



# Governance Handbook







**Company Name:** Arthur Terry Learning Partnership  
**Company Number:** 07730920  
**Registered Office:** The Arthur Terry School, Kittoe Road, Four Oaks, Sutton Coldfield, West Midlands, B74 4RZ  
**Charitable Status:** Charitable Company limited by guarantee  
**Accounting Officer:** Richard Gill

The Trust is a company limited by guarantee, registered with Companies House. It is contracted by the Secretary of State for Education to run one or more academies. It is subject to company audit laws and is accountable to the Secretary of State for Education, pupils, parents and other stakeholders. The Trust retains the legal responsibility for running the academies and is responsible for all assets and liabilities, rights and obligations of the academies.

Teaching School	Combined	Primary Schools			
Arthur Terry Teaching School Hub	The Bridge Academy	Anna Seward Primary School	Brookvale Primary School	Coton Green Primary School	Curdworth Primary School
Deykin Avenue Junior & Infant School	Dunstall Park Primary School	Greysbrooke Primary School	Hill West Primary School	Mere Green Primary School	Osborne Primary School
Paget Primary School	Scotch Orchard Primary School	Slade Primary School	St Chad's CE Primary School	St Michael's CE Primary School	Two Gates Primary School
				William MacGregor Primary School	
Secondary Schools					
The Arthur Terry School	The Coleshill School	John Willmott School	Nether Stowe School	Stockland Green School	West Coventry Academy

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# Welcome



## Dear Trustee, Advocates and Members

### Thank you for your time and dedication to the governance of the Arthur Terry Learning Partnership.

Trustees, Advocates and Members of the Trust all make a vital contribution to the lives of children. Because children lie at the heart of everything we do, you will see a strong focus across all areas of the organisation on our strategic priority to deliver the very best for our children, their families and their communities. The Arthur Terry Learning Partnership is committed to working as 'One Trust' to ensure that all members of our learning partnership are benefitted by working together.

Our current focus is to consolidate and further develop our work as a learning partnership by driving forward our provision for education in all our schools, and by continuing to improve the structure of central support we provide for our schools and their communities. Through centralising common areas such as HR operations, finance, estates and operations into direct leadership of the Trust, headteachers are enabled to concentrate more on what they know best, learning and teaching, which in turn allows us to bring about greater capacity and efficiency across our schools. The next stage is to embed the vision of 'one trust' where all ATLP colleagues can identify with and realise the benefits of working

in an ATLP school and where we truly do live and espouse a culture of one learning family where all we have a responsibility for all our children through our actions, our values and our working practice. One vision; one family; one trust.

We look forward to continuing the journey with you.



**Richard Gill - CEO**  
The Arthur Terry Learning Partnership



**John Vickers**  
Chair of the Trust Board



## Purpose and vision

Our purpose and vision is to provide outstanding education across the Partnership through collaborative working, local responsibility and accountability, systematic quality assurance and a commitment to continual improvement. Our vision and school improvement is founded in three principles:

### 1 ne Trust

• **One Trust** - As a learning family, we are all responsible for all children across our family of schools. Our focus is to improve outcomes and experiences for every single child by working together and supporting each other.

### 2 Children are at the RT of everything we do

• **Children are at the heart of everything we do** - We believe that every child has the right to be a powerful learner. Our schools work collaboratively to ensure children receive the best support – not just in teaching and learning – but across all their needs.

### 3 Together we are stronger

• **Together we are stronger** - By sharing our expertise and resources to make all schools better, we are maintaining our high standards and achievement, becoming more effective and providing better value for money. By working in partnership, we can create a lasting legacy and make an even greater difference where it counts the most.



# Our Schools



## Key

- 1 Nether Stowe School
- 2 Scotch Orchard Primary
- 3 St Chad's CE Primary
- 4A The Bridge Academy Secondary
- 4B The Bridge Academy Primary
- 5 St Michael's CE Primary
- 6 Anna Seward Primary
- 7 Coton Green Primary
- 8 Greysbrooke Primary
- 9 Dunstall Park
- 10 William MacGregor Primary
- 11 Two Gates Primary
- 12 Hill West Primary
- 13 Arthur Terry School  
Arthur Terry Teaching Hub
- 14 Mere Green Primary
- 15 John Wilmott School
- 16 Curdworth Primary
- 17 Osborne Primary
- 18 Brookvale Primary
- 19 Stockland Green School
- 20 Deykin Primary
- 21 Paget Primary
- 22 Slade Primary
- 23 Coleshill School
- 24 West Coventry Academy





Children are at the  
**HE**  **RT**  
 of everything we do



# ne Trust

Strategic Objectives 2021 – 2024



## Quality services

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



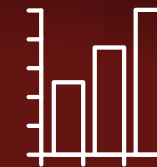
## Teaching excellence

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**



# Purpose of the Handbook



**This handbook summarises the legal structure of the Arthur Terry Learning Partnership (“ATLP”) and sets out its governance arrangements.**

The ATLP is a charitable company which relies on the input of a number of non-executive volunteers, supported by an experienced team of staff. As it grows and matures, and the number of schools for which it is responsible increases, it is vital the governance at every level is of the highest quality.

The information in this handbook has been prepared in line with:

- The Academies Financial Handbook (Department for Education, September 2022)
- The Governance Handbook (Department for Education, September 2020)
- The Arthur Terry Learning Partnership Articles of Association 2022<sup>1</sup>
- The Arthur Terry and Stockland Green Federation Master Funding Agreement 2012<sup>2</sup>
- The Arthur Terry Learning Partnership: Academy and free school: master funding agreement 2018 v4<sup>3</sup>

1. <https://atlp.org.uk/documents/atlp-articles-of-association/>  
2. [https://atlp.org.uk/files/2020/08/138136\\_13813ArthurTerry\\_Stockland\\_GreenFederation\\_May12FA.pdf](https://atlp.org.uk/files/2020/08/138136_13813ArthurTerry_Stockland_GreenFederation_May12FA.pdf)  
3. <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://atlp.org.uk/files/2020/08/Master-Funding-Agreement-March-2018.pdf>

The handbook is supported by a range of key documents. Governance is underpinned by a common understanding about who is responsible for providing input to decision making and who has the decision-making responsibility. This is shown in the ATLP Scheme of Delegation and Terms of Reference documents.

**The aim of governance at the ATLP is to deliver and support confident and strong strategic leadership, resulting in robust accountability, oversight and assurance for educational and financial performance.**

Arthur Terry Learning Partnership is committed to good governance of our Trust, and we will continue to develop our governance arrangements to shape and take account of best practice in the sector.



# Policies Management



## Key Governance Documentation

The following internal documentation and platforms are used to support governance and governance volunteers across the Trust.

ATLP-authored documentation:

- ATLP Governance Handbook
- ATLP Scheme of Delegation
- ATLP Terms of Reference
- ATLP Articles of Association
- ATLP Governance Calendar
- Board & Committees Portal: Trust Governor (Agendas, minutes & papers)
- Governance Sharepoint: Key information & communication platform, training resource library
- ATLP policies and procedures.

**ATLP’s policies and procedures form an important framework for ATLP schools that help to ensure consistency in applying values and principles throughout the establishment, creating structure and function to provide for the educational needs of students.**

The ATLP maintains policies and procedures across various levels. These include:

- Trust-wide policies – applicable to every school within the ATLP
- Secondary policies – applicable to every secondary school within the ATLP
- Primary policies – applicable to every primary school within the ATLP
- Local school policies/procedures – applicable on a school-specific basis

Where different operating environments across ATLP schools may require different applications of trust-wide policies (e.g. health & safety due to different physical environments), local school procedures are developed that comply with the over-arching policy.

The management and approval of ATLP policies are delegated across the full trust board and its committees. These delegations are outlined in the ATLP Terms of Reference and adhere to DoE guidance.

Each policy maintained by the ATLP is reviewed on a regular basis, or upon legislative change. Where no fundamental changes are made to an existing policy and the Executive team support

the readoption of the policy for another year, policies are sent directly to the Trust Board/Committee as appropriate. Where fundamental changes are made, the revised policy draft is sent to an individual trustee for scrutiny ahead of being submitted for approval by the relevant Board/Committee.

The ATLP shares policy revisions with the following groups prior to seeking approval from the Trust Board/Committee.

- Union representatives (Workforce-related policies)
- Advocate representatives (specific policies as outlined in the respective Advocate Committees Terms of Reference)



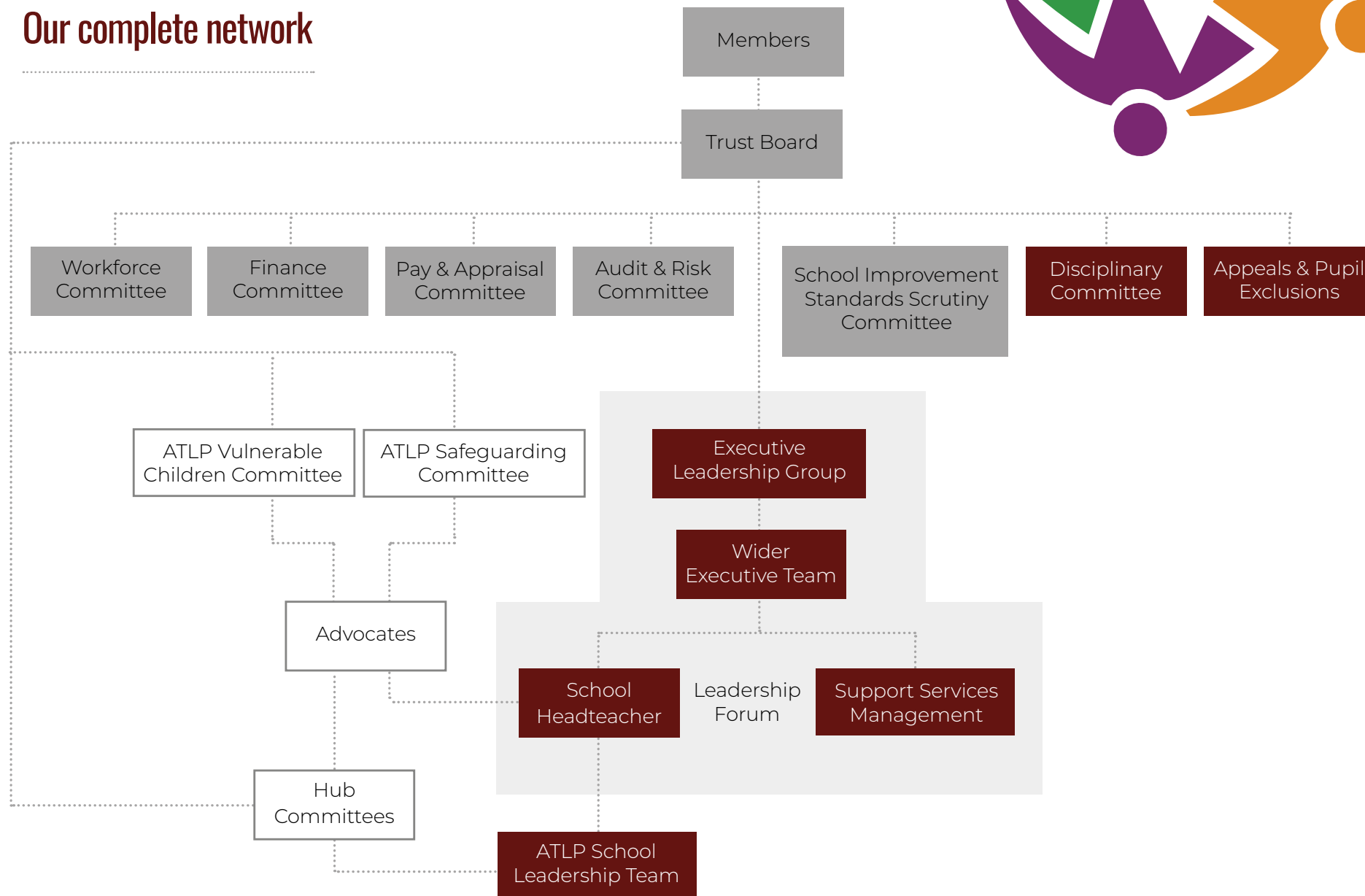


# Governance Overview

Children are at the  
**HEART**  
of everything we do



## Our complete network



**Key**

- Delegated decision-making authority holders: Individuals & Groups (Refer to Scheme of Delegation & related policies)
- Legal collective decision-making bodies & delegated committees
- Consultation bodies & individuals. Scope & authority as defined in ATLP's Scheme of Delegation. Limited decision-making powers
- Governance of North Birmingham Teaching School Hub per Department for Education Key Performance Indicators & Delivery Plan
- Leadership Forum

Following our reviews in 2021, the Arthur Terry Learning Partnership is implementing a new model for local school oversight.

Defined local governance representative roles known as Advocates will collaborate with school leaders and Trustees to enhance the strategic priorities of the individual school and the Trust as a whole.

The formation of trust-wide and hub committees is a shift away from traditional local governance in schools, seeking to help the ATLP retain a balance of strong community ethos and a proactive engagement with local voice, alongside the ATLP organisational identity.

**Our objectives were to achieve:**

- A strong local tier:
- 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

The structure reflects the Trust and its school's single shared vision, a single Board of Trustees and a single scheme of delegation. The governance structure is designed to reflect the overall legal responsibility of the Trust Board, and the direct link between individual school representation to both individual school and trustees.





# Governance Roles



## Advocate Committees

Advocate committees form the ATLP's local governance level. The purpose of the advocate committees is to facilitate collective consultation on key trust initiatives and policies, to share & disseminate best practice across the ATLP and to facilitate comprehensive communication channels and opportunities between the Trust Board and local governance (Advocate) representatives.

Advocate committees will be chaired by individuals appointed by the Trust Board (in some circumstances, the Committee Chair's will be Trustees).

Committee members include advocate representatives across the trust and ex-officio ATLP employee members as outlined in the relevant Committee's Terms of Reference.

## Advocates

Advocates are the ATLP's local governance representatives. Advocates main purpose is to support a defined school/s and provide feedback to Trustees as to whether the Trust is providing effective support that meets the needs of the schools/s. Each advocate role has a specific line of enquiry aligned with one of four advocate roles, that they monitor and provide feedback to trustees regarding overall effectiveness. These areas of responsibility include:

- Support & Challenge
- Safeguarding
- Vulnerable Children
- Community

Advocates meet collectively in hub groups with trustees present on a termly basis.

Advocates are expected to meet with relevant leaders/staff at their individual school at least termly to maintain effective oversight of their areas of responsibility. This may be a collective meeting or arranged individually between advocates and respective leaders (e.g. Safeguarding Advocate meets safeguarding LDSL 1-1).

Advocates are encouraged to come together with their school's advocate peers regularly to ensure they hold a comprehensive understanding of the schools strengths and weaknesses, frequency and nature of these meetings may be determined by the individual school and advocate groups.

## Trust Board Committees

The Trust Board has established several committees in order to facilitate effective scrutiny on behalf of the full Board. Trust Board Committees hold delegated decision-making authority. All decisions taken must be reported back at following Trust Board meetings.

### The Committees of the Trust Board include:

- Finance Committee
- Risk & Audit Committee
- School Improvement Standards Scrutiny Committee
- Workforce Committee
- Pay & Appraisal Committee
- Disciplinary Committees\*
- Appeals & Pupil Exclusions Committees\*
- Advocate Committees
  - Vulnerable Children Committee
  - Hub Committee (x3)

## The Trust Board is 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.

The Trust Board meets twice termly in order to discharge their responsibilities, which are further outlined in the Trust Board Terms of Reference.

Trustees are selected based on their skills, knowledge and experience. As outlined in the ATLP's Articles of Association, Appointment of Directors (s50 – 52), the number of trustees shall not be less than five and is not subject to any maximum. At least two trustees must be appointed by the Diocesan Corporate Member unless appointment of two should exceed 25% of the total number of trustees.

## Trustees

The terms Trustee and Director are used interchangeably as Trustees are also the directors of the company.

### As company directors<sup>4</sup>, Trustees are obliged under Companies Act 2006 to: -

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

ATLP's Trustees form the ATLP Trust Board, which holds the collective legal and regulatory accountability for the ATLP and its schools.

## Members

The Members are guardians of the governance of the Trust and as such have a different status to Trustees. They are the subscribers to the Memorandum and Articles of Association (the legal document which outlines the governance structure and how the Trust will operate). Only in exceptional circumstances may an individual be a Member whilst concurrently serving as a Trustee.

### The 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

The Board submits an annual report on the performance of the ATLP to the Members at the Annual General Meeting to enable them to fulfil these duties.



\* Committees do not have permanent members and will be formed as required in accordance with the relevant committee terms of reference.



## Advocate - Support & Challenge

### Key Objectives:

- To support headteachers to be great leaders.
- To monitor the impact of Trust practices at local level through following the line of enquiry:

Lines of enquiry:

Is the Trust ensuring children are receiving a high quality of education?

What support is being provided to school leaders? Is it impactful? And what, if any additional support is required?

- Champion ATLP vision & culture within the school.
- Ensure the school is putting the children at the heart of everything they do.
- To act as an escalation avenue..” delete and add “to refer to the headteacher or Trust Board as appropriate any significant matters of concern they become aware of.

### Duties & Responsibilities:

- Meet with the headteacher at least twice every term with additional flexible/informal meetings as needed.
- Build a supportive relationship with the headteacher; offer challenge, act as a sounding board and support both their wellbeing and continued learning.
- 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.
- Contribute feedback about the effectiveness of the Trust's governance arrangements on an annual basis.

## Advocate - Vulnerable Children



### 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.
- To monitor the impact of Trust strategy at the local level through following the line of enquiry: To what extent is the vulnerable children strategy impacting positively on my school community?
- Develop an understanding of what barriers to learning are in the local context & feed back into governance decision-making processes.
- Develop an understanding of what barriers to learning are in the local context & feed back into governance decision-making processes.

### Duties & Responsibilities:

- Act as eyes and ears at a local school level to monitor progress at the local level of the implementation of the Vulnerable children strategy.
- Meet termly with other vulnerable children advocates through the ATLP Vulnerable Children's Committee to discuss ongoing work, identify themes and review the impact of the strategy across the Trust.
- Contribute feedback about the effectiveness of the Trust's governance arrangements on an annual basis..

## Advocate - Safeguarding

### 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:

- Meet with the school/s relevant safeguarding lead/DSL on a half-termly basis to review;
  1. What training has taken place for staff since the last visit
  2. Confirm and provide evidence that all staff have received relevant L1 training
  3. How do leaders know that children are happy and safe? What work takes place to collect this information?
  4. How are staff supported to ensure that they carry out their safeguarding responsibilities each and every day? How do leaders know that staff are well-prepared?
  5. Have any safeguarding concerns been raised with leaders that do not meet the requirements/ expectations set out in the ATLP policy.
  6. Do leaders have specific needs, in relation to safeguarding, that are not being met by the Trust?
- Contribute feedback about the effectiveness of the Trust's governance arrangements on an annual basis.

## Advocate - Community

### Key Objectives:

- To maximise local community perspective and stakeholder voices that are considered in strategic planning and decision-making processes, routinely considering the line of enquiry 'to what extent is the school engaging with its local community'.
- 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 Church of England schools with Christian Distinctiveness Advocate: Ensure the Trust protects the Christian distinctiveness of the school.

### Duties & Responsibilities:

- 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.
- Contribute feedback about the effectiveness of the Trust's governance arrangements on an annual basis.



# Recruitment, Appointment & Key Onboarding Information



## Eligibility

In order to be eligible for appointment as a trustee/advocate/member, individuals must fulfil the following requirements. Individuals must be:

- Over the age of 18 years.
- Not employed by ATLP at the school which they serve as Advocate.
- Not subject to an undischarged bankrupt or sequestration Order, a bankruptcy restrictions Order, an interim Order, a moratorium period under a debt relief Order under Part 7A of the Insolvency Act 1986 or a debt relief restrictions Order or an interim Order under Schedule 4ZB to the Insolvency Act 1986.
- Not subject to a disqualification order made by a Court under the Company Directors Disqualification Act 1986 or The Company Directors Disqualification (Northern Ireland) Order 2002 or an order made under Section 429 (2) (b) of the Insolvency Act 1986.
- Not been dismissed or received a warning from their employer for behaving in a way that has caused harm to a child or is unsuitable to work with children.
- Not previously been removed from trusteeship of a charity by a Court or the Charity Commission and are not otherwise disqualified from acting as a charity trustee. A person is disqualified from acting as a charity trustee if:-
  - they have an unspent conviction for any offence involving dishonesty or deception;
  - they have an unspent conviction for specified terrorism offences;
  - they have an unspent conviction for a specified money

- laundering offence;
- they have an unspent conviction for specified bribery offences;
- they have an unspent conviction for the offence of contravening a Charity Commission Order or Direction;
- they have been removed under Section 34(5)(e) of the Charities and Trustee Investment (Scotland) Act 2005 or relevant earlier legislation from being concerned in the management or control of any body;
- they have an unspent conviction for offences of misconduct in public office, perjury or perverting the course of justice;
- they have an unspent conviction of aiding, attempting or abetting the above offences;
- they are on the sex offenders register;
- they have an unspent sanction for contempt of Court;
- they have been found guilty of disobeying an Order of the Charity Commission;
- they are a designated person under specific anti-terrorist legislation;

In accordance with the ATLP's Articles of Association, should an individual be a Local Authority Associated Person<sup>5</sup>, then confirmation must be provided that their appointment would be/is authorised by the local authority to which they are associated.

## Term of Office

The term of office for individual trustees and advocates is four years<sup>6</sup>, after which period individuals may stand for re-appointment. Trustees and advocates must not be disqualified from acting as such in order to stand for appointment or re-appointment.

## Recruitment

**The ATLP believes that diversity within its leadership and governance network is critical to its future development and actively seeks applications for governance roles from individuals from black, asian or minority ethnic backgrounds, and from those with a disability.**

## Advocates

To ensure consistency in the ATLP's approach to the appointment of school advocates, schools advise the Governance & Compliance Manager when a vacancy arises. Individuals who register interest in becoming an ATLP Advocate within the Arthur Terry Learning Partnership will be required to complete an Expression of Interest form. This will allow individuals to share their personal attributes, skills and knowledge with the ATLP's leadership ahead of interview and appointment to determine their suitability for the role in accordance with the skills and behaviours required by the respective committee.

The retention period of Expression of Interest forms shall be as follows:

- Unsuccessful applications: Retained for six months in the event of a new vacancy arising.
- Successful applicants: Retained until the end of their term of appointment.

## Trustees & Members

The recruitment process for trustees and members seeks to address the skills and knowledge gaps across the membership of the governance bodies, as identified through the annual skills review, and as identified during the course of business.

Recruitment to fill vacancies in these roles may involve multiple channels including leadership networking (followed by subsequent recommendations), and the placement of external adverts on various platforms including social media, job and volunteer boards.

Should a trustee position become available, the trustee vacancy will be shared on the ATLP website. Advocates and Trustees will be asked periodically to promote vacancies amongst their networks. Should any advocate wish to be considered for a trustee vacancy, they should inform the Governance & Compliance Manager.

**The ATLP seeks to achieve a balance of both skills and knowledge alongside parent voice at the local level to ensure that school communities are appropriately represented and skilfully served.**

Recruitment to fill vacancies will involve various platforms including social media, job and volunteer boards, and in some circumstances, letters to parents and school newsletters.

5. Local Authority Associated persons cannot represent more than 20% of Directors.

6. ATLP Articles of Association ref. 64





# Recruitment, Appointment & Key Onboarding Information



## Shortlisting

### Advocates

Shortlisting of advocate candidates will take place at the individual school level, with headteachers taking into consideration existing links with the school, diversity of representation, levels of knowledge and experience in the responsibilities of the role and the school's governance representatives as a whole. The ATLP reserves the right to close vacancies upon the identification of an appropriate candidate or should there be an overwhelming response.

If an individual's preferred school does not have sufficient vacancies to meet interest, individuals may be asked to consider supporting another school within the ATLP if vacancies exist, or have their details retained for six months in the event of a new vacancy arising. If they are willing to work with another school, their Expression of Interest form shall be shared with the respective school's headteacher.

### Parents

The ATLP will seek to avoid conducting any parent elections for local governance roles in order to avoid discouraging any interested applicants. The ATLP acknowledges that as committees are constituted on a trust-wide basis, the significant variance of parent numbers between ATLP schools may have a negative impact in ensuring appropriate representation of schools were elections held on a trust-wide basis. Where schools elect to have more than one advocate per role, advocates may determine

at the school-based level which individual will attend committee proceedings.

Accordingly, parents will be given the same shortlisting options as indicated above. Appropriate parent/carer conduct as outlined in the ATLP Parents Code of Conduct is a pre-requisite of a parent advocate's appointment and shall be considered in the shortlisting phase.

Schools shall not be obliged to share shortlisting outcomes with candidates in order to ensure that the data of third parties – i.e. other candidates is safeguarded.

### Trustees and Members

Shortlisting of trustee and member candidates will be conducted by any two of the following: Workforce Committee, Chief Executive Officer, Governance & Compliance Manager & Chair or Vice-Chair of the Trust Board. Shortlisting will be based on individual's experience, skills and behaviours to support the management of a robust trustee talent pipeline.

Should a vacancy arise amongst the two Church of England representative trustee positions for appointment by the Diocesan Corporate Member, then the Diocese Corporate Member may shortlist and/or appoint to the vacancies at their discretion.

## Selection and Appointment

### Advocates

Shortlisted advocates shall be invited to meet with the respective school's headteacher or delegated leadership representative (e.g.

DSL for safeguarding advocates). The meeting may take place in person or be held online. The purpose of the meeting is to confirm the applicant's self-assessment as outlined in the Expression of Interest, to outline the responsibilities of the role & to determine synergy. Following the meeting, headteachers may put forward an applicant for appointment to the Trust Board for ratification. Appointment is subject to satisfactory DBS and online checks.

### Trustees and Members

Shortlisted Trustees and Members shall be invited to meet with the Chief Executive Officer &/or Chair of the Trust Board. The meeting may take place in person or be held online. The purpose of the meeting is to confirm the individual's suitability for the role.

Should the Chief Executive Officer & Chair of the Board feel that the individual is suitable for appointment, a motion shall then be brought to the Trust Board to approve a formal recommendation for appointment to be sent to Members by way of an Ordinary Resolution.

The appointment of the Chair of Trustees will be further subject to a suitability check with the ESFA as soon as they are appointed.<sup>7</sup>

In accordance with the ATLP's Articles of Association, trustees shall for each school year elect a Chair and a Vice-Chair from among their number, who shall hold office as such until their successor has been elected. Should a vacancy arise in the office of Chair or Vice Chair, then trustees

shall at their next meeting, elect one of their number to fill the vacancy.

## Onboarding

Upon confirmation that an individual's appointment has been confirmed by trustees/members (as appropriate), the Governance & Compliance Manager will write to the individual to confirm the appointment and their start date, enclosing an initial induction pack. The induction pack contains a letter from the Chair of the Board and a number of forms that require completion (e.g. declaration of details), and key documents for review. Should the individual's DBS clearance have already been obtained, they shall be provided with access to the ATLP's IT platforms.

IT platforms that will be granted to governance network members include:

- Office365 ATLP email account
- Board and Committee meetings management
- ATLP Governance Sharepoint site

In order to assist with data security, all trustees/advocates/members are encouraged to use the ATLP (or ATLP-school based) email address where possible, and to consider GDPR implications when accessing documentation and corresponding with others.

Once individuals have been provided with IT access they are encouraged to test their access and report any issues to the Governance & Compliance Manager, before commencing mandatory training.

Relevant board/committee meetings shall be populated into the individuals ATLP calendar. Advocates should liaise with their respective school's headteacher or delegated contact regarding local meeting arrangements.

Children are at the  
**HEART**  
of everything we do

<sup>7</sup> <https://www.gov.uk/government/publications/academy-trust-chair-suitability-checks>





# Recruitment, Appointment & Key Onboarding Information



## Training

As part of the onboarding process, all advocates and trustees must complete on appointment, and then on a yearly basis, the mandatory safeguarding training as prescribed by the ATLP Safeguarding Lead.

The latest 'Keeping Children Safe in Education'8 guidance and completing the safeguarding training module prepared by the ATLP Safeguarding Lead. Advocates and Trustees must record on the nominated online portal that they have completed this training. Both the training material and the training record can be accessed through the [Governance Sharepoint site](#). Completion of mandatory training will be monitored by the ATLP as part of the annual safeguarding review.

Trustees and advocates are also required to review the DfE's general advice 'Protecting children from radicalisation: the prevent duty' within their first year of office.

All staff and volunteers at the ATLP are encouraged to keep learning, whatever their age and wherever they are in their knowledge

journey. Through continuing to build knowledge, individuals can make an even bigger impact. The Governance Sharepoint site includes several resource libraries to facilitate self-service learning including webinars, podcasts, publications and platforms which are frequently updated. Live internal & external CPD opportunities (e.g. webinars) are regularly added to the Events listing. Further training requirements as required may be discussed with the Governance & Compliance Manager and/or Chair of the Trust Board. Where Trustees or Advocates are requested to support Complaints, Exclusions or Disciplinary Panels, they will be directed to review the latest guidance and training materials available to support delivery of their duties

## Skills Assessment

The Academy Trust Handbook requires all academy trusts to identify and fill any skills and knowledge gaps in their governance arrangements through recruitment or training. This should be undertaken regularly, at least biennially. The ATLP conducts a regular 'Skills and Knowledge Audit', which draws upon the DfE Competency Framework & sample assessment templates developed by sector bodies. It is not expected that any individual will have all the skills listed.

The ATLP governance network is a team, and the purpose of the audit is to ensure that each skill/ area of knowledge is facilitated

through at least one representative within the trustee and/or advocate network. Experience and skills within the audit may come from individual's professional or personal lives. When considering the skills listed, it is important to remember that governance is a 'thinking' not a 'doing' role – strategic not operational. This means that the skills and knowledge sought are those which enable advocates, trustees and members to ask the right questions, analyse data and have focussed discussions which create robust accountability for ATLP's leaders.

Outcomes of the skills and knowledge audit are used to inform the identification and selection of training materials and CPD opportunities made available through the event listings, resource and training libraries on the Governance Sharepoint site.

## Expenses

In accordance with regulations and charities law, trustees/advocates/ members must not receive any financial or non-financial benefit that is not explicitly authorised by the articles of association or the Charity Commission, however reasonable out-of-pocket expenses may be eligible for reimbursement.

The ATLP Travel & Expense Policy outlines the criteria, process for submission and payment of expenses that may be incurred by trustees/advocates/members in the course of their duties, subject to prior application and approval by the Governance & Compliance Manager.

## Insurance

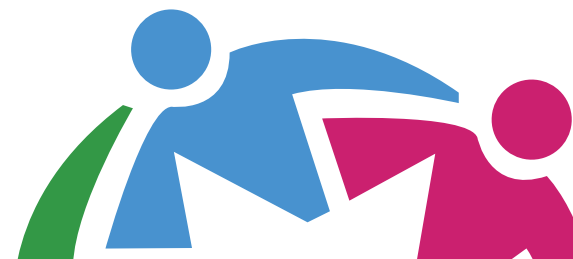
The ATLP maintains appropriate indemnity for all ATLP trustees/ advocates/members through the provision of insurance. Any enquiries in relation to the related insurance policy should be directed to the ATLP Operations & Estates Director.

## Support

The trust's leadership team will always be the principal source of support for the Governance Network. The Governance & Compliance Manager can be contacted by email at [Katherine.Thomas@atlp.org.uk](mailto:Katherine.Thomas@atlp.org.uk)

## The Trust also provides

- Guidance, including this handbook and advocate/ trustee briefing notes
- Termly briefings
- Two dedicated Governance login areas
  - Governor Hub (Board and Committee meeting-related material)
  - Governance Sharepoint site – General governance information, suggested sources of information & training resource centre
- Support and answers to questions as required
- Governance review and audits





# Governance Behaviours



## Conflicts of Interest

It is important that members, trustees, advocates and staff not only act impartially, but are also seen to act impartially. The governance network and school staff across the ATLP have a responsibility to avoid any conflict between their business and personal interests and affairs and those of the ATLP and its schools. Careful management of, and the avoidance of conflicts of interest are also requirements of both the ATLP Articles of Association and the ESFA Academies Financial Handbook<sup>9</sup> in accordance with the Nolan Principles of Public Life<sup>10</sup> which apply to anyone who works as a public office-holder.

There is a legal duty on all governance members and staff to declare an interest likely to lead to questions of bias when considering any item of business at a meeting and for the member, trustee, advocate or staff member concerned to withdraw, if necessary, whilst the matter is considered. To help put this duty into practice, the ATLP is required to establish and maintain a register of interests indicating, for all members, trustees, advocates and staff any business, pecuniary and other interests. This should include, if appropriate, the company by whom they are employed, directorships, significant shareholdings or other appointments of influence within a business or other organisation which may have dealings with the ATLP or school.

9. Academy trusts must comply with the Education & Skills Funding Agency (ESFA) Academies Financial Handbook as a condition of their funding agreement.

10. See Appendix 1

## Declarations

Members, Trustees and Advocates are required to complete several declarations when they take up office, and then annually at their first meeting in the new Academic Year. These include:

- Confirmation that they have read and understood their obligations under the most recent publication of Keeping Children Safe in Education (KCSIE)
- Confirm their business or other interests
- Confirm that they are not “disqualified” from being a member of the governance network
- Confirm their ‘Willingness to Act’ and personal details for publication, which includes confirmation that they will uphold the Objects of the Company.

These declarations are an audit requirement and should be completed through the Governance Sharepoint site. Information will be provided to support this process.

Should a member of staff wish take on a trusteeship, governorship or engage in any business or personal interest that may be viewed as a conflict of interest, they should advise the Governance & Compliance Manager and update their Declaration of Interest.

## Publication of Details

In accordance with school governance requirements as defined by the ESFA & DfE, specific details relating to trustees, advocates and members must be published and form part of the trust’s formal record. These publication requirements include:

- Trustees, advocates and members name, term of office, role, committee membership, meeting attendance and declaration of interests shall be published centrally on the ATLP website and may be reproduced on ATLP school’s websites where appropriate.
- Name, term of office, role, and appointing body will be published on the National Government Database of Members, Trustees and Governors (GIAS).
- Trustee name, term of office, role, committee membership & meeting attendance for the previous year will be published in the ATLP Annual Report.
- Trustee name, any former names, address, occupation, ATLP role, date of birth of trustees will be published on the Companies House register.

In order to meet our legislative requirements with respect to the publication of details & any hardcopy communications, please update the Governance & Compliance Manager within two weeks should any of the personal details outlined above change (i.e. name, home address etc). The company defaults to setting all trustee’s correspondence address as The Arthur Terry School.

## Code of Conduct and Nolan Principles

The ATLP adopts the voluntary sector-led Academy Trust Governance Code. The Code sets out the expectations and commitments required in order for the governance network to properly carry out its work with ATLP schools and their communities. It is the document by which we can hold each other to account for our conduct and adheres to the Nolan Seven Principles of public duty - honesty, integrity, selflessness, objectivity, leadership, accountability and openness.

**The “Nolan principles” (named after the Chair of the Government Committee on the Standard of Public Life) were published in 1994, outlining seven principles considered to embody an ethical code expected of all who serve in the public sector be them employees or volunteers.**

**The ATLP requires all employees and members of the governance network to uphold these principles:**

### 1 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.

### 2 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.

### 3 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.

### 4 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.

### 5 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.

### 6 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.

### 7 Leadership:

Holders of public office should promote and support these principles by leadership and example





# Governance Behaviours

## Visiting ATLP schools

In fulfilling their core duties and responsibilities, trustees/advocates/members will be expected to visit school sites.

For activities other than attending board and/or committee meetings or events organised by the school, trustees/advocates/members are requested to follow the procedure below:

For trustee visits, arrangements will be discussed and agreed between the Chair of the Trust Board and CEO's Assistant, in liaison with appropriate members of the senior leadership team. Trustees will show regard to the ATLP Trustee school visit guidance.

For advocate visits to their home school, arrangements will be discussed and agreed between the Advocate Committee Chair and Governance & Compliance Manager, in liaison with appropriate members of the senior leadership team of the school.

For committee meetings/visits that are part of a procedural framework (i.e. Exclusions/Complaints) arrangements shall be made by the Governance & Compliance Manager of PA to the CEO.

ATLP schools will make every effort to accommodate the request of trustees/advocate/members but may not always be able to agree to specific dates, times or site visits. Personal visits to ATLP schools, or volunteer activity or participation in fundraising events that are not related to the trustee/advocate/member's role are not covered by this procedure. Trustees/advocates/

members must abide by the rules of the event.

## Meeting Etiquette

The ATLP maintains Terms of Reference for the Trust Board and its established committees which outline the scope of their delegated responsibilities and powers, including details pertaining to each bodies membership, the committees duties and responsibilities, along with meeting frequency, quoracy, and minute-taking arrangements.

If a trustee or advocate wants to submit an item for inclusion in the board or one of its established committee's agenda, they should forward their request to the Governance & Compliance Manager at least 14 working days before the meeting. Late items of an urgent nature may be added to the list of any other business, at the discretion of the respective chair.

Due to the geographical spread of schools and governance network representatives, all committee meetings will be held online through Microsoft Teams unless specified otherwise by the respective Committee Chair in advance and in agreement with attendees. The Trust Board will endeavour to meet in person unless practicalities associated with the specific meeting dictate that a meeting must move online.

Specific provisions are articulated in the ATLP's Articles of Association ref 19-44 with relation to the calling and procedures of General Meetings.

## Decision-making processes

The ATLP Terms of Reference outline the specific provisions required in order for the Trust Board and its established committees to take decisions, particularly with respect to quoracy, voting procedures and voting rights.

Should there be a requirement for a decision for the Trust Board or its committees to be taken outside of the established meeting framework/calendar, there are two options available.

- 1) Under Chair's Emergency Powers outlined in the Terms of Reference, the Chair of the Trust Board or in the absence of the Chair; the Vice-Chair, may take such action as the Chair may think fit to protect the interests of the Trust, any school within the Trust, any student or employee of the Trust or any other member of the school community as the Chair may think fit in circumstances where in the opinion of the Chair it would not be reasonably possible to convene a meeting of the Trust Board or a relevant committee in the time necessary to protect such interests.
- 2) An Ordinary Resolution may drawn up by the Governance & Compliance Manager and sent to each trustee (or Members as appropriate), whom must sign and return a copy of the resolution without having to hold a specific meeting. Further details on Resolutions are available in Appendix 5.

The ATLP Articles make no provision for decision-taking by email or by separate telephone conversations.

In accordance with the Scheme of Delegation, certain decisions are retained for ATLP Members that require Ordinary or Special Resolutions. These are outlined in Appendix 5.

## Resignations/Terminations/ Re-appointment

Until notice of resignation or termination takes effect, trustees/advocates/members are still included in determinations of quoracy and decision-making processes. Individuals are thus encouraged to continue active service until that date (i.e. checking and responding to emails, resolutions etc).

Upon resignations or terminations taking effect, access granted in the course of ATLP duties (e.g. IT and premises access if applicable) shall be terminated. The Governance & Compliance Manager will be responsible for updating the governance network, the individual's SCR and associated publication platforms (i.e. ATLP website, GIAS, Companies House as appropriate).





# Governance Behaviours



## *Advocate resignations*

Advocates may resign their position by providing written notice to the ATLP. Notice should be sent to the Governance & Compliance Manager who will inform their respective Committee Chair and Headteacher.

There is no set notice period, however Advocates are strongly recommended to provide at least one month's notice where possible to mitigate against potential subsequent quoracy challenges for Advocate Committees. The ATLP does recognise however that individual's circumstances may change, and this is not always practical or possible.

## *Trustee & Member resignations*

In accordance with the ATLP Articles of Association trustees and members are required to provide written notice of their resignation to the company by way of the Governance & Compliance Manager who will share the notice with both the Chair of the Trust Board and the Chief Executive Officer. There is no set notice period, however trustees/members are strongly recommended to provide notice of at least three months where possible to allow for related recruitment as to not adversely impact on the constitution of Board committees and the Members Board. A minimum of three members and five trustees must remain in office when the notice of any trustee/member resignation is to take effect.

Trustees and members are still included in determinations of quoracy and decision-making processes (i.e. votes and written resolutions) until the notice of resignation takes effect.

In accordance with the ATLP's Articles of Association, Trustees elected as Chair or Vice Chair of the Trust Board shall hold office until their successor has been elected.

## *Terminations: Trustee & Advocate*

In accordance with the ATLP's Articles of Association, a trustee or advocate may have their appointment terminated if they become ineligible to be a member of the governance network due to the following;

- If they are absent without the permission of trustees from all of their meetings held within a period of six months, and trustees resolve that their position be vacated.
- If they become incapacitated by reason of illness or injury of managing or administering their own affairs
- If they have not provided the undertakings required by their position in the appointment paperwork;
- If they are declared bankrupt and/or their estate is seized, or if they are the subject of bankruptcy restrictions order or an interim order
- If they are subject to a disqualification order

- If they are found to have engaged in any misconduct or have failed to disclose any information that would confirm unsuitability to work with children;
- If they are found to have been convicted of any criminal offence

Prior to termination taking place, the trustee/advocate will be advised that a motion for their termination will be raised at the next Trust Board meeting, and request contact to be made within two weeks if they wish to discuss. The individual will be suspended from their role during this period.

The correspondence shall include the intended date of effect. Should an individual seek to continue their appointment, their response will be shared with the Trust Board for consideration. If the individual does not respond, the motion will be received by the Trust Board or the committee to whom the Trust Board delegates consideration of the matter, and the Governance & Compliance Manager shall communicate the decision as available, and take appropriate steps as outlined earlier in this section.

Should the Trust Board determine to terminate the appointment, trustees and advocates may have recourse to the ATLP Appeals Process.

In the event that trustees wish to remove the Chair or Vice-Chair<sup>11</sup> from office, two meetings of the Board of Trustees must be called with no less than fourteen days between them, with the matter of their termination specified as an item of business on the agenda for each meeting, accompanied by the passing of a resolution at the second meeting of trustees. The reasons for seeking their removal from office should be stated at both meetings, and the Chair or Vice-Chair must be given an opportunity to make a statement in response.

## *Terminations: Members*

Should the Members wish to terminate the appointment of a Member peer, the Members with the written consent of the Diocesan Corporate Member may agree by passing a special resolution, which shall be prepared by the Governance & Compliance Manager. The Member whose proposed removal is the subject of the resolution shall not be entitled to vote on that resolution.

Should the Special Resolution be passed, the Governance & Compliance manager shall communicate the decision as available, and take appropriate steps as outlined earlier in this section.

11. ATLP Articles of Association ref 90-92.





# Appendix 1a: Code of Conduct



## Overview

This code sets out the expectations and commitment required from Members, Trustees and Advocates as to the standards and behaviours that The Arthur Terry Learning Partnership (“ATLP”) expects from the Trust Board (“Board”) and its established committees (individually and collectively) when acting on behalf of, or representing, the ATLP and any one of its schools.

This code of conduct should be read in conjunction with:

- the duties and responsibilities of trustees, members and advocates
- the ATLP’s articles of association;
- the ATLP’s meeting etiquette protocol;
- the ATLP’s policy and procedures covering conflicts of interest, anti-money laundering and anti-bribery, the declaration, acceptance and refusal of gifts and hospitality; and
- the ATLP’s mission, vision and values.

## Why we have a Code of Conduct

The ATLP Trust Board holds ultimate responsibility for all actions carried out by staff and committees and volunteers throughout the ATLP’s activities by Ofsted, the Department for Education and the Charities Commission. This responsibility includes the stewardship of charitable resources, public funds and the delivery of continuous improvement in education.

The board is therefore determined to ensure the ATLP inspires confidence and trust among its staff, students and their communities by demonstrating integrity, and avoiding any potential or real situations of undue bias or influence in decision-making processes and in dealings with staff, pupils, parents and volunteers.

The articles of association of the ATLP make provision for the appointment of trustees, members and advocates, practice and procedure of decision making, tenure of office and ultimately the removal of governance representatives.

The ATLP adopts the UK Code of Conduct for Board Members of Public Bodies June 2019. The ATLP also has regard for the Academy Trust Governance Code<sup>12</sup> (“the Code”) published in 2024, having been developed by a group of sector-based organisations, co-chaired by CGIUKI & the Confederation of School Trusts. Both codes complement the articles of association and administrative documents. The full code is accessible at <https://atgc.org.uk>

## Introduction

As a public office holder, your behaviour and actions must be governed by the principles set out in this Code of Conduct. It is your responsibility to ensure that you are familiar with, and comply with, all the relevant provisions of the Code.

## Key principles of public life

The key principles upon which this Code of Conduct is based are the Seven Principles of Public Life. These are:

### 1. Selflessness

Holders of public office should act solely in terms of the public interest.

### 2. Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

### 3. Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the

best evidence and without discrimination or bias.

### 4. Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

### 5. Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

### 6. Honesty

Holders of public office should be truthful.

### 7. Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

These principles should inform your actions and decisions as an Advocate, Trustee or Member.

## General conduct

### Use of Public Funds

You have a duty to ensure the safeguarding of public funds and the proper custody of assets which have been publicly funded.

You must carry out these obligations responsibly – that is, take appropriate measures to ensure that the body uses resources efficiently, economically and effectively, avoiding waste and extravagance. It will always be an improper use of public

funds for public bodies to employ consultants or other companies to lobby Parliament, Government or political parties.

### Allowances

You must comply with the rules set by the board and the public body regarding remuneration, allowances and expenses. It is your responsibility to ensure compliance with all relevant HM Revenue and Customs’ requirements concerning payments, including expenses.

### Gifts and Hospitality

You must not accept any gifts or hospitality which might, or might reasonably appear to, compromise your personal judgement or integrity or place you under an improper obligation.

You must never canvass or seek gifts or hospitality.

You must comply with the rules set by the ATLP on the acceptance of gifts and hospitality. You should inform the Chair of the Trust Board, CFOO or Governance & Compliance Manager of any offer of gifts or hospitality and ensure that, where a gift or hospitality is accepted, this is recorded in a public register in line with the rules set by the body.

You are responsible for your decisions on the acceptance of gifts or hospitality and for ensuring that any gifts or hospitality accepted can stand up to public scrutiny and do not bring your public office and the public body into disrepute.

### Use of Official Resources

You must not misuse official resources for personal gain or for political purposes. Deployment of such resources must be in line with the body’s rules on their usage.

## Use of Official Information

You must not misuse information gained in the course of your public service for personal gain or for political purpose.

You must not disclose any information which is confidential in nature or which is provided in confidence without authority. This duty continues to apply after you have concluded your service with the ATLP.

## Political Activity

In your public role, you should be, and be seen to be, politically impartial. You should not occupy a paid party political post or hold a particularly sensitive or high-profile role in a political party. You should abstain from all controversial political activity and comply with the principles set out in Cabinet Office rules on attendance at party conferences and on conduct during the period prior to elections and referendums, whether local or national.

On matters directly related to the work of the ATLP, you should not make political statements or engage in any other political activity.

You should inform the Chair, Chief Executive or Governance & Compliance Manager before undertaking any significant political activity. Subject to the above, you may engage in political activity but should, at all times, remain conscious of your responsibilities as a member of the ATLP governance network and exercise proper discretion.

12. The term ‘Advocate’ indicates individuals involved in local school governance, commonly known as Governor’s. The term was changed following the governance review in order to minimise confusion due to change of responsibilities.

13. <https://atgc.org.uk>



# Appendix 1a: Code of Conduct



If you are an MP, member of the House of Lords, member of a devolved legislature, directly elected mayor, local councillor or police and crime commissioner, you are exempt from these requirements. There is no bar on such representatives taking a political party whip relating to their political role. You must exercise proper discretion on matters directly related to the work of the body and recognise that certain political activities may be incompatible with your role as a governance representative. You should not allow yourself to become embroiled in matters of political controversy.

In your official capacity, you should be even-handed in all dealings with political parties.

## Conflicts of Interest

When accepting an appointment to the ATLP governance network, you should consider if any conflicts of interest arise from your private interests or by virtue of any other roles you hold. You should consider, with advice from the appointing department how these should best be managed, and agree these with the ATLP.

You must ensure that no conflict arises, or could reasonably be perceived to arise, between your public duties and your private interests, financial or otherwise.

You must comply with the rules of the ATLP on handling conflicts of interests. As a minimum, these will require you to declare publicly, usually in the body's register of interests, any private financial or non-financial interests of your

own, or of close family members, which may, or may be perceived to, conflict with your public duties. The rules will also require you to remove yourself from the discussion or determination of matters in which you have a financial interest. In matters in which you have a non-financial interest, you should not participate in the discussion or determination of a matter where the interest might suggest a danger of bias.

It is your responsibility to ensure that you are familiar with the ATLP's rules on handling conflicts of interests, that you comply with these rules and that your entry in the body's public register of members' interests is accurate and up-to-date.

## Responsibilities as a member of the governance network

You should play a full and active role in the work of the body. You should fulfil your duties and responsibilities responsibly and, at all times, act in good faith and in the best interests of the ATLP.

You should promote an inclusive and diverse culture in the body and your actions should help create an environment where different perspectives and backgrounds are encouraged and valued.

You should deal with the public and their affairs fairly, efficiently, promptly, effectively and sensitively, to the best of your ability. You must not act in a way that unjustifiably favours or discriminates against particular individuals or interests.

You must not harass, bully or act inappropriately towards or discriminate towards others. Such behaviour is not consistent with what is expected of you as a governance representative and will not be tolerated.

You must comply with any statutory or administrative requirements relating to your post.

You should respect the principle of collective decision-making and corporate responsibility. This means that, once the board or committee has made a decision, you should support that decision.

You must not use, or attempt to use, the opportunity of public service to promote your personal interests or those of any connected person, firm, business or other organisation.

You must inform the Governance & Compliance Manager of any bankruptcy, current police investigation, unspent criminal conviction or disqualification as a company director in advance of appointment, or should any such instances occur during your appointment. You must also advise of any change in your circumstances which results in you becoming bankrupt, subject to a police investigation, convicted of a criminal offence or disqualified from being a company director.

## Responsibilities towards employees

You will treat any staff employed by the ATLP with courtesy and respect. It is expected that employees will show you the same consideration in return.

You will not ask or encourage employees to act in any way which would conflict with their own Code of Conduct.

## Social Media

Social media is a public forum and the same considerations, including the provisions of this Code, apply as would to speaking in public or writing something for publication, either officially or in a personal capacity. When engaging with social media you should at all times respect confidentiality, financial, legal and personal information.

Where any personal social media accounts used by you make reference or link to your public role, you should take care to ensure that it is clear in what capacity you are acting.

## Raising concerns

You should ensure that the ATLP has an open, transparent and safe working environment where employees feel able to speak up and raise concerns, and complaints procedures are clearly communicated to them.

If you have a concern about a possible breach of this Code, a concern that you or any staff of the ATLP are being asked to act in contravention of their own code of conduct, or a concern about misconduct or wrongdoing in any other areas, then you have a responsibility to raise that internally with the Chair of the ATLP Trust Board, or the named contacts in the Whistleblowing policy maintained by the ATLP.

## Breach of code of conduct

In addition to this code of conduct, a complaints policy operates to cover allegations made against trustees/advocates/members that appear to breach the spirit of the code or specific conditions of service. Ideally any penalties for non-compliance would never need to be applied.

Non-compliance with the code of conduct may result in action being taken as follows:

- Where misconduct takes place, the Chair of the relevant Board/Committee may be authorised to take such action as may be immediately required, including the exclusion of the person concerned from a meeting.
- Where such misconduct is alleged, it shall be open to the board or a designated sub-committee which may also include a committee comprised of the CEO, CFOO & Governance & Compliance Manager to decide, by simple majority of those in attendance, to lay a formal charge of misconduct. In such instances it will be the responsibility of the board to:
  - inform the trustee/advocate/member in writing of the nature of the allegation of breach and initiate an investigation. The individual shall be invited to provide a response within a defined timescale;
  - invite the trustee/advocate/member to address the board or delegated sub-committee in person if the matter cannot be resolved satisfactorily through correspondence;
  - decide, by simple majority of those present and voting, whether to uphold the charge of the breach and conduct detrimental to the ATLP; and
  - impose such sanctions as shall be deemed appropriate. Sanctions

will range from the issuing of a written warning as to the trustee/advocate/member's future conduct and consequences, and the removal of the individual from office.

Should any individual who holds both governance representative and either permanent or temporary employment role be subject to misconduct allegations during their employment, the advocate role shall be suspended during the investigation which shall be conducted in line with their employment.

If the Trust ceases to use the services of an employee or agency worker who is also a governance representative due to misconduct, the findings of the HR investigation shall be shared with the Board or delegated sub-committee to decide and impose by simple majority what sanctions are appropriate. As outlined previously this may include the removal of the individual from office.

Should a trustee be found in breach of the code, in line with the ATLP Scheme of Delegation, final approval of any decision made lies with the Members of the ATLP.

If a Member is in breach of the code, as per Article 13, other Members have the right, by written notice delivered to the Office, to remove any Member appointed by them and to appoint a replacement Member.

Further information regarding any aspects of this code of conduct can be requested from the Governance & Compliance Manager.



# Appendix 1b: Academy Trust Governance Code



## Principle 1. Delivering the Academy Trust's charitable Objects

The Academy Trust's Articles of Association sets out the Academy Trust's charitable Objects and how those must be fulfilled. The Board is clear about its aims and ensures that they are being delivered effectively and sustainably.

### Rationale

Charities, including Academy Trusts, exist to fulfil their charitable Objects. As charity trustees, Directors have a responsibility to understand the environment in which the Academy Trust is operating and to ensure it fulfils its charitable Objects as effectively as possible with the resources available.

### Key outcomes

1.1 The Board has a shared understanding of, and commitment to, the Academy Trust's charitable Objects and aims and can articulate these clearly. In the context of academies with a religious designation this includes upholding the distinctive religious character of those academies.

1.2 The Board can demonstrate that the Academy Trust is effective in achieving its charitable Objects and agreed outcomes.

## Principle 2. Leadership

The Academy Trust is led by an effective Board that provides strategic governance in line with the aims and values of the Academy Trust and engages effectively with its Members.

### Rationale

Strong and effective Academy Trust governance ensures the Academy Trust adopts a strategy that effectively and efficiently achieves its aims and charitable Objects. It also sets the culture for the Academy Trust, including its vision, values and desired culture.

### Key outcomes

2.1 The Directors accept collective responsibility for ensuring that the Academy Trust has an ambitious vision with clear and relevant values and aims, a strategy for achieving them and appropriate progress reporting indicators. In the case of Voluntary Academies, the Board meets its legal duty to uphold the charitable Objects to account for the relationship with the Academy's Foundation.

2.2 The Board leads by example and requires anyone representing the Academy Trust to reflect its values positively. The Academy Trust's values are reflected in its work, with the ethos and culture of the Academy Trust underpinning the delivery of all activities.

## Principle 3. Integrity

The Board acts with integrity, adopting values and creating a culture which helps achieve the Academy Trust's charitable Objects. The Board is aware of the importance of public confidence and trust in Academy Trusts and their Schools, and the Board undertakes its duties accordingly.

### Rationale

Delivering the Academy Trust's charitable Objects should be at the heart of everything the Board does. This may involve the Board making decisions that are difficult or unpopular.

Directors should show the highest levels of personal integrity and conduct, in accordance with the Principles of Public Life. All involved in the governance and leadership of an Academy Trust should recognise their responsibilities in relation to safeguarding, SEND and the promotion of British Values and in the case of Schools with a religious designation, the distinctive religious character and ethos of the School.

To achieve this the Board and Executive Leadership Team should create a culture that supports the Academy Trust's values and adopt behaviours and policies in line with these values, setting aside any personal interests or loyalties.

### Key outcomes

3.1 By observing the specific requirements of the Principles of Public Life, the Board safeguards and promotes the Academy Trust's reputation by living its values and by extension encourages public confidence in the wider academy sector.

3.2 The Board, Members and those on Academy Trust and Local Committees undertake their duties in the best interests of the Academy Trust's charitable Objects, creating a safe, respectful and welcoming environment for those who engage with the Academy Trust.

3.3 The Board makes objective decisions about delivering the Academy Trust's charitable Objects and aims<sup>4</sup>.

3.4 Board decision making is not unduly influenced by those who may have special or personal interests which may cause a conflict of interest or loyalty if not properly recognised and managed. All relevant interests are declared and, where relevant, those Directors who are conflicted withdraw from the discussion and decision making.

3.5 The Board's decisions and actions are consistent with the Academy Trust's stated values.

4. In Voluntary Academies, the Board will make objective decisions about delivering the Academy Trust's charitable Objects in accordance with the overarching values of Academy's Foundation.

## Principle 4. Decision making, risk and control

The Board ensures that its decision-making processes are evidence-informed, rigorous and timely and that effective delegation, control, risk assessment and management systems are set up and monitored. There is effective reporting at all levels of Academy Trust governance to ensure decisions are taken at the correct level in accordance with the Articles of Association and Scheme of Delegation<sup>5</sup>.

### Rationale

The Board is accountable for the decisions and actions of the Academy Trust, but it cannot and should not do everything. The Board is required by statute or its Articles of Association, to make certain decisions: i.e. those matters that must not be delegated. Beyond this, the Board needs to determine which matters it will make decisions about and which it will delegate to committees or individuals.

The Board can delegate authority and powers but not accountability. Where the Board has delegated functions, it needs to implement suitable financial and related controls, performance oversight and reporting arrangements to make sure it oversees these matters effectively. The Board must also identify and assess risks and opportunities for the Academy Trust and decide how best to deal with them, including assessing

whether they are manageable or worth taking.

### Key outcomes

4.1 The Board is clear that its focus is on strategy, performance and assurance, and not operational matters. The Board reflects this in what it delegates to its committees, local governance arrangements and individuals through the Academy Trust's Scheme of Delegation and Terms of Reference.

4.2 The Board has a sound decision making, monitoring and risk assurance framework which helps the Academy Trust deliver its charitable Objects. It ensures that the full range of financial and nonfinancial risks are monitored, reviewed and appropriate mitigating actions taken as needed.

4.3 The Board promotes a culture of sound management of resources whilst understanding that being over-cautious and risk averse can itself be a risk and hinder innovation and progress.

4.4 Where aspects of the Board's role are delegated to Board committees, Local Committees, staff or contractors, the Board ensures

5. In the context of Voluntary Academies consent will be required on specific issues from the Academy's Foundation. Appropriate reporting, retains oversight and remains accountable. The Board records delegations in writing and regularly reviews them to ensure they remain effective and fit for purpose, making amendments as and when required.



# Appendix 1b: Academy Trust Governance Code

## Principle 5. Board effectiveness

The Board works as an effective team, using the appropriate balance of knowledge, skills, experience, and backgrounds to make informed decisions.

### Rationale

The Board provides a key role in ensuring the Academy Trust thrives. The tone the Board sets through its leadership, behaviour, culture and overall performance is critical to the Academy Trust's success. It is important to have a rigorous approach to the Board's recruitment, conduct, performance and development. In an effective team, Directors feel it is safe to suggest, question and challenge ideas and the Board ensures that difficult topics are addressed not avoided.

### Key outcomes

5.1 The Board's culture, behaviours and processes help it to be effective; this includes accepting and resolving challenges or different views.

5.2 All Directors have appropriate skills and knowledge of the Academy Trust and can give enough time to be effective in their role.

5.3 The Chair enables the Board to work as an effective team by developing strong working relationships between Directors

and creates a culture where differences are aired and resolved.

5.4 The Board takes decisions collectively and confidently, respecting issues of confidentiality. Once decisions are made the Board unites behind them and accepts them as binding.

5.5 There are strong relationships and effective communications with local stakeholders that informs decision making.

## Principle 6. Equality, diversity and inclusion

### Rationale

Advancing equality, diversity and inclusion matters helps a Board to make better decisions. This requires commitment and should help an Academy Trust to understand the communities and Pupils its academies serve and to deliver its charitable Objects. Recognising and countering any imbalances in power, perspectives and opportunities in the Academy Trust, and in the attitudes and behaviours of Directors, staff and Pupils, helps to make sure the Academy Trust achieves its charitable Objects.

Maintaining a focus on equality, diversity and inclusion enables the Board to fulfil its responsibility to ensure that the Academy Trust's Schools meet the three aims of the [Public Sector Equality Duty](#).

All Directors have the same accountability for the Academy Trust, so they must have equal opportunity to contribute to decision making. Board diversity is important because it supports more diverse, inclusive and culturally sensitive decision making.

Equality and diversity are only effective and sustainable when the Board works to be inclusive, guaranteeing accessibility to ensure that all Directors are welcomed, valued and able to contribute to the charitable Objects of the Academy Trust and to adhere to the agreed values of the Academy Trust.

Boards that commit to equality, diversity and inclusion are more likely to set a positive example and tone for the Academy Trust by following an appropriate strategy for delivering its charitable Objects and setting inclusive values and supportive culture. The Board should consider the impact of its diversity in acting as role models and ambassadors for the Pupils and communities it seeks to serve.

### Key outcomes

6.1 The principles of equality, diversity and inclusion are valued and embedded across the Academy Trust and help to deliver its charitable Objects.

6.2 The Board supports governance at all levels to have a focus on equality, diversity and inclusion that ensures the Academy Trust's Schools meet the three aims of the Public Sector Equality Duty.

6.3 Obstacles to participation are reduced, with the Academy Trust's activities designed and open for

everyone included within its charitable Objects, and, where relevant, in accordance with any overarching principle of its Foundation. This supports the Academy Trust to challenge inequality and achieve improved equality of outcomes.

6.4 The Board is more effective because its diverse perspectives, experiences and skills are valued and embedded.

## Principle 7. Openness and accountability

The Board leads the Academy Trust in being transparent and accountable. The Academy Trust is open in its work, unless there is good reason for it not to be.

### Rationale

The public's confidence that an Academy Trust is delivering high quality and safe educational experiences in meeting its charitable Objects is fundamental to its success, reputation and by extension the success of the Academy Trust sector. Making accountability real, through genuine and open two-way communication that celebrates success and demonstrates willingness to learn from mistakes, helps to build trust and confidence, and earns and maintains legitimacy.

### Key outcomes

7.1 The Academy Trust's work and impact are appreciated by all its stakeholders, partners and the wider School community.

7.2 The Board ensures that the Academy Trust's performance and interaction with its stakeholders are guided by the values, ethics and culture determined by the Board. Directors make sure that the Academy Trust collaborates with stakeholders and partners, to promote sound ethical conducts.

7.3 The Board recognises its responsibility for building public trust and confidence in its work.

7.4 The Board is seen to have legitimacy in representing its Pupils, parents and carers, staff and wider communities.

7.5 The Board works collaboratively to ensure governance is robust, effective and proportionate.

7.6 The Board is transparent about the Academy Trust's governance arrangements, publishing details in an accessible format on the Academy Trust's website.





# Appendix 2: Glossary



## Terms used with finance

### ESFA - Education and Skills Funding Agency

Government body accountable for funding education and training for children and young people. Used to be known as the EFA.

### GAG – General Annual Grant Statement

Funding statement from the ESFA received annually for the forthcoming year.

### Condition of Funding

For students aged 16-19 there are conditions that the ESFA apply to their funding. For example students who do not have an A\* to C, and now grade 9 to 4 in GCSE English and or Maths, must be timetabled to re-sit these subjects. Failure to do so leads to a reduction in funding for that student. There are many other conditions, a few examples include:

- Students planned hours of study (must be 540 + to achieve full funding)
- Students aged 19+
- Student retention
- International student qualifications

### Census

The School Census is a statutory census which takes place in the autumn, spring and summer terms. The autumn census is a critical date as the ESFA use this data to calculate funding.

### LGPS – Local Government Pension Scheme

Pensions scheme for all support staff.

**TPA -Teachers Pensions Agency**  
Pension scheme for all teaching staff.

### Catch Up Funding

The school receives funding for Year 7 students who enter the school below national expectation in literacy and/or numeracy. Each school must publish information on their website as to how we have used this funding and the impact.

## General terms

### SEND

Students who have special educational needs or a disability, these students are registered on the SEND register.

### EHCP

Educational Health Care Plan. EHCPs have replaced the old SEND statement.

### DA

Disadvantaged students are those in receipt of the Pupil Premium (PP), with separate funding allocated for these students.

### FSM

Students who are currently in receipt of free school meals these students are eligible for PP.

### Ever 6

Students who have been in receipt of free school meals at some point in the previous 6 years but are no longer receiving them, they are eligible for PP.

### CLA

Children who are Looked After; these are children who are in care or have been fostered or adopted. These students are in receipt of separate funding.

## School Systems

### Go 4 Schools

Go 4 Schools is the assessment tool the school uses to collect, analyse and report on all aspects of data.

### Every

Every is an online software that is under implementation (2021-2023) at the ATLP for document management (i.e. policies & procedures), risk, contracts & estates management.

### Sharepoint

Sharepoint is an Office365 platform. The Governance Network has a designated Governance Sharepoint site used to host resources and provide a resource system separate from the meetings management platform.

### Every

Every is the ATLP's Board and Committee meeting management portal which is used to disseminate agendas, papers and minutes.

### MyConcern

MyConcern is a safeguarding software and records system used in ATLP schools.

## Terms used in relation to behaviour and attendance

### FTE

Fixed term exclusion refers to a period of exclusion where a student is 'suspended' from school.

### PEX

Permanent exclusion refers to the recommendation of the HT to Trustees and Advocates to permanently exclude student from school.

## FAP

Fair Access Protocol refers to the way in which the Local Authority (LA) allocates students who are hard to place due to a range of criteria. We can also refuse to accept students who apply to the school if we feel they come under FAP criteria.

### Managed Moves

A managed move refers to the movement of students between schools on a trial basis (up to 12 weeks); enabling schools to give students a chance in a different school before the student or the school makes a decision on whether to make the move permanent.

### DSL

Designated Safeguarding Lead.

### NEETs

Students who are at risk of not being in education, employment or training. This is measured for school leavers at Year 11, 12 and 13.

## Terms used with for performance measures at Key Stage 4 and Sixth Form

### APS

The average points score of a cohort or student refers to their starting point either at Year 7 – from their KS2 APS, or Year 12 from their GCSE APS. These scores are important to see the prior attainment of students or a cohort.

### FFT20

All ATLP schools set aspirational targets based on FFT20. Fisher Family Trust are a national data company who set targets based

on prior attainment data. The '20' bit is in relation to where our achievement sits in relation to other schools, meaning that if we achieve the targets the school will be within the top 20% of schools nationally. Some of our schools will also use FFT50 as a more realistic overview of where the school is now. This empowers school leaders to compare performance against national average performance.

### Attainment (A8)

This is one of the key performing indicators that the DFE use to measure the average performance of students in terms of their attainment; this is the actual grades they achieve at GCSE, rather than measuring their progress from their starting point in Year 7.

### Progress 8 (P8)

The new measure by which schools are held accountable. A 3-minute introductory video can be accessed via this link.

### 'Basics' measure

The number of students achieving Maths and one of English Language or Literature is known as the 'Basics' measure. From 2017 schools are measured against the Basics 4 (standard pass) and Basics 5 (strong pass).

### EBacc

The English Baccalaureate is a suite of academic qualifications. Schools are measured against how many students are entered for EBacc qualifications and the percentage achieving the EBacc through a 'strong pass' in each of:

Maths, English Language or Literature, History or Geography, a language, 2 good sciences (this can include Computer Science)

The school's performance in the EBacc is also measured through the P8 score of the 'EBacc Bucket'

### VA

Value added is the key measure by which schools are measured at both Key Stage 4 and Key Stage 5. VA refers to how much value has been added to students from their starting point.

At Key Stage 4 you will see more reference to P8 than VA, but the goal is for VA to be at or above 1000 as this reflects national average and therefore students have made the expected amount of progress from when they arrived from primary school.

At Key Stage 5 VA is the key measure and the target is to be at or above 0, as this would represent students being in line with other students nationally for their achievement, based on their prior attainment.

### A\*-U/1-9

GCSEs were awarded in grades A\*-U. Almost all GCSEs are now graded 1-9.

- 4 is a 'Standard Pass' broadly equivalent to the old C grade
- 5 is a 'Strong Pass' broadly equivalent to the old C+/B grades
- 7 is broadly equivalent to the old A grade
- 9 is the highest grade and awarded to only 2-3% of the country



# Appendix 3: Ordinary & Special Resolutions



## GCSE/BTEC

These are the two main qualifications taken at the end Key Stage 4 (Year 11). They are of similar value, with BTECs maintaining elements of coursework whilst GCSEs are now almost 100% examination in most subjects.

## V-Certs

V-Certs are a suite of new vocational qualifications, which a small number of TCS students are following.

## A Level/AS/A2

The new A Levels are being phased in over the coming years; they are designed to be taught over two years with terminal exams at the end of Year 13. Some students will still take the old style A Levels though and these are split into AS (Advanced Subsidiary normally taught in Y12) and A2 (taught in Year 13).

## Level 3 BTEC/Extended Diploma

These 'vocational' and/or 'technical' qualifications are equivalent to A Levels but taught in a different way, with a greater emphasis on coursework. A single Level 3 BTEC is equivalent to one A Level and could be combined with other A Levels. The Extended Diploma is worth up to 3 A Levels and would normally make up the entirety of a student's programme of study.

## POS – Programme of Study

The POS is what makes up the students' learning and is particularly important at Sixth Form level as it is directly linked to funding.

## English and Maths Resit

Students are expected to achieve a Grade 4 in English and Maths by the time they leave school, whether at 16 or 18. It is therefore compulsory that any students starting sixth form studies who has achieved a 3 will re sit their English and Maths qualifications.

## Core Subjects

You will hear reference to 'the core' or 'core subjects'. This usually refers to English, Maths and Science but could include other subjects that students have to study such as PE.

## Centre Assessed Grades (CAG)

These are the grades which schools and colleges assessed students are most likely to have achieved, if exams had gone ahead. A grade awarded is based on a range of evidence.

## Terms used in relation to Key Stage 3 assessment

### Life Beyond Levels (LBL)

At Key Stage 3 (Years 7-9 in relation to assessment) the emphasis is on our LBL system. This is designed to ensure that teaching is focused on supporting students to identify what they can do and work on the aspects they need to do to improve their skills and understanding.

## ATLP Trustees and Members may make use of Ordinary and Special Resolutions as appropriate to the type of business under transaction.

A resolution in writing, once signed to indicate the appropriate votes required to carry it, shall be valid and effective as if it had been a decision passed at a duly convened and held. Written resolutions are used when there is not likely to be any disagreement over a change.

In order for the resolutions to be passed, they require:

- Ordinary Resolution: Votes cast in favour of resolution must exceed the votes cast against it. i.e. 50% or more.
- Special Resolution: Votes cast in favour of the resolution must be three times higher than the votes cast against it

Resolutions must be passed within 28 days or the Resolution will lapse.

Due to the operational needs of the ATLP, Ordinary Resolutions may be signed and returned electronically, however Special Resolutions are required to be signed in ink with the original returned to the Governance & Compliance Manager for filing.

Resolutions cast by Directors don't require filing at Companies House.

## Ordinary Resolutions reserved for Members

Ordinary Resolutions passed by Members transact the ordinary business at an AGM if there is a requirement for such a transaction to take place outside of the scheduled meeting.

- Adoption of final accounts.
- Retirement and appointment of Directors/Trustees.
- Retirement and appointment of Auditors and fixing their remuneration

The copy of an ordinary resolution, signed by the officer of the company should be filed with the registrar only in certain cases.

## Special Resolutions reserved for Members

The Companies Act 2006 defines a number of transactions which require a special resolution to be passed with the resolution to be filed at Companies House within 15 days. As per the ATLP Scheme of Delegation, these items are reserved for Members. These include but are not limited the following.

- To change the company name
- To amend the company's articles of association
- Changing the company's status (e.g. from a charitable company to a limited company)
- Winding up of the company







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## Our learning family

### Teaching School



**Arthur Terry Teaching School Hub**

### Combined



**The Bridge Academy**

### Primary Schools



**Anna Seward Primary School**



**Brookvale Primary School**



**Coton Green Primary School**



**Curdworth Primary School**



**Deykin Avenue Junior & Infant School**



**Dunstall Park Primary School**



**Greysbrooke Primary School**



**Hill West Primary School**



**Mere Green Primary School**



**Osborne Primary School**



**Paget Primary School**



**Scotch Orchard Primary School**



**Slade Primary School**



**St Chad's CE Primary School**



**St Michael's CE Primary School**

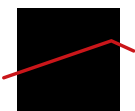


**Two Gates Primary School**



**William MacGregor Primary School**

### Secondary Schools



**The Arthur Terry School**



**The Coleshill School**



**John Willmott School**



**Nether Stowe School**



**Stockland Green School**



**West Coventry Academy**

