegated to them by Board of Trustees. No Trustees are allowed to be a member of an AGC. The terms of office are for

an initial four-year period, with the opportunity to serve for a second four-year period. The arrangement of the terms of office are delegated to the CEO who is responsible for the work of AGCs.

An AGC will have between eight and sixteen governors. Membership will include the Principal, who is ex-officio, two parents and two staff. The Vice Principal is expected to attend although not a formal member of the AGC. The CEO and/or DCEO will usually be governor to support the key monitoring of pupils' performance role, but also to provide a link between the Trust Board and AGC. An AGC is quorate when 51% of the membership is present. It is important that an AGC has the appropriate skills mix to be able to fulfil its delegated functions. Trustees will ensure each AGC has the right skill set through its biennial skills audit of Governors. An AGC will usually meet five or six times per year as determined by the CEO.

The Trust has Chairs of Governors' meetings, which are held approximately six times per year to brief Chairs on wider Trust matters, discuss key areas for development and help formulate AGC business; the aim is to bridge the gap between Trustees and Governors. These meetings will be chaired by the CEO and the DCEO will be in attendance and, on occasions, Principals will also attend. Such meetings are held online and will normally last for approximately one hour.

The Principal is responsible for setting the AGC agendas in line with the framework and additional discussions with the CEO/DCEO. The Chair can also add items to the agenda in discussion with the Principal. Decisions between meetings can be arrived at through electronic means with the approval of the Chair and CEO/DCEO and providing at least 51% of the Board contribute to the decision. UOLAT will hold two training sessions for Governors during the year and this training will be for all Governors. It will include guidance and training on safeguarding. All Governors must have an enhanced DBS (Disclosure & Barring Service) and a S128 Check, which identifies whether someone is barred from management or governance.

It is important that Governors feel free to make visits to the Academies and the Clerk must ensure there are records of these visits.

Governors' meetings will be held early evening, at time best suited to having a good attendance, any subcommittees established must be open to all governors and will be held prior to the main AGC meeting. See annex A for details.

The terms of reference for an Academy Governing Committee are:

- Ensuring the Academy is working to its ethos within the Mission and Values of the UOLAT
- Holding the Principal and senior staff to account for the educational performance of the Academy and ensuring that young people have a high quality and relevant curriculum with the appropriate resources for all abilities.
- Ensuring the Academy is meeting all the relevant safeguarding regulations and creating supportive environment for its children and young people to learn.
- Overseeing the financial performance of the Academy, ensuring good value for money and ensuring the buildings and facilities are safe and fit for purpose.
- Overseeing and providing Governor input to the Academy's key plans and policies.

The fundamental aspect of AGC governance is agreeing the curriculum framework and focusing upon pupil progress, this includes special groups such as pupil premium and SEND pupils. This focus must constitute 50% of an AGC meeting in order for governors to have ample opportunity to question and challenge the success or otherwise of the Academy's performance. Clearly, the

scrutiny and monitoring of key plans that the Academy has developed to address such groups is part of that focus.

The AGCs will work to a standard two-hour agenda with a specific focus for each meeting:

Specimen Agenda

	Item	Time	Lead
1	Welcome and Apologies for absence	5.00	Chair
2	Declarations of interest	5.02	Chair
3	Minutes of Previous Meeting and any matters arising.	5.03	Chair
4	Update from Chair/CEO on Trust business and other issues. <i>(This is important in that it ensures that the AGC know what is going on at Trust board level. It is also an opportune time to be updated on key Government policy changes or issues.)</i>	5.05	Chair/CEO/P
5	Finance report.	5.10	FM
6	Principal's verbal report on key issues including staffing, students, including artistic, cultural and sporting activities.	5.20	P
7	Presentation and discussion on educational performance	5.30	P, VP,
8	Feedback on Sub Committee or Individual Governors visits	6.20	All
9	Discussions and approval on key plans (ASE, ADP, RA, H&S etc. The AGC sequencing of these will be linked to the Trust Board meetings as we need AGC approval before submission to the Trust Board.)	6.25	P/VP
10	Policy Approvals	6.45	VP
11	Community Issues and University Links	6.50	All
12	AOB	6.55	

The Chair of the AGC with the CEO/DCEO and Principal will agree a lead governor for each of the following areas: Safeguarding/Child Protection, SEN, Pupil Premium, Attendance and Behaviour. In addition, at HPA/HBA Early Years and Transition will have a lead governor. The Principal and AGC can use other named governors for specific areas. These non-executive governors will work with the senior member of staff and jointly provide feedback to the Board.

“The Trust believes it has a moral imperative to work to improve young people’s life chances through high quality educational provision, care and support in south Lincolnshire. That ethos has permeated every conversation I have had with members of the senior staff. Whereas other Trusts work hard to develop and gain support for values, there is a real sense of that ethos being the accepted, unifying starting point for leaders of the LET.”

- Strategic report December 2020

There is a need to vote to agree the minutes and to approve policies and plans. Clearly if there is significant disagreement by an AGC on a key piece of academy work then the Chair should note the strong differences and refer the matter to the CEO who will then arrange for Trustees to make the final decision. There is a need for the clear sequencing of work at AGC to enable reports to collectively feed into the Trust Board meetings in a timely and effective manner.

- Sept/Oct – Safeguarding policy approval. Report on pupil performance, staffing and pupil numbers, CIF bids. Pupil Premium report. Academic plans for academic year
- November – Academy Self-Evaluation (ASE) SEND report
- Feb/March – Academy Development Plan (ADP) Risk Register; Business Continuity Plan PE & Sport
- May – Music, Sport and Arts, Health and Safety Report. Report on Website compliance, UAH Post-16 provision including apprenticeships, HPA-HBA/GHA Early Years
- June – Draft Governance framework; Budget for 2021/22.

Gosberton House Academy is responsible for the Working Together Team outreach contract with Lincolnshire County Council. This will be an agenda item once a year.

Policy Approval – This agenda item will have all policy/guidance documents approved within the timescales set out in the scheme of delegation. All policy/guidance papers must be submitted to Board members one week prior to the meeting and Board members will be expected to have commented at least three days prior to the meeting. The policy will only be debated if the Chair feels there is a key point that cannot be resolved.

6. Executive Management and Services Provision for our academies

In creating the Academies Act in 2010 and the subsequent changes in the 2011 Education Act a prime rationale was to allow Headteachers to manage their institutions free from the bureaucratic local authorities; giving Principals the freedom to innovate and get best value for money. Giving Principals this freedom through earned autonomy, with meaningful checks and balances is fundamental to UOLAT's philosophy and we have found it to be very effective in running the Trust.

In establishing the Trust there were three key principles. Firstly, the Trust must focus on the progress and well-being of all its children and young people. Secondly, giving Principals the freedom to manage through earned autonomy whilst holding them to account for their academy's performance. Thirdly, ensuring we have best value for money, with maximum resources made available for teaching and learning.

The CEO is responsible for the leadership and management of the Trust and to ensure that the principles above are adhered to and key decisions are made through the **Executive Board**, which meets approximately every three weeks, usually online. The meetings will last for no more than 2 hours and have set agenda and internal notes. The membership is as follows: CEO, DCEO, Executive Principals, Principals and CFO (**Chief Finance Officer**). Vice Principals can substitute for Principals, because we are keen that all academies are part of the decision-making process.

The Trust is keen to develop and have continuing improvement in its academies. To drive that agenda, a **Strategic Academy Improvement Committee** has been created. This committee will be responsible for school improvement strategies, monitoring self-evaluations and preparing for Ofsted inspections and it reports to the Executive Board. It will focus on improving educational performance in the broadest sense. To improve its objectivity, it will have a balance between internal UOLAT members and external members as follows: DCEO (Chair), Executive Principals, three external consultants (hopefully local head teachers interested in working with the Trust) and Anita Backhouse, Head of School of Education at the University of Lincoln. It may hire external consultants to work in our academies. This committee will become fully operational in September 2021 and is expected to meet four or five times each year. The DCEO will be responsible for reporting back to the Executive Board its work.

Service Provision. To enable our academies to function well it is vital we have first class service provision. We are not a Trust that seeks uniformity in everything we do as we have very different academies in our Trust so our services must be fit for purpose. In some areas we must have a common approach for example finance, HR, safeguarding and child protection as well as health and safety. The Trust has a balance between in-house services and those we externally purchase. This helps control our overhead costs and gives us opportunities to grow our own staff. All external contracts are tendered for and we ensure contractors have the capacity to grow **the** service we purchase. The cost of services is frequently benchmarked against other trusts locally and nationally, although few if any trusts of comparable size to the UOLAT have such a diverse mix of academies. In contracting work, the Trust will usually seek to align contract dates and then to set a contract for all our services across academies at the same time; this can take time but is an object to get best value for money. The procurement of supplies for example oil, electricity; paper, leases for photocopiers, cleaning material, **etc.** are all looked at from a Trust perspective to ensure we have best value for money.

To fund the Trust there are a number of ways of achieving a central budget, the most common of which is a top slice - a percentage of each academy's budget. Some trusts take the aggregate budget for the Trust and then take out an amount for central services, then redistributing the funding. UOLAT believes it is important for our academies and those joining us that there is a clear understanding of our high-level **funding policy**.

"The University of Lincoln Academy Trust is committed to providing a wide range of high-quality services to enable its academies to focus on their core business of raising standards, improving

progress and supporting the well-being for all of our young people. We believe it is important to have good value for money and to achieve that we use a combination of in-house and commissioned service; all services are designed and commissioned with the view that they can expand with any potential growth in the Trust. Each service has a Trust employee who is the lead officer.

We delegate the full budget to each academy and charge each year the direct costs of that service based on agreed criteria. This ensures full transparency for staff and governors. It is also our policy that each academy maintains its own surplus, if an academy has a deficit, then the Trust could make a loan to that academy, the loan would however need to be repaid to the Trust."

Chief Executive Officer (CEO) and Accounting Officer: Andy Breckon - former Director of Education Services CfBT/Lincolnshire

This post provides the professional leadership of the Trust working and coaching the Executive Principals. The post has a key role in liaising with the DfE, Regional Schools Commissioner (RSC), and Local Authority. A key part of the post is to oversee a strong governance and accountability framework throughout the Trust whilst giving Executive Principals/Principals the scope and freedom to take their academies forward. Although the CFO is the professional lead on finance, the CEO is the accounting officer and therefore has a key role in ensuring the finances are well managed and within set budgets. The Chief Executive (CEO) has the day-to-day operational lead responsibility working with the Chair of the Trust. The CEO will have responsibility for carrying out the annual performance management of the DCEO, Executive Principals, CFO and reporting back to Members to agree the next year's targets. The CEO will represent the Trust during any Ofsted inspections. The CEO has the responsibility for appointing new Principals or Executive Principals. The CEO will chair the panel, which will include the Chair of AGC and at least one other governor.

Deputy Chief Executive Officer (DCEO) Steve Baragwanath - over 20 years of highly successful secondary headship experience.

The DCEO is also Executive Principal of UAH and UALS and will deputise for the CEO when they are absent or on leave. At such times they will have the above responsibilities of the CEO. The key part of their current role is that of Executive Principal of UAH and UALS. This is crucial role as the new Principals settle into their posts and this is seen as fundamental until both academies have been inspected. During this period the DCEO will take increasing responsibility for overseeing new building work and major maintenance programmes as well as coordinating all the work related to Human Resources and our external contractor as well as Chair of the Strategic Academy Improvement Committee.

Executive Principals Susan Boor and Louise Stanton. Both have over 16 years of experience of highly successful school leadership.

The Executive Principals/Principals have delegated powers with very clear responsibilities and authority for the day-to-day running of their academy and they are accountable to the CEO and Trustees. The aim of the Trust is to give maximum authority to its Principals, within the framework of good governance, to enable them to optimise the performance of their academy. The level of autonomy may vary depending on the performance of each academy.

Chief Finance Officer (CFO) Ben Mawford. A chartered certified accountant with experience of auditing and carrying out annual accounts of academy trusts before joining UOLAT.

As well as being CFO they are also the Compliance Officer and responsible for returns to bodies including DfE, ESFA and Data Commissioner. They are responsible for the overall financial policies and management of all financial aspects of the Trust. The day-to-day management of our accounts is the responsibility of the Finance Manager.

Summary of Service Provision:

Finance:

This is led by Ben Mawford supported by the Finance Manager Marion Clare. Each academy has an officer with responsibility for finance and purchasing. The Trust's external auditors are Duncan and Toplis and the internal auditors are Forrester Boyd. Our bankers are Lloyds Bank Plc

Safeguarding and Child Protection:

The Trustee responsible for safeguarding is Michelle Allison. The lead officer for safeguarding and child protection in the Trust is Nicola Kenyon, Executive Vice Principal at HPA/HBA and she will work with colleagues across the Trust. Sue Boor Executive Principal will oversee this key area of work. The Trust uses the local authority policies and procedures as well as its training.

SEND:

Each academy has high quality staff dealing with SEND and related issues. As part of our working together senior SEND staff are brought together on occasions to share best practice and ensure all policies are up to date. Louise Stanton Executive Principal GHA has overall responsibility for SEND for coordinating this work. This will help academies coordinate this work, ensuring policies and procedures are up to date and report to the Executive committee.

Human Resources:

The Trust has a lead officer for HR who is responsible for all policies and procedures. The specialist advice is provided by Capita, a large national provider with expert knowledge of the education sector. The Trust also has a service contract with a provider of insurance for long-term sickness.

Payroll:

This is currently contracted out to Bulley Davey a local contractor.

Health and Safety, including Fire Safety:

The Trust has common policies across the Trust and uses an outsourced company called Citation. The company provides an annual report for each academy, with certification and software for regular monitoring. The Trust has a lead officer responsible for this work.

IT and Digital Technology:

Each phase has the same management information system and uses the same online learning resources. All financial software is common. Expertise is shared when needed. The Trust has a lead officer to support the DCEO in taking this area forward.

Estate and Facilities Management:

Buildings' maintenance is the responsibility of individual site managers who work collectively when required. Cleaning is in house in all academies. Grounds maintenance is outsourced to a company, with the exception of GHA, who provide their own staffing for their extensive grounds. The DCEO has responsibility for all capital bids.

Legal Advice:

The Trust's solicitors are Pinsent Mason LLP.

Governance:

The CEO leads in managing the Academy Governing Committees and their training. Extra training is available for specific governors upon request.

Communications:

The individual academies deal with all day-to-day communications, however if a sensitive or potentially sensitive issues arises, the Trust uses the University of Lincoln's Press Office. The University makes no charge for this service.

Marketing and Press Liaison:

All press releases must be cleared by the DCEO or Executive Principal, any highly sensitive issues relating to the press must be cleared by the CEO/DCEO. Any and all marketing material must adhere to the overarching philosophies of the Trust. If using references to the University of Lincoln; their marketing department must be consulted.

Catering:

UAH and GHA have in-house provision, HPA and HBA have food purchased and delivered daily and UALS has on site provision from an outsourced company.

University of Lincoln:

As the Trust's sponsors they not only lead at Member and Trustee level within the Trust, but have an infrastructure which is available to the Trust as required. This provides reassurance and is a highly valued asset. We are expanding our work with the University to include using the University to raise aspirations of our young people and work placements for our post-16 students. In addition, we are developing subsidised training opportunities for our staff.

"It has been very satisfying to see the investment made in new equipment, facilities and the school buildings since becoming a member of the University of Lincoln Academy Trust. It has lifted morale and aspirations for the staff, students and parents. There is still more to do and the plans for the future investments make me confident that education standards will be lifted higher for the Academy."

- Chair of Governors UALS

7. Key Documents

1. The **Safeguarding and Child Protection Policy** conforms to recommendations from the local authority and includes Prevent. It will be updated annually and approved by the Trust Board and AGC's. This includes the Safer Recruiting Policy, related checks and registers. This will be the same for all academies except for the named governors and staff.
2. The **Annual Report** covers the previous academic year and is produced by our CEO and Finance staff and externally audited. Trustees and Governors should note that the Annual Report shows the consolidated financial statements and will be scrutinised by the Audit Committee, before submission to the December Trust Board meeting for agreement and approval. It is submitted to the ESFA and published by the 31st December, as well as filed at Companies House.
3. The **Academy Self Evaluation** (ASE) is a crucial document and the UOLAT sees it as a working document. The aim is that it assists in enhancing the progress and **wellbeing** of all our children and young people. To ensure that it is up to date each academy will be expected, where necessary, to update after each Committee meeting. The draft ASE will be presented in October and then refined for approval by the AGC at its November meeting with subsequent approval at the December Trust meeting. Throughout the year it will be the role of each Principal to update the ASE, major changes should be taken back to the AGC. The Trust does not stipulate a common framework for ASE, however it must be suitable for both Section 5 and Section 8 inspections.
4. The **Academy Development Plan** (ADP) should be a short document, which incorporates key areas for development, including the key strands of improvement from the ASE. The Trust does not stipulate a common framework for ADP at this stage of its development. The ADP is discussed and agreed by the AGC in January. The Trust Board receives a short strategic paper on developments at its April meeting. This should reflect any key issues identified by an Ofsted inspection. In some academies they may prefer to call the plan the **Academy Improvement Plan**.
5. The **Annual Budget** for each academy is initially discussed with the CEO/DCEO, CFO and Finance Manager; it is then discussed by the full AGC at its June meeting. The key purpose of the budget plan is to ensure the maximum resources are applied to ensure the maximum progress and

wellbeing of children and young people. UOLAT's policy is that each academy must set an annual budget that is balanced. This takes place before going to the Trust Board in July for approval. Throughout the year the Finance Manager reports on deviation from budget agreed at each AGC. Each academy must report its budget to the standard format agreed by the CFO and all financial procedures must conform to the ESFA Financial Regulations, which are published annually.

6. **Financial Regulations and Policies** for the Trust must be regularly reviewed in light of changes in the Academy Trust Handbook which is published in July each year. The Trust also has a **Treasury Policy** that is reviewed by the Audit committee bi-annually with changes reported to the Trust Board.

7. The UOLAT **Employment Manual** sets all staff related policies for our staff. All staff in the Trust have the same employer and as such they have the same conditions of service, unless TUPE arrangements apply. Any significant changes will be subject to consultation with staff. The Trust is responsible for the Employment Manual and the Board must ratify major changes. AGC's are informed of changes.

8. The annual **Health and Safety Inspection** including **Fire Safety** is purchased each year from our external provider. The report is discussed and actioned by the AGC. There is an electronic reporting system provided by our external provider managed by staff in each academy. Major issues will be reported to the Trust Board.

9. Each academy and the Trust must maintain a **Risk Register** to a common format and this is reported to the Audit committee annually. The following structure is used: Curriculum, Educational Outcomes and **Wellbeing** of Pupils; Compliance with Statutory and Regularity Requirements, including Safeguarding; Financial Risk, Building and Environmental Risk and Operational Risk. The Trust Risk Register must come to the Trust Board annually.

10. Each academy must maintain a **Business Continuity Plan** to a common format and this is reported to the AGC annually.

11. Each academy must maintain a **Critical Incident Plan** to a common format and this is reported to the AGC annually.

12. The Trust must have **General Data Protection Regulations (GDPR)** for all its academies that includes privacy guidance.

13. The Trust must have a **Freedom of Information (Fol) policy**.

14. The Trust has a common approach to dealing with complaints and its **Complaints Procedures** are published on our websites.

15. Each Academy must have a range of **SEND Policies** and they must be approved on a regular basis by the AGC following approval from the Trust SEND group.

16. Each academy must have appropriate plans for use of **pupil premium funding** including evaluation reports of previous **years'** expenditure and outcomes published on the academy website. This is a responsibility of the AGC

17. There should be a specific plan for the expenditure of **sports premium** funding with relevant evaluation of previous years expenditure (**Primary aged academies only**). This is a requirement of the **AGC**.

18. Each academy must have an **admissions policy** and any changes must be part of a public consultation. This is the responsibility of the AGC. This requires working with the Local Authority. Any major changes must be reported to the Trust Board.

The full list of academy policies with those requiring Trust or AGC are set out in the Scheme of Delegation and Policies List.

8. Why should you join the University of Lincoln Academy Trust?

University of Lincoln Academy Trust consists of five academies in the south east of Lincolnshire. Our Trust is diverse. We have an 11-19 (8 Form Entry (FE)) secondary academy and an 11-16 (5FE) secondary academy; we have a 310 place primary academy and a 68 place primary academy and a 3-11 special school for autistic children with 98 places. Two of our academies are “convertors” and chose to join the Trust and two are “sponsored” schools. This diversity is unusual and has given the Trust significant expertise in leading developments in all phases of statutory state education. There has been universal support from parents and governors from all schools that have joined the Trust.

There are many reasons why you may wish to consider joining our Trust and perhaps the best way is to come and ask our staff and Principals, but below we have set out some areas for you to consider.

1. UOLAT is underpinned by the University of Lincoln, with its strong governance and comprehensive expertise in the full range of services that we can draw on if needed. This gives us the background assurance in these challenging times.
2. UOLAT is fundamentally committed to the original principles associated with the creation of academies which was to give Principals/Headteachers the freedoms to manage, so they can innovate and take ownership for the development of their academy, without a plethora of centrally imposed structures and processes, which we believe are not necessary or appropriate for all academies in a trust.
3. UOLAT has a clear ethos, mission, vision and values. Anyone joining must be willing to fulfil this ethos, whilst retaining some flexibility and the ability to place different emphasis depending upon their circumstances.
4. UOLAT is totally committed to putting children first in its entire decision making, they are our key focus.
5. UOLAT is very proud that it has a highly committed staff and in taking four academies into the Trust we have had no staff complaints, only praise.
6. UOLAT works to national and local conditions of service, including pensions.
7. UOLAT is committed to staff development and where possible growing our future leaders; we work closely with the University of Lincoln on higher level qualifications for our staff.
8. UOLAT is committed to ensuring low central costs so the maximum resources are spent on children and young persons’ learning and support.
9. UOLAT does not top-slice your budget, it delegates the full budget and then charges academies for any central services; this means all central costs are explicit and there is total transparency in financial matters.
10. UOLAT does not take any reserves from you, our academies must demonstrate they are able to live within their means.
11. UOLAT has very able and experienced Trustees who monitor each academy carefully at a strategic level and take an overview of the leadership and management of the Trust.
12. UOLAT has a clearly defined role for local governors and welcome their involvement in monitoring and supporting their academy.
13. UOLAT has an outstanding group of senior staff willing to share ideas and their expertise with other staff and academy chains. Our Principals have found this to be an invaluable support structure. To save time and travel many of our senior staff meetings are carried out on-line.
14. UOLAT have developed expertise in online teaching and learning and the development of new ways of working is central to our philosophy.

9. Annexes

Annex A – Timetable for meetings for academic year 2021 - 22

Annex B – Academy Governing Committee membership

The Scheme of Delegated Authority (SoDA) and Policy List is available on the Trust Website

Annex A – Timetable for meetings for academic year 2021 - 22

University of Lincoln Academy Trust - Governance Timetable 2021/22				
Dates	Time	Meeting	Venue	Notes
Trust				
20 Oct	14.00	Members	Lincoln	Review of Trust performance
23 Feb	11.00	Members	Holbeach	Annual report
12 July	11.30	Members	Lincoln	Development Plans
7 Oct	10.00	Trust	Holbeach	Report on 21/2022 Performance, Safeguarding
9 Dec	11.00	Trust	Lincoln	Approval Annual Report & ASEs
09 Feb	10.00	Trust	Holbeach	Away Day 10.00 to 3.00
20 April	10.00	Trust	Lincoln	Development Plans
14 July	10.00	Trust	Holbeach	Approval of 2022/23 Budget
25 Nov	11.00	N&R Com	Online	Pay considerations
9 Dec	9.00	A&R Com	Lincoln	Annual Report
4 Mar	10.00	A&R Com	Holbeach	Risk Management
30 June	10.00	A&R Com	Holbeach	Audit reports
Governors				
15 Sept	6.00	Chairs	Online	
21 Sept	5.30	UALS	UALS	20/21 Review, Safeguarding/Child Protection Update
22 Sept	4.00	HPA/HBA	HPA/HBA	20/21 Review, Safeguarding/Child Protection Update
29 Sept	5.00	GHA	GHA	20/21 Review Safeguarding/Child Protection Update
30 Sept	5.30	UAH	UAH	20/21 Review, Safeguarding/Child Protection Update
19 Oct	6.00	ALL	TBA	Governors Training 6.00 to 7.30 Venue TBA
3 Nov	6.00	Chairs	Online	
16 Nov	5.30	UALS	Online	Academy Self Evaluation & SENCO /Pupil Premium
17 Nov	4.00	HPA/HBA	Online	Academy Self Evaluation & SENCO /Pupil Premium
24 Nov	5.00	GHA	Online	Academy Self Evaluation & SENCO /Pupil Premium
25 Nov	5.30	UAH	Online	Academy Self Evaluation & SENCO /Pupil Premium
19 Jan	6.00	Chairs	Online	
1 Feb	5.30	UALS	Online	Academy Development Plans update and Risk Register
2 Feb	4.00	HPA/HBA	HPA/HBA	Academy Development Plans update and Risk Register
9 Feb	5.00	GHA	GHA	Academy Dev Plans update, RR & Outreach Contract
10 Feb	5.30	UAH	UAH	Academy Development Plans update and Risk Register
9 Mar	6.00	Chairs	Online	
16 Mar	6.00	ALL	TBA	Governors Training 6.00 to 7.30 Venue TBA
22 Mar	5.30	UALS	UALS	Review of Departmental progress
20 April	6.00	Chairs	Online	
27 April	5.00	GHA	Online	Health & Safety – WTT
3 May	5.30	UALS	Online	Health and Safety – Departmental review
4 May	4.00	HPA/HBA	Online	Health & Safety – Early Years
5 May	5.30	UAH	Online	Health & Safety – Post 16 Education
8 June	6.00	Chairs	Online	
15 June	4.00	HPA/HBA	HPA/HBA	2021/22 Budget
21 June	5.30	UALS	UALS	2021/22 Budget
22 June	5.00	GHA	GHA	2021/22 Budget

23 June	5.30	UAH	UAH	2021/22 Budget
Executive Board – Meetings 1hr 45 mins.				
9 Sept	1.15			
30 Sept	1.15			
21 Oct	1.15			
18 Nov	1.15			
9 Dec	1.15			
13 Jan	1.15			
10 Feb	1.00 to 5.00 – away day			
17 Mar	1.15			
21 April	1.15			
19 May	1.15			
23 June	1.15			
14 July	1.15			

Annex B – Academy Governing Committee membership for academic year 2021 – 22.

Holbeach Primary Academy/Holbeach Bank	University Academy Holbeach
Jenny Worth (Chair) 2023	Gary Chappell (Chair) 2023
Sue Boor Executive Principal	Sheila Paige Principal
Sarah Dunne Parent 2024	Steve Baragwanath Executive Principal/DCEO
	Neal Collishaw Parent 2023
Amanda Wheeler Parent 2024	Claire Kelly Parent 2023
Maggie Ward 2023	Rick Gibbard 2023
Carol Kenyon 2023	Jenny Worth 2023
Steve Baragwanath DCEO 2023	Sue Boor 2023
Stacey Clayton Staff 2023	Alan Ward 2024
Darran Fiddler Staff 2024	Gary Raven Staff 2022
Paul Squire 2023	Andy Clay Staff 2024
Andy Breckon CEO	Andy Breckon CEO
Nicola Kenyon Executive Vice Principal (Observer)	Donna Allen Vice Principal (Observer)
Clerk to AGC – Susan Tulley	Clerk to AGC – Stephanie Haynes

Gosberton House Academy	University Academy Long Sutton
Jonny Boor (Chair) 2023	Andrew Everard (Chair) 2023
Louise Stanton Executive Principal	Liam Davé Principal
Sajda Andleeb Parent 2023	Steve Baragwanath Executive Principal/DCEO
Mr & Mrs Littlecott Parents * 2023	Derek O'Sullivan 2023
Rebecca Daw 2023	Julie Oliver Parent 2023
Emma Fawcett 2023	Russell Taylor Parent 2023
Dr Lesley Allinson 2023	Gary Chappell 2023
Dr Niko Kargas 2023	Gillian Ross 2023
Vicki Fitzakerley Staff 2024	Nicola Kenyon 2024
Vicky Edwards Staff 2023	Stuart Morrow Staff 2022
Andy Breckon CEO	Michelle Papworth Staff 2022
Paul Squires Vice Principal (Observer)	Andy Breckon CEO
* <i>These parents will alternate as Governors</i>	Simon Gilman Vice Principal (Observer)
Clerk to AGC – Rachael Wainwright	Clerk to AGC – Ellie Carter/ Mandy Spiller

Year indicates time when term of office is due for renewal

"I think I speak on behalf of all key workers and parents of vulnerable children in saying a huge thank you for opening the school yesterday. We all watched out TVs in dismay when we learnt that schools were closing without notice. When many schools closed their doors, your can-do attitude put our children first and left the red tape until later. We know it is not easy, but our children's world is turned upside down, you always put them first and keep the ship afloat. Thank you so much."

- HPA Parent during the pandemic