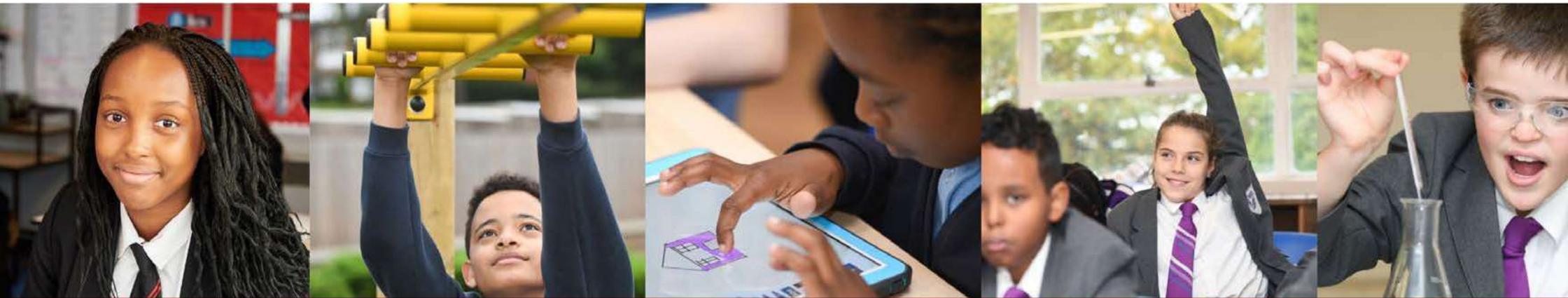




.....  
Together we are stronger  
.....



# ATLP Governance Structure

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Children lie at the heart  
of everything we do



## Our Vision

The vision for the Trust clearly articulates the need to think of our learning family as one. Through the individuality of each school and the uniqueness each school brings to the family, we must ensure that all children in our care have a greater equality of experience, and enable all leaders, teachers, governors, support staff, parents and children to understand what being part of “One Trust” means for them. Working together as one trust should ensure effective practice across the MAT, ensure how we improve is evidence-based, lead to economies of scale in terms of time, resources and speed of school improvement and enable staff to work within clearly defined values that are common across the Trust.





## Quality services

Our family of schools will receive high quality **central services**



## Teaching excellence

Our children will receive a high-quality **education** through a forward looking curriculum and **excellent teaching**



## Supportive care

Our children (and families) will have access to **strong academic** and **pastoral support**



## Financial security

Our schools will have a strong and **sustainable financial future**



## Clear communication

Our **communication** with stakeholders will be **effective**



## Inclusive culture

Our **culture** will be positive and **inclusive** across our **learning family**

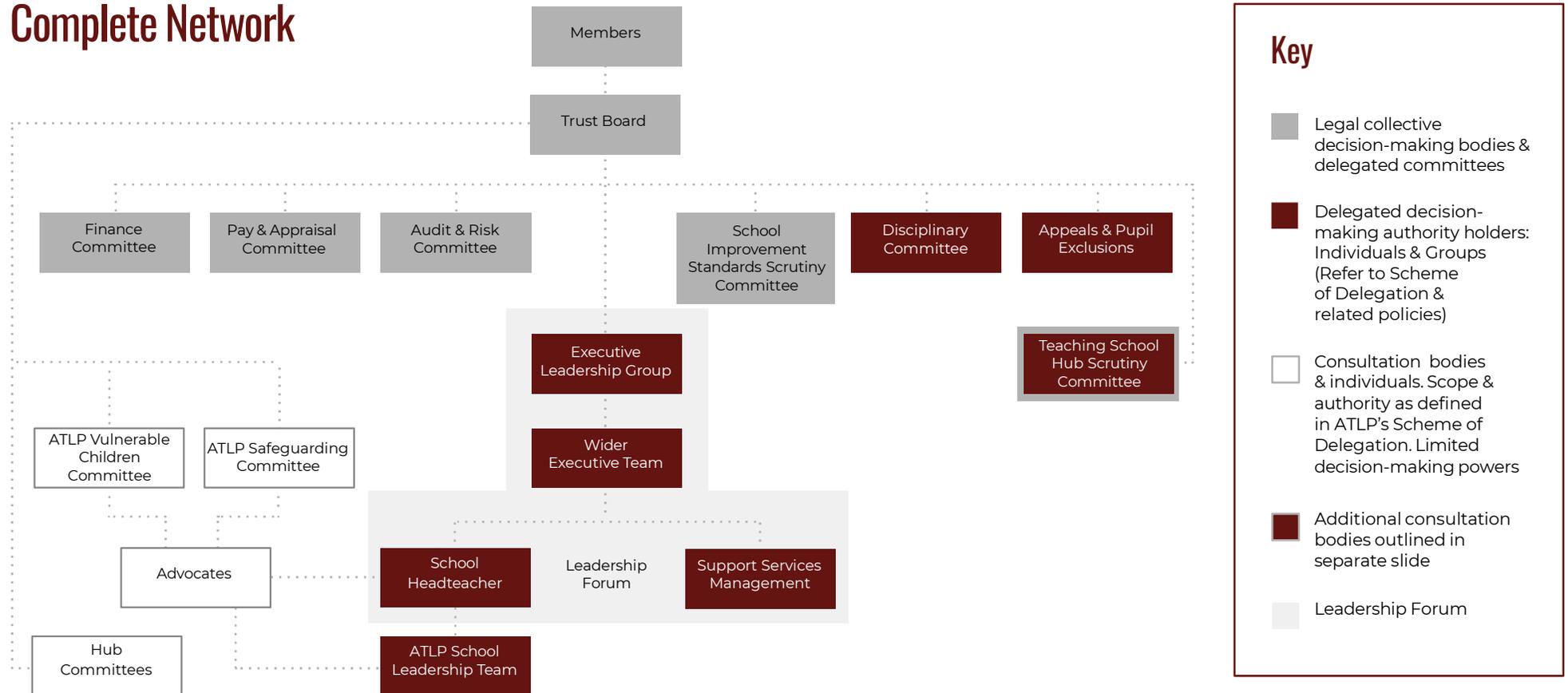
## A strong local tier:

- Informed about their school and informing the Trust Board about local need.
- Support for the school and the headteacher.
- Avoidance of duplication in holding the school to account.
- Reduction in bureaucracy.
- Communication with the Trust Board via both professional and governance routes.
- Communication with the local community.
- Future-proofing post pandemic.

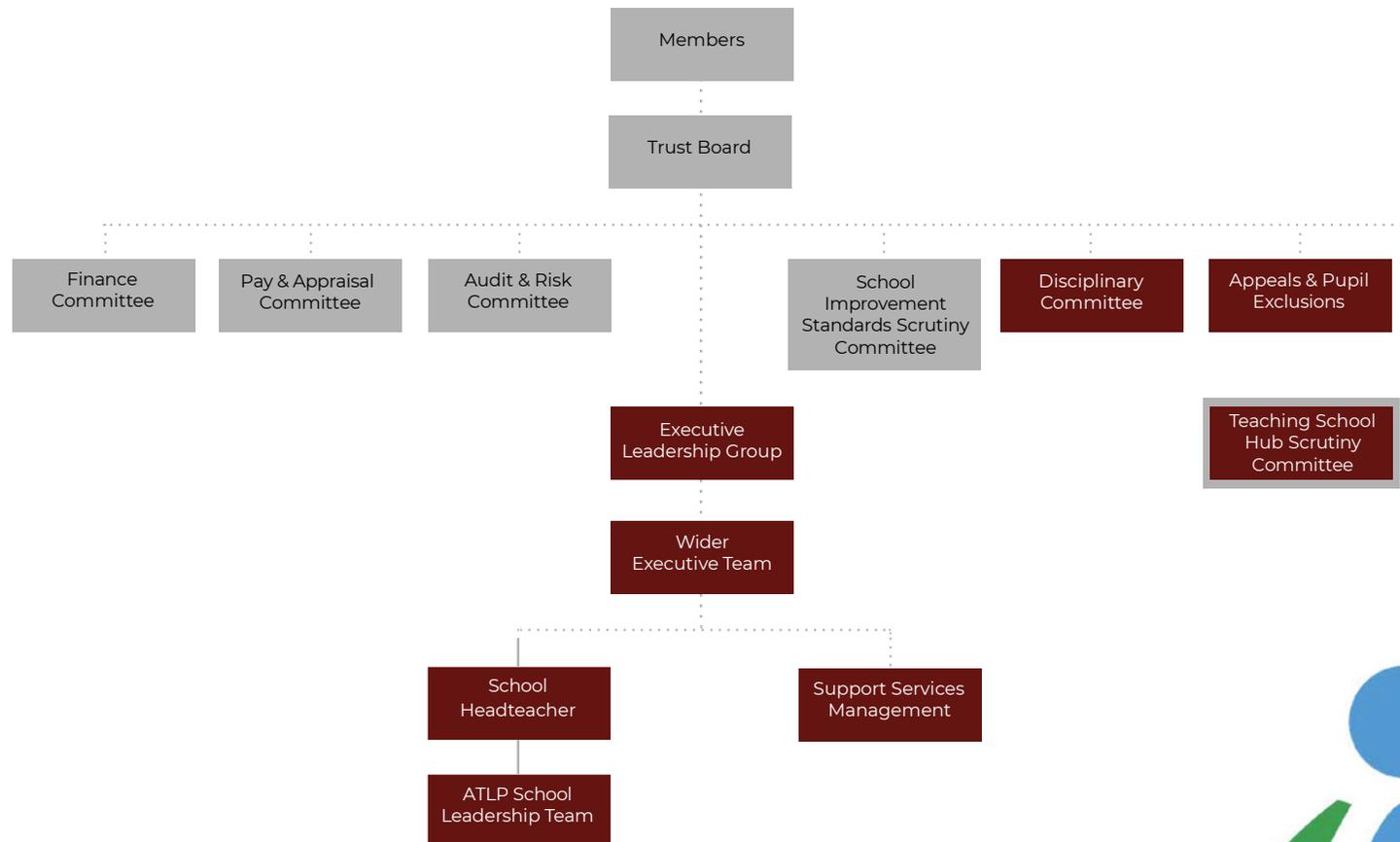


Together we  
are stronger

## Complete Network



# Delegated Authority Framework



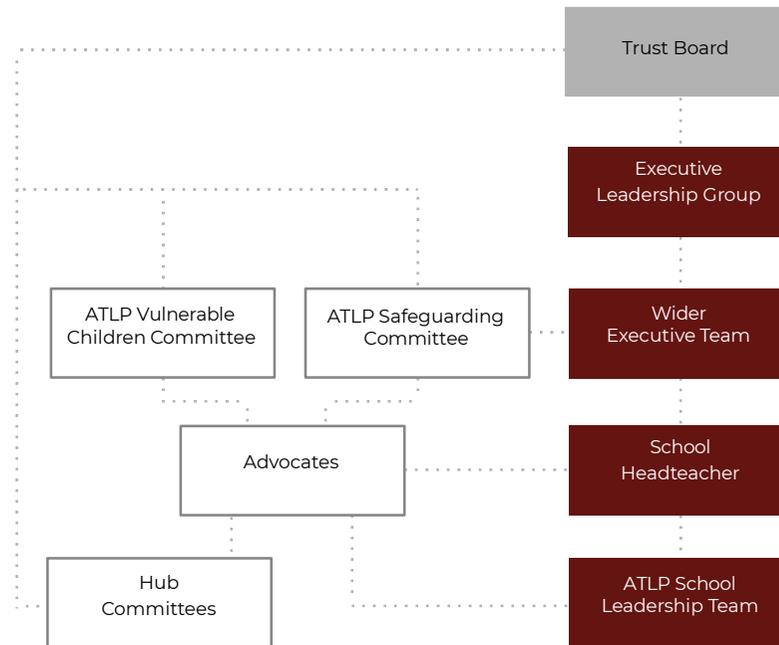
### Key

- Legal collective decision-making bodies & delegated committees
- Delegated decision-making authority holders: Individuals & Groups (Refer to Scheme of Delegation & related policies)
- Additional consultation bodies outlined in separate slide



## Key

- Legal collective decision-making bodies & delegated committees
- Delegated decision-making authority holders: Individuals & Groups (Refer to Scheme of Delegation & related policies)
- Consultation bodies & individuals. Scope & authority as defined in ATLP's Scheme of Delegation. Limited decision-making powers



## Overview:

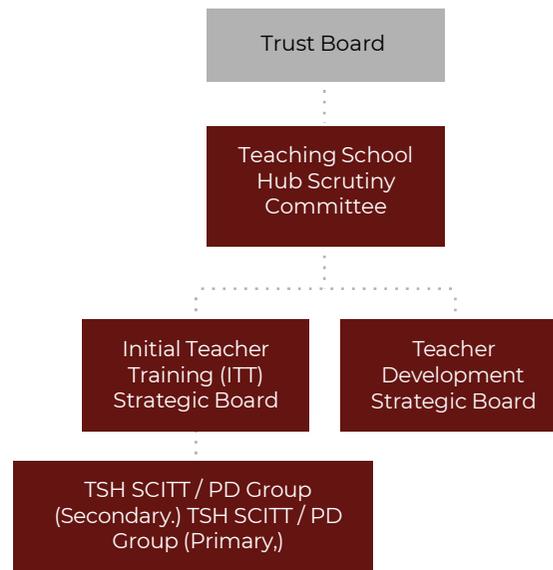
- The role of the traditional 'school governor' is adapted and replaced with a new role: Advocate.
- 4 categories of Advocates will service each school within the Arthur Terry Learning Partnership, each with a clearly defined responsibility and remit.
- The streamlined roles will help ATLP enhance the strategic priorities of each school in conjunction with a continued focus on cohesion across the family of schools to deliver the vision of 'One Trust'.



## Teaching School Hub Governance

### Key

- Legal collective decision-making bodies & delegated committees
- Delegated decision-making authority holders: Individuals & Groups (Refer to Scheme of Delegation & related policies)
- Additional consultation bodies outlined in separate slide



## Overview:

- Arthur Terry was designated as the Teaching School Hub for North Birmingham in February 2021.
- The Teaching Hub Scrutiny Committee is responsible for:
  - Holding the Teaching School Hub team to account for the performance of the TSH against the Department for Education Key Performance Indicators and Delivery Plan.
  - Overseeing the financial performance of the TSH and ensure its money is well spent.
- The Arthur Terry Trust Board holds ultimate accountability for the Teaching School Hub.



## Members

1. Overall nominal responsibility for the Trust, but functions are exercised through the Trust Board.
2. Main powers & duties of Members are to:
  - Appoint & remove Trustees.
  - Maintain the membership & appoint members.
  - Approve any proposed changes to the Articles of Association.
  - Receive the annual accounts of the Trust.
  - Appoint the auditors.

## Trust Board

1. Company Directors of the Trust with collective legal & regulatory accountability.
2. Trustees are selected based on their skills, knowledge and experience.
3. Responsible for:
  - Ensuring clarity of vision, ethos & strategic direction.
  - Managing educational performance of the academies and their pupils and performance management of staff.
  - Overseeing the Trust's financial performance.

## Committees of the Board

1. The Committees are required to scrutinise and offer recommendations for the full Board. They hold limited delegated decision-making authority. All decisions taken must be reported back at following Trust Board meetings.
  - Finance Committee
  - Audit Committee
  - School Improvement Standards Scrutiny Committee
  - Pay & Appraisal Committee
  - Disciplinary Committee
  - Appeals & Pupil Exclusions

## Advocate Committees

1. Chaired by Trustees.
2. Members are Advocate representatives from multiple schools.
3. The purpose of the Committees: to share & disseminate best practice across the Trust, and facilitate communication between the Board and local levels.
4. Advocate Committees hold no delegated decision-making authority.
  - Hub Committee
  - Safeguarding Committee
  - Looked after Children Committee

## Advocates

1. Specific skillsets required for specific advocate roles, who will operate in an advisory capacity to local school and ATLP Trust as a whole.
2. Advocates will receive regular reports from the external School Improvement Partner.
3. Advocates will work with peer advocates for the local school, and for the Trust through respective Hub committees.
4. At least 2 advocates representing each school must be ATLP parents. Note: Advocates may represent multiple schools in the below roles:
  - Support & Challenge
  - Safeguarding
  - Vulnerable Children
  - Community

## The Role of an Advocate

- Involved in decision-making process
- Consulting
- Understanding
- Communicating
- Challenging
- Supporting
- Ensuring individual rights are respected

## Key Objectives:

- To support headteachers to be great leaders.
- To monitor the impact of Trust practice at local level:
- Champion ATLP vision & culture within the school.
- Review school progress & strategic priorities.
- Ensure the school is putting the children at the heart of everything they do.
- To monitor the implementation of 'One Trust' with equality of opportunity across Hub Schools.
- To act as a first point of contact for other parents with raising issues or concerns with Trust or school issues.
- To act as an escalation avenue for other Advocates to raise matters with headteachers or Trust Board if there are unresolvable concerns.

## Duties & Responsibilities:

- Meet with the headteacher at least twice every term with additional flexible/informal meetings as needed.
- Build a professional relationship with the headteacher; Offer support & challenge, act as a sounding board and support both their wellbeing and continued learning.
- Participate in the headteacher's performance review & support CPD.
- Have an understanding of the school and trust and be able to articulate the school's strengths and next steps to peers.
- Participate in Hub Committee meetings and contribute to verbal reporting.
- Share best practice learnings with local school & headteacher.
- Join ATLP Executives & Trustees in the event of Ofsted school inspections.
- Share three 'What is going well?' and three 'It would be even better if' bullet points twice a year.

## Personal Skills and Attributes:

- Verbal communication skills
- Relationship building skills
- Emotionally intelligent
- Collaborative
- The ability to commit
- The ability to see the big picture
- The ability to observe confidentiality
- Equality-oriented.



## Key Objectives:

- Work with one school, or across a group of schools to build an effective relationship and support the school/s local DSL.
- Understand the school/s safeguarding strengths and areas for development.
- Understand how the culture of safeguarding is working within the school.
- Understand how safeguarding is built into the school curriculum & how pupils are taught about staying safe (including online safety).
- Contribute what they know about broader safeguarding issues in the local area to ensure ATLP's intelligence is robust with identifying safeguarding priorities & prevention.
- Provide a strong, local voice in support, challenge & guidance given to the Board.

## Duties & Responsibilities:

- Undertake specific safeguarding training & development arranged by ATLP.
- Undertake monitoring visits with the school/s local DSL to learn about the school context & how this influences the approach to safeguarding.
- Liaise with the DSL termly, with additional engagement as required to discuss any safeguarding incidents, suitability of policies & procedures, and consider if any amendments are required.
- Meet termly with other safeguarding advocates & the Trust's safeguarding lead through the Academy Safeguarding Committee's to discuss ongoing work, identify themes & review the effectiveness of safeguarding across the Trust.
- Contribute to the termly Safeguarding Report shared with the Board.
- Provide strong quality assurance for ATLP schools.
- Share three 'What is going well?' and three 'It would be even better if' bullet points twice a year.

## Personal Skills and Attributes:

- Verbal communication skills
- Relationship building skills
- Emotionally intelligent
- Tenacious
- Collaborative
- Strong community relationship to school/s and/or local parent.
- The ability to commit
- The ability to see the big picture
- The ability to look at and respond to all positions in an issue
- The ability to observe confidentiality
- Equality-oriented.

## Key Objectives:

- Work with one school, or across a group of schools to champion a focus on the effective support of SEND, LAC and disadvantaged children & young people.
- Develop an understanding of what barriers to learning are in the local context & feed back into governance decision-making processes.
- Contribute what they know about broader equality & diversity issues in the local area to ensure ATLP's intelligence is robust with identifying and responding to key local issues & commentary.
- Provide a strong, local voice in support, challenge & guidance given to the Board.

## Duties & Responsibilities:

- Act as eyes and ears at a local level to monitor progress in eradicating the gap between disadvantaged & non-disadvantaged students.
- Ensure continuation of proactive engagement with parents and carers of vulnerable and disadvantaged children at ATLP schools to break down barriers.
- Triangulate evidence at a local level to monitor progress of the ambitions & objectives set out in ATLP's One Trust strategic plan.
- Meet termly with other vulnerable children advocates through the Academy Safeguarding Committee's to discuss ongoing work, identify themes and review the impact of the pupil premium strategy/LAC strategy across the Trust.
- Contribute alongside Central team and LAC lead for each school to termly LAC report shared with Trustees.
- Share three 'What is going well?' and three 'It would be even better if' bullet points twice a year.

## Personal Skills and Attributes:

- Verbal communication skills
- Relationship building skills
- Emotionally intelligent
- Tenacious
- Collaborative
- Strong community relationship to school/s and/or local parent.
- The ability to commit
- The ability to see the big picture
- The ability to look at and respond to all positions in an issue
- The ability to observe confidentiality
- Equality-oriented.

## Key Objectives:

- To act as the local interface between trustees of the ATLP Trust, the school and its community.
- To maximise local community perspective and stakeholder voices that are considered in strategic planning and decision-making processes.
- Promote the identity and 'One Trust' objective of ATLP with school stakeholders and the wider community.
- Monitor the school's reputation within the local community & alert ATLP of any reputational concerns.
- \*For diocesan schools; ensure the Trust protects the Christian distinctiveness of the school.

## Duties & Responsibilities:

- Act as an independent point of contact for stakeholders.
- Assist ATLP to develop strong community partnerships and link ATLP and its pupils to local opportunities and programmes.
- Liaise with nominated representative at the local school, and/or local support & challenge advocate at a minimum twice a term with additional engagement as required.
- Collate, analyse and share parent, staff and community feedback from various sources.
- Have an understanding of the school and trust and be able to articulate the school's strengths and next steps to peers.
- Participate in Hub Committee meetings and contribute to verbal reporting.
- Share three 'What is going well?' and three 'It would be even better if' bullet points twice a year.

## Personal Skills and Attributes:

- Verbal & written communication skills
- Relationship building skills
- Emotionally intelligent
- Awareness of local community interests & objectives
- Collaborative
- The ability to commit
- The ability to observe confidentiality
- Equality-oriented
- \*Diocesan-schools only: Member of the church/diocese. Appointment to be approved by the Diocesan Corporate Member

# Contact us

**T** 0121 323 2221  
**E** [info@atlp.org.uk](mailto:info@atlp.org.uk)  
**W** [www.atlp.org.uk](http://www.atlp.org.uk)

The Arthur Terry Learning Partnership, a charitable company limited by guarantee, registered in England and Wales, company number 07730920. Registered office: The Arthur Terry School, Kittoe Road, Four Oaks, Sutton Coldfield, West Midlands, B74 4RZ  
CEO: Richard Gill NPQH, NLE, FRSA



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