



TERMS OF REFERENCE – EMAT ACADEMY LINK TRUSTEES

TOR Document

Last Reviewed: December 2024

Approved: 04 December 2024

Approved By: Trust Board

TOR Owner: Governance Lead

Review: Every 3 Years

EMAT Link Trustee Role Terms of Reference - December 2024

Background

As part of our work to strengthen and develop the governance of Esteem Multi-Academy Trust (EMAT), link trustees have been established for each academy within the Trust.

The Esteem Trust Board is composed of seven individuals with diverse backgrounds, each contributing valuable expertise from both the public sector, including education, and the private sector. Our trustees provide the Trust Board and the wider Trust with a wealth of knowledge in areas such as leadership, education, finance, estates management, human resources, organisational development, and change management. Additionally, two of our trustees bring lived experience of Special Educational Needs and Disabilities (SEND), being parents of children who currently attend or have attended our academies.

Our Chair of Trustees is Mark Emly and our Vice Chair is Dawn Butler. We have assigned an individual trustee to each academy within the Trust. The allocations are as follows:

Academy	Trustee
Esteem Valley Academy	Pauline Melvin Anderson
Bennerley Fields School	Pauline Melvin Anderson
Elmsleigh Infant School	Dawn Butler
Fountains High School	Mark Emly
Esteem South Academy	Dawn Butler
Fountains Primary School	Mark Emly
Holbrook School for Autism	Paul Ryan
Esteem North Academy	Martin Finch
Peak School	Craig Kennady
Stanton Vale School	Craig Kennady
St Clare's School	Craig Kennady
Derby Pride Academy	Paul Ryan
Bracken Hill School	Warren Porter
Aspire Academy	Mark Emly

Purpose of Role

The purpose of linking trustees with individual academies is about enabling trustees to get a deeper understanding of the work of our academies, and to enable them to effectively take the role of a critical friend at the visits and meetings trustees attend in relation to the performance of academies. As with all aspects of governance, the role of trustees is a strategic one. Trustees, like local governors, do not get involved in the day to day operations of our academies. The link trustee role should not be an onerous one. It is intended to be a

mechanism for trustees to get to know their link academies in greater depth and build relationships between the tiers of governance within Esteem.

Link Trustee Role Expectations:

1. **LGB chair, link trustee and headteacher to meet annually** (either face to face or virtually) to enable the link trustee to get to know the academy, understand its priorities and challenges and understand the local governance at the academy.
2. **Link trustee to attend at least one local governing committee meeting per academic year** to meet with the chair and governors. Headteachers are responsible in ensuring their allocated link trustee is made aware of the schedule of meeting dates, that contact is made with the link trustee and that attendance at a meeting is agreed with the chair of local governing committee (LGC). The agenda and meeting documentation should be sent to the link trustee by the LGC clerk/governance officer seven days ahead of the meeting.
3. **Headteachers to ensure link trustees, along with all governors on the academy's LGC, are invited to academy events and regularly updated on academy news.** Link trustees to support academies by attending events as and when able to, with a minimum expectation of attendance at **at least one academy event per calendar year**. This assists with making governance visible to all stakeholders, particularly pupils, parents and staff, and enables trustees to see the great work that goes on in our academies.
4. **Trustees to undertake at least one visit per academic year *** (no more than three in any school year) to their link academy during the school day to see the academy 'in action'. It is helpful if the visit links to something that is an area for development on the academy's School Improvement Plan (SIP); suggested activities could be for trustees to accompany the headteacher or senior leadership team on a scheduled learning walk, discussion with a group of pupils or visit a particular subject or year group.
5. **Trustees should complete a short record of visit** following any visit and send to the governance manager for inclusion with the next set of Board papers. A sample visit report is at the end of this document which can be used.
6. **Link Trustees to regularly consider the following** for their academy to keep up to date with the academy's performance, key challenges and areas of focus for continued improvement;
 - Ofsted Report
 - School Improvement Plan and School Self-Evaluation
 - Safeguarding and governance audit reports
 - Record of Visits from the Chief of Education / SI team regarding school improvement
 - Academy information and data shared with trustees
 - Any risks detailed on the Trust Strategic Risk Register that pertain to the academy
 - Headteacher reports to LGC.

**** As with all governor visits, Trustees are not visiting the academy to make formal judgements on the quality of teaching. Academies should reassure all teaching and support staff that the purpose of any Trustee visit is to see the academy in action and get a greater understanding of what life is like at the academy and is not a mechanism for managing staff performance.***



EMAT Link Trustee - Record of Academy Visit / Meeting

Trustee Name:

Date of Visit:

Focus of Visit: (e.g. meeting with HT / SLT / LGB, learning walk, visit to specific department / subject area) Please include brief details of any classes / staff visited:

What I have learned as a result of my visit:

Positive comments about the focus of meeting / visit e.g. observations, feedback, what is the impact of being part of Esteem?:

Aspects I would like clarified/questions I have:

Any other comments:

Signed:

Date:

This form is to be completed by the Link Trustee following their visit and sent via email to rbage@esteemmat.co.uk for consideration at the next Trust Board meeting.