



Induction and Development of Governors and Directors

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Policy Statement

The Directors of The Three Saints Academy Trust believe all Directors bring an equally valued range of experiences, skills and qualities to the Board and consider it essential that all new Directors are well supported in taking up the important role of Director and receive a comprehensive induction programme. The process is seen as an investment which ensures that the new Directors are given the necessary information and support to help them to fulfil the role with confidence and ultimately contribute to the high standards and achievements of the Trust.

We believe that induction is not a one-off event but a process that begins with starting in the role of Director and continues through early stages of taking up the role through to a programme of Director's Development and Learning.

Induction Purpose

The main purposes of Directors' induction are to develop new Directors' understanding of:

- a. The effective role of a Director of The Three Saints Academy Trust
- b. How the Board of Directors undertake their duties and responsibilities
- c. What an Academy is and what its statutory responsibilities are
- d. The Academies within the Trust

Induction Outcomes

By the end of the induction period new Directors will:

- a. have an understanding of the Trust's Vision and Aims
- b. know their role and responsibilities as a Director
- c. have built 'professional' working relationships with other Directors
- d. understand how the Board of Directors works
- e. understand the sub-committee structures and the terms of reference of different committees
- f. know and understand the roles and responsibilities of the Senior Leadership Team of each Academy
- g. know the strengths and area for development for each Academy
- h. know the class organisation of each academy and each academy's layout
- i. Be familiar with the code of conduct for directors

Management and Organisation of Induction for Directors

The Board of Directors hold the accountability for the effective implementation, monitoring and review of this policy.

The administration associated with this policy is the responsibility of the Clerk to the Board of Directors

For each new Director one experienced Director will act as mentor. The mentor will offer support, information and guidance which includes:

- a. Orientation into the Board of Directors
- b. An overview of the Director's role
- c. Code of conduct for directors
- d. How the full Board of Directors and committee meetings are conducted
- e. How to propose agenda items

Directors Development and Learning

The Board of Directors consider that to achieve the Trust's Aims the role of the Director is a key component within the overall staff and Director team and therefore Director effectiveness is a fundamental element of the success of the Trust.

On-going Director's development and learning is vital if Directors are to fulfil their role effectively by ensuring they are well-informed, can contribute strategically and can respond appropriately to change and development. Training will be organised by the St Helens Teaching School Alliance.

Directors' experiences, skills and expertise make significant contributions to the abilities of the Trust and therefore Directors, and the Trust as a whole, benefit from having clarity about each Director's individual skills and expertise and areas Directors may benefit from learning and development.

To support this analysis a self-assessment knowledge, skills and experience audit questionnaire has been produced.

Induction forms the foundation of the on-going learning and development of Directors and therefore each new Director is asked to complete the audit questionnaire and create an individual learning and development plan.

Monitoring and evaluation

The Board of Directors will monitor the implementation of the induction programme.

The Board of Directors will ensure that the induction programme is evaluated as part of the induction process for new Directors, including feedback from new Directors

This policy will be reviewed every three years by the Directors.

Induction Programme and Package

An Induction Programme for new Directors has been devised as outlined in Appendix 1.

Within the Induction Programme for new Directors an Induction Pack has been developed and the contents of this are outlined in Appendix 2.

APPENDIX 1

INDUCTION PROGRAMME

ACTIVITY	ACTION REQUIRED	OUTCOME/COMMENTS
On confirmation of Appointment	Letter of appointment from Clerk detailing: o Length and expiry of appointment o Date of next meeting	
Chair to telephone and welcome	Arrange to meet before the next BOD meeting to answer any questions, discuss procedures and advise of mentor	
Clerk to send new Director Pack	Letter of welcome from Chair <ul style="list-style-type: none"> • Letter of welcome from the Clerk • Induction pack in paper and electronic format. 	
DBS Check	Finance Director to arrange for an application form and explanatory leaflet to be sent.	
Completion of Declaration of Eligibility and Business Interest Forms	Clerk to arrange	
Meeting and offer of support from a 'mentor' director	Chair to arrange	
ID badge to be issued	Finance Director to arrange.	
Completion of skills audit with mentor and identify training requirements	Mentor to assist new director in the completion of profile. This together with any identified training requirements to be returned to the Finance Director.	

Appendix 2

INDUCTION PACK

The induction Pack Contains:

File containing:-

- Dates of all meetings for current year (Trust website)
- Copy of minutes from previous Full Directors' Meeting
- List of Directors (Trust website)
- Structure of the Full Board of Directors
- Job description
- Code of Conduct
- Trust Vision Statement, Aims and Five Fingerprints (Trust website)
- Articles of Association (Trust website)
- Scheme of Delegation (Trust website)
- Ofsted Reports (school websites)
- Agenda and Papers for next meeting (if available)
- Approved Trust Policies (Trust website)
- School Improvement Plans
- Self Evaluation Forms
- Terms of References
- Copies of all previous Directors' minutes
- Plans of each School
- Newsletters from each School (school websites)
- Trust Newsletter (Trust website)
- Jargon Buster

Appendix 3

Directors' Skills Audit and Training Needs Analysis

Name:

An annual skills audit will enable the Board of Directors to explore its skills and knowledge base, as part of an overall assessment of their effectiveness. The information obtained will be of use in organising committees, delegation of specific tasks, and will help to identify future training and information needs.

Do you have any of the following skills or experience? (tick if applicable)

Skills Experience

- | | |
|---------------|----------------------|
| Communication | Financial planning |
| Listening | Contracting services |
| Mediating | Team working |
| Innovation | Marketing |
| Research | Project management |
| Monitoring | Public relations |
| Leadership | Personnel management |
| Leadership | |

We try to ensure there are a balance of skills within different committees. To help with this please decide how much you are an ideas person and how much a completer / finisher.

To what extent would you describe yourself as:	High – Definitely yes					Low Only a little				
	1	2	3	4	5	1	2	3	4	5
An Originator (ie an 'ideas' person)										
A Finisher (i.e. someone who can fully complete a task)										