

Unity Academy Trust Interim Executive Board Terms of Reference

Date agreed:	November 2023
Review date:	November 2025
Chair of committee:	Determined by the Board. In the absence of a Chairperson the CEO will assume this duty.
Governance Professional:	Claire Beardsall
Membership:	Determined by the Board. Composition will include LGB representatives (where appropriate), Linked Trustee (school), Board Chairperson, and one other Trustee. Chief Executive or member of the Executive Team and a Parent Representative (where appropriate).
Attendee:	Academy Principal, Member of the Central Executive Team, Senior LA Officer, Attendance & Welfare Lead, Trust Alternative Education Lead
Invitees:	External expertise as required by the TIEB
Quorum:	Three committee members
Meetings:	A minimum of six times per year

Policies delegated to the curriculum committee:

- Teaching & Learning Policy – it may include the Marking & Assessment Policy (or separate)
- Curriculum Policy
- Behaviour Policy
- Safeguarding Policy
- Attendance Policy
- Personal Development Policy – it may include Careers Education and Guidance (or separate)
- Special educational needs and disability Policy and Annual Report
- Pupil Premium planning and evaluation – it may include Sports Premium (or separate)

THE TRUST INTERIM EXECUTIVE BOARD (TIEB)

The Trust is committed to retaining and strengthening local governance arrangements for all of its academies in the group. Ensuring each of its academies is at the heart of its local community, promoting community cohesion and sharing facilities with other schools, educational institutions, and the wider community.

The Trust is also required to undertake annual reviews and frequent monitoring activities of the published governance arrangements to ensure they are effective and compatible with the Trust fulfilling its charitable purpose of advancing education in the United Kingdom for the public benefit. Therefore, the Trust Board must carefully balance the ambition related to local arrangements and ensure they effectively meet any specific challenges related to one or more of its academies within the group.

As a Multi-Academy Trust sponsor, the 'Trustees' are accountable for the quality of education provided. Where trustees identify a defined need, they will direct the Trust Executive to activate a short-term temporary governance structure to support rapid improvement. Trustees describe these arrangements as an Trust Interim Executive Board (TIEB).

The Trustees appoint people to serve on an Trust Interim Executive Board to hold the local senior leadership team to account for standards and safeguarding. Through this, the Trust ensures strong local governance of each Academy and retains a clear line of sight into the performance of each Academy within its community.

A Trust Interim Executive Board has a range of responsibilities, including:

- Supporting good governance of the school
- Safeguarding and promoting the Trust's values
- Supporting the Academy Principal and being a critical friend
- Monitoring achievement, quality of teaching, behaviour and safety

- Engaging with the school's key stakeholders, for example, parents/carers, pupils and staff

The Trust appoints members of the Trust Interim Executive Board.

TIEB justification

The specific justification for the temporary disbanding of a Local Governing Body will be set out here with full Board approval. The Justification will also confirm Board composition and anticipated duration of the arrangements.

- A single school local governing body is not suitable for the oversight of the AP network that consists of approximately 21 alternative provisions.
- Unity Academy is a virtual school with no physical site.
- Unity Academy is a Strategic Commissioning model and not an operational school, therefore an alternative approach to governance is legitimate, and judged to be effective (Ofsted November 2022).
- There are high levels of pupils that are vulnerable, including risk of exploitation across the cohort, therefore there is a need for a higher degree of expertise within the governance model and is critical to ensure all pupils are safe.
- There is more flexibility for board members to participate in quality assurance activity under the arrangements of a TIEB.

All arrangements will be reviewed regularly by the School Improvement Committee.

General purpose

A Trust Interim Executive Board (TIEB) is a short-term, temporary governance structure put in place by the Trust to support a defined need (where an existing concern has not met the required performance standards) or where an incoming school (converting or being re-brokered) has no existing local governance structures in place, or these have been deemed as less than effective. Any TIEB will comprise two trustees appointed by the Trust Board and include at least one member from the Trust Executive Team. The Executive will appoint the chair of the TIEB with a rationale underpinned by expertise and impartiality. Wider members of the TEIB will be drawn from the Trust Central Team. Academy leaders will be attendees and hold no voting rights.

All members of the TIEB adhere to the Trusts Scheme of Delegation and are required to fulfil the Board's delegated responsibility. This includes reporting to the Board Committees in the defined timescales and working to support the Trust's comprehensive reporting and data requirements.

The TIEB committee is established to inform and support the School Improvement Committee and the Board concerning curriculum provision, safeguarding, performance, standards, communication and parental engagement.

Empowering through education

Specific purpose

- To provide focused support and challenge related to the justification set out above. These will be organised and one or all of the headings below:
 - Overall Effectiveness
 - The quality of education
 - Behaviour and Attitudes
 - Personal Development
 - Leadership and Management
- Monitor the implementation of Academy's Improvement Plan, which directly impacts standards and raising achievement –
- It is likely that the School Leaders will be required to use the Statement of Action planning methodology.
- Implementation and monitoring of the Academy's Equality Objectives.
- Monitoring the provisions for religious education, sex and relationships education, preparation for life in modern Britain (FBV), and broader personal development opportunities.
- Meet the delegated responsibility to ensure outstanding effectiveness and legal compliance concerning Safeguarding, Health and Safety, Pastoral Care, Safer Recruitment, Spiritual, Moral, Social and Cultural development, and Attendance across the whole provider network.

Scope

- Where the justification arises from an Ofsted Inspection, the recommendations will be set out here.
 - To work with pupils, families, outside agencies and Providers to remove barriers to regular attendance.
 - To monitor and track the wide range of activities offered for personal development to ensure that all pupils experience the same opportunities.
 - Ongoing collaboration with Providers to secure consistency and high-quality education for all pupils.
- Agree and make recommendations for statutory and non-statutory pupil performance targets and monitor and review progress. This includes monitoring and reviewing pupil standards and progress bi-annually.
- Ensure that the agreed requirements for reporting to parents are met.
- To implement and keep under review any offsite arrangements.
- Review all Safeguarding, Health and Safety, Inclusion and Attendance priorities within the Academy Improvement Plan. Monitor impact and effectiveness and how they are delivered through the Provider Network.
- Monitor the implementation and the effectiveness of the Safeguarding policy and procedures.
- Ensuring all employees are familiar with the Safeguarding/ Child Protection policy and bullying and equalities policies.

- Monitor implementation of all induction and training for all staff concerning Safeguarding, Health and Safety, Child Protection and Equality.
- Implement, monitor and evaluate the Trusts' adopted policies concerning Site Security and Safer Recruitment and Vetting.
- To monitor the implementation of the Trust's attendance policies and procedures. Monitor all attendance figures, numbers on roll and exclusions against national statistics ensuring equality.
- Monitor and evaluate the effectiveness of the pastoral care provision in relation to SEN, EAL, FSM (Pupil Premium), and G&T, looked after children and vulnerable groups against the Trust expectations.
- Monitor and evaluate the effectiveness of the Spiritual, Moral, Social and Cultural provision.

Delegated authority

- General Purposes: All matters reserved to the Trusts' Board resolution.