



Hampton Academies Trust
Governance Handbook



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Welcome from Al Kingsley, Chair of Trust



I am delighted to welcome you to Hampton Academies Trust. We currently have four schools, one all-through school, Hampton College, which is split between primary and secondary sites situated next to each other, our secondary school Hampton Gardens, which opened to Year 7 students in September 2017 and this year has all year groups (7-11), our new primary, Hampton Lakes which opened with Reception class in September 2019, which now has a nursery provision, Reception, Year 1, Year 2, Year 3, Year 4 and a Year 5/6 class and Dogsthorpe Infants School who joined the Trust on 1 December 2020.

The Trust currently predominantly serves the community of Hampton, on the southern outskirts of the city of Peterborough with good links to Cambridge and Stamford. Hampton Gardens and Hampton Lakes schools also serve the neighboring Cambridgeshire village of Yaxley and its surrounding areas, as well as the ongoing growth of the Hampton development. With the addition of Dogsthorpe Infants to the Trust in 2020, we are broadening our scope with like minded schools within the city.

Our overarching aim and vision is for our member schools to deliver an outstanding education for children and young people. We will ensure that all our pupils and students have access to the highest standards of teaching, resources and opportunities. Our role is to oversee the leadership and vision of our member schools and to develop partnerships between them. We encourage members of staff from our schools to meet together and share best practice, while our students will benefit from access to joint opportunities such as shared learning, trips and events, and working with a wider range of peers and teachers.

We are committed to ensuring that, by working in partnership, we offer an exceptional learning experience for all our students, preparing them for a successful future for the 21st century. We hope you enjoy reading about the Hampton Academies Trust and our vision for our schools.

Al Kingsley

Chair of Trustees, Hampton Academies Trust

Welcome from Dr Helen Price, Executive Headteacher

Welcome to Hampton Academies Trust



As Executive Headteacher for the Hampton Academies Trust, I work with all of our schools to ensure the best possible educational opportunities for children and young people at our schools in the Hampton and wider Peterborough areas. There are Heads of School/ Headteachers in each school/phase who are responsible for the individual schools, as follows:-

Helen Price CEO, Hampton Academies Trust

Paul Jones, Head of School, Hampton College Primary Phase

Alex Ford, Head of School, Hampton College Secondary Phase

Kevin Ainslie, Head of School, Hampton Gardens

Zoe Trigg, Head of School, Hampton Lakes

Becky Waters, Headteacher of Dogsthorpe Infant School

Staff from our schools work closely together. We have created a shared leadership vision across the Trust in order to ensure consistency and the sharing of effective practice.

In all of our schools I enjoy seeing our dedicated and innovative teachers and support staff teams work with each successive cohort of students/ children, to shape the culture and ethos of our schools and to ensure that each individual feels valued and has the opportunity to contribute. We look forward to getting to know our new students/ children each year and seeing them grow in confidence as they settle in.

Our vision is to establish our schools at the heart of our community and to equip our students to be responsible individuals, who are able to make a meaningful contribution to society. As Executive Headteacher, I am confident that our academy partnership will enable us to offer the best educational experiences for all learners. Visitors often comment on the positive relationships and the enthusiasm for learning they see in our schools. We hope that you will experience the welcoming, inclusive atmosphere when you visit any of our schools.

Governors and school leaders have considered what we really value in education, which is summed up in our motto: *progress, partnership and pride*. These values have been embedded since Hampton College first opened in 2005. We feel they have served us well and are just as relevant today.

Progress

We work hard to ensure that students receive excellent teaching, that the curriculum is relevant to their needs and that they receive all the support they need to fulfil their potential. We also believe very strongly in the importance of

extra-curricular activities such as clubs and visits, as they develop values and qualities that are valuable in later life.

Partnership

We are determined that Hampton Academies Trust will continue to be known for its positive relationships: students/children work well with each other, and they enjoy good working relationships with staff, with a high level of mutual respect. The trust aims to develop strong relationships with its community, including other primary schools, neighbouring secondary schools, and local businesses.

We work hard to establish a partnership with parents/carers, and to ensure that they feel welcome at trust schools and fully involved in their child's education.

Pride

We expect the highest standards at all times. We want students/children to be proud of their own achievements and happy to receive awards from us. We expect students/children to wear their uniform with pride because we want them to show that being enrolled at one of our schools is something really special. As the trust moves forward, we hope that parents/carers and the whole community, will be really proud of the work that goes on within our trust schools.

I hope that this website will provide you with the information you are looking for. Please feel welcome to contact us, should you require further assistance.

Dr Helen Price

Executive Headteacher, Hampton Academies Trust

Being a part of HAT's governance

Everyone contributing to governance at HAT is part of a powerful and explicit commitment to a set of shared common values:

- Progress
- Partnership
- Pride

These values sit within our responsibility to uphold the Nolan Principles which underpin public life:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

We are proud that, as our Trust has grown and matured, we have become recognised as a force for integrity and excellence in our community. Our Trustees have established an unwavering vision of ambition and aspiration which guides practice in our academies. This vision is realised and nurtured through our Local Governing Bodies (LGBs). Members who serve on LGBs provide support and challenge for each of our academies which is crucial to their development and progress.

See enclosed a copy of the [HAT Strategic Plan \(March 2023\)](#).

Outstanding governance

We know that for governance to be truly outstanding we must ensure consistency across our Trust. Emily Culpin our Governance Lead works closely with the Trust Members, Trust Board and Local Governors to evaluate routinely the strength and impact of the governance of HAT.

Each LGB is currently undertaking a self-review ([see enclosed documents](#)).

In response to our most recent audit, we introduced a new layer of governance where each LGB Clerk and Chair of Governors meets with the Chair of Trust and Governance Lead (HAT Governance Council). These meetings are held termly. They are designed to be a key element in the Trust's governance, improving the consistent approach to governance across HAT and the information flow between the Trust Board and each LGB. The outcomes of these meetings help the trustees and LGBs to make an informed and granular judgement on the overall performance of HAT. Driven by our value of 'trust', transparency at all levels is key. All governance documents from Members, Trustees and each LGB are shared on the HAT SharePoint for everyone to view.

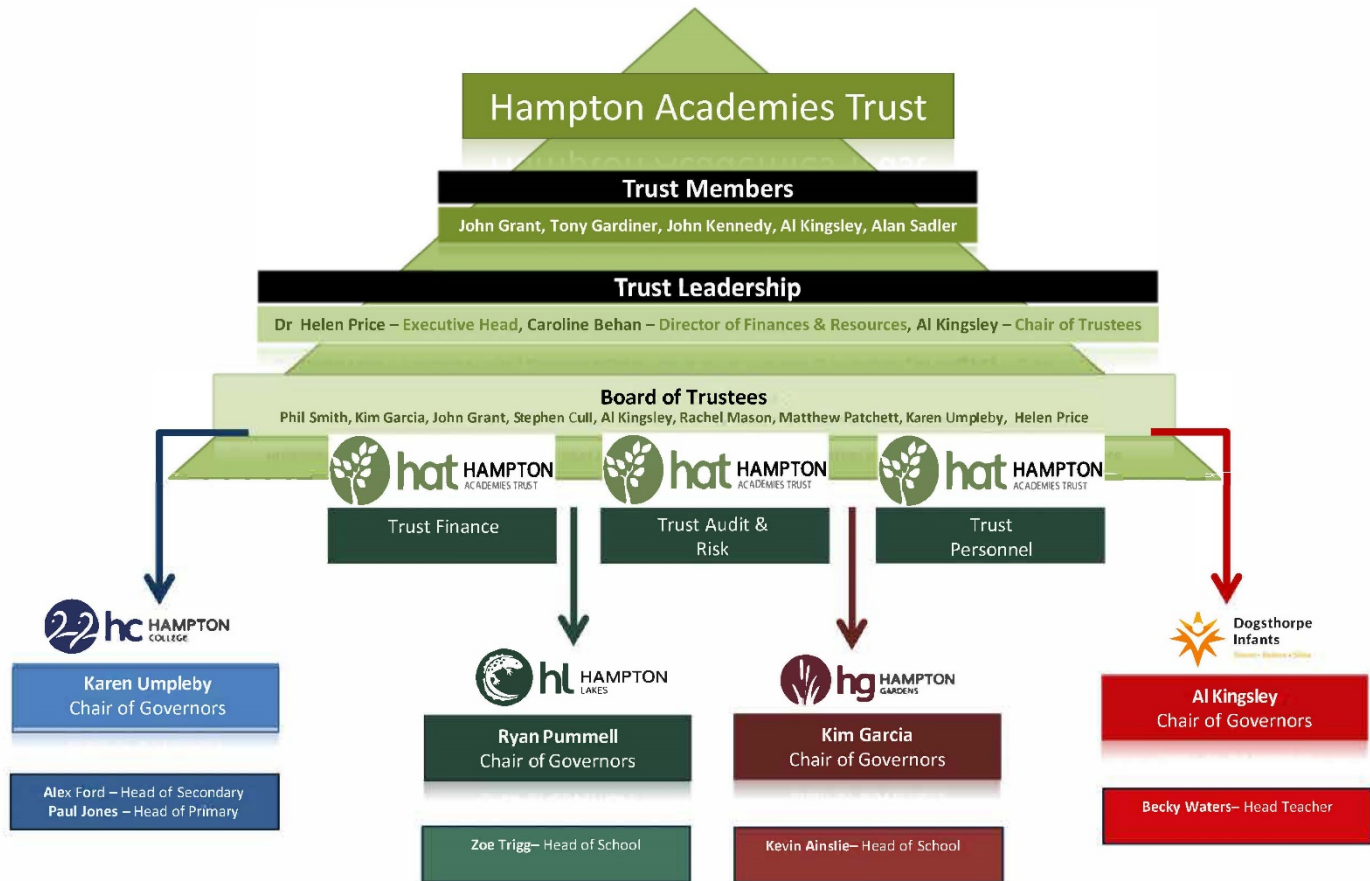
We have also created a joined up approach between our primary and secondary schools. Where the Clerks and Chairs work together and review each other's meeting structures, annual plans, website compliance as well as LGB observations at each other's meetings.

Governance at HAT provides leadership that is responsive to the changing and developing demands of each of our academies and their communities: we know that truly outstanding governance must be flexible and unafraid of change. We are forward-looking; we never sit back believing that we have a permanent model and approach. Our aim is to be a model of best practice governance.

Purpose of Governance

The role of the trustee or local governor represents an opportunity to be involved in providing students with the very best education possible across our academies. The role requires a critical mind and a strong moral purpose along with a commitment to the future generation of young people and the staff they work with.

The role of the local governing body is important in providing focused governance for each individual academy at a local level. It monitors the academy's key performance indicators and acts as a critical friend to the academy Head of School and the senior leadership team, providing support and challenge as appropriate.



Trust Members

The Trust Members are the equivalent to the shareholders of a commercial company. They have ultimate control over the Trusts [Articles of Association](#). They have a number of statutory rights set out in the Articles. They lead HATs vision, aims, ethos and strategic direction by:

- Setting and ensuring clarity of vision, values, and objectives for the school(s)/ trust
- Agreeing the school improvement strategy with priorities and targets
- Appoint/ remove Members/ Trustees
- Meeting statutory duties
- Adopting the compliance policies and processes ratified by Trustees

Our Trust currently has four members - we are currently recruiting a fifth member. More detailed information about our members can be found [here](#).

Trust Board and Trustees

The Trust Board meets six times per year, plus an Annual General Meeting which is also attended by the Trust Members.

Our Trustees are responsible for:

- Setting the strategic direction, mission and values for the schools
- Holding our Executive Group, Headteachers/ Heads of School to account
- Ensuring financial probity
- Undertake the performance management of the Executive Headteacher

Ensuring accountability, by:

- Meeting statutory duties
- Appointing the Executive Headteacher and Heads of School
- Monitoring the educational performance of the school/s and progress towards agreed targets
- Performance managing the Heads of School
- Engaging with stakeholders
- Contributing to trust self-evaluation
- Ensure senior leaders have arranged for the required audits to be carried out and receiving the results of those audits
- Ensure senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies

Overseeing financial performance, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

In addition, and as charity trustees, our trustees must also ensure that they are complying with charity law requirements. Education trusts are charitable companies and the trustees are company directors and must comply with the company law requirements. Our Trustees also have complete discretion over what functions to delegate to each individual academy within the Trust through their LGB.

The role of the trustee, code of conduct and the Seven Principles of Public Life can be found [here](#).

Trustees are expected to join two of the sub-committees, either Trust Personnel, Trust Finance or Trust Audit & Risk. The terms of reference for each of these are here:

[Trust Personnel terms of reference](#)

[Trust Finance terms of reference](#)

[Trust Audit & Risk terms of reference](#)

From 2022-23 we are inviting Local Governors with relevant expertise and who wish to gain further trustee experience to some Trust Board meetings. This forms part of the ongoing training of our local governors and HAT concession planning.

The Trust have a separate Risk Register Working group as an extra layer of audit/ moderation who meet termly. The Audit and Risk committee meet termly to review risk across the trust which is then disseminated down to each LGB for review/ input.

The trustees appoint the trust auditors and agree their cycle of work. They undertake a Trust Safeguarding, Trust H&S review and a Personnel audit annually.

From September 2021 HAT has been collaborating with Aspire Trust to share best practice and audit each trusts procedures.

The Trust Board review the constitution, membership, and terms of reference for its committees and the LGBs each year. Including constitution, size and remit.

Our Trust has nine trustees. More information about them can be found [here](#).

Trust Executive Group

The Trust Executive Group comprises the Chair of Trust, Executive Headteacher, Director of Finance and and the Governance Professional. It has both strategic and operational functions in the following areas:

- Strategic growth: HAT and individual academies
- Advice and support for the Trustees
- Strategy for school improvement, governance and infrastructure
- Financial regularity and probity: HAT and individual academies
- Research and development

HAT Governor Council

These are termly meetings of the LGB Chairs and Clerks chaired by the Chair of Trust and Governance professional. These meetings provide a trust update, governance update in each setting, enable trustees/ LGBs to share best practice and training sessions, bring a consistent, joined up HAT approach as the trust grows, offer Clerking support and sharing expertise and resources. It's a forum to enrich trustee knowledge and to enable trustees to know what is happening at each LGB. The governance team are working on better quality governance.

Academy LGBs

Academy LGBs carry out their functions in relation to their respective academy on behalf of the Trust Board and in accordance with policies determined by the Trust Board. The Trust's

[Scheme of Delegation](#) sets out clearly the delegation of powers, duties and responsibilities. The Trust Board has ultimate responsibility and accountability and retains the right to overrule a decision of the LGB and/or to remove delegated powers should they consider it to be in the best interest of the academy or the wider Trust.

Membership of each Academy LGB comprises:

- Headteacher/ Head of School (ex officio whilst in post)
- Parent governors - minimum of two
- 1x Support Staff Governor (where possible)
- 1x Teaching Staff Governor (where possible)
- Other suitable skilled individuals meeting the criteria for appointment

Each LGB meets a minimum of six times per year and should comprise of at least six members, requiring a minimum of four (or 50% plus one - whichever is the larger) to be quorate for any meeting. The term of office for any committee member shall be four years. This term of office does not apply to the Headteacher/ Head of School. Subject to remaining eligible, any committee member may be reappointed. Local Governors are recruited and appointed by ratification of the full LGB. Chairs of the LGB are appointed by the Trust Board.

Governance training is provided for Local Governors by the Trust, at their own academy and via the LA training programme. In addition, local governors will have access to governance resources such as The Key, the EPM training schedule and the Peterborough City Council training facility. Each LGB has an experienced governor who leads on inductions and ongoing support/ training. Each LGB Clerk attends the termly governor council meeting and HAT briefing sessions.

Each schools terms of reference for the full LGB is ratified by the trust board annually and their Standards committee ratified by the LGB annually. These are available on their school websites. Details of individual committees can be found on the website of the relevant academy - [click here](#).

The Trust uses The Key and the [National Governance Association \(NGA\)](#) to give members straightforward access to all governance news, updates and policies and access to a wide range of information and resources.

All Members, Trustees and Governors have a National College membership to drive standards and meet training needs.

The Academy Trust Handbook is a key document that all Trustees and Local Governors need to be aware of. The Academy Trust Handbook sets out the financial related duties and obligations of academy trusts, and non-compliance with the Funding Agreement could, ultimately, lead to the Secretary of State for Education rescinding the Academy Order. The HAT Financial Management Policy and Procedures describes the Trustee-approved internal systems of financial control which conform to the Academies Trust Handbook to meet the requirements both of propriety and of good financial management. This document is updated annually, or when required, to conform to the Academy Trust Handbook.

[Scheme of Delegation](#)

The Trust Board has full authority and responsibility for:

- Setting strategic direction and policy governing all aspects of Trust activity. This includes strategic oversight, vision and planning for the Trust, oversight and determination of the organisational structure and of the performance and standards of each Academy and determination and oversight of the extent of provision of central services for schools;
- Governance and compliance (including the arrangements for self-evaluation of effectiveness), probity and financial management (including investment, audit and identification and management of risk), contractual relationships, management of estates and infrastructure and human resource management (as employer this includes the terms and conditions of service of all staff and related policy and procedures).

In accordance with the [Articles of Association of the Trust](#), the Board has delegated the power to carry out many of these responsibilities to its LGBs or, through the Executive Headteacher, to the Executive Group, other senior staff and Heads of School.

The delegated powers are broken down into different levels in line with the Trust's principles of governance, leadership and operation. The delegated autonomy for individual academies is aligned with the need for the Trust to fulfil its corporate responsibilities and accountabilities to the DfE, Education and Skills Funding Agency, Charities Commission, HMRC and Companies House.

Key Documents

- Articles of Association
- Master Funding Agreement
- Academies Handbook
- HAT Financial Policy and Procedures
- Scheme of Delegation
- HAT Code of Conduct
- HAT Strategic Plan
- Academy LGB Terms of Reference
- Academy Standards Committee Terms of Reference
- Trust Committee Terms of Reference
- The Role of the Trustee and the Seven Principles of Public Life

Visit the [HAT website](#) to view all key trust documents and policies.

Please visit each [academy's website](#) for local documents and policies.

HAT Governance Lead

The purpose of this role is to ensure that the Members, Trust Board, Trust Committees, LGBs and their sub-committees operate effectively within HATs governance structure and that LGBs provide critical support to our academies, challenging them to continuously improve.

The Governance Lead will be the lead in HAT for assuring the quality of governance at academy level and ensuring that LGBs and academies are well prepared for inspection.

HAT's aim is to be a model of best practice governance.

The Governance Lead is accountable to the Chair of the Trust Board and Executive Headteacher.

The Governance Lead will:

- Attend all Member, Trust Board and Trust Committee meetings
- Attend each Academy LGB at least once per year
- Meet with Academy LGB clerks at least termly
- Maintain and monitor an annual calendar of meetings that discharges all strategic and operational requirements
- Ensure all Academy LGB agendas and minutes are fit for purpose
- Support effective governance through the provision of quality training and advice to Trustees and Academy LGB members as required
- Keep up to date with current educational developments and legislation affecting academy governance

Appendix 1 Committee Chairs and Clerks

Trust Board	Al Kingsley	Emily Culpin
Trust Finance	Al Kingsley	
Trust Personnel	John Grant	
Trust Audit & Risk	Matthew Patchett	

Academy LGBs	Chair	Clerk
Hampton College	Karen Umpleby	Emily Culpin
Hampton Gardens	Kim Garcia	Sarah Barnard Mitcham
Hampton Lakes	Ryan Pummell	Ashleigh Watson
Dogsthorpe Infant School	Al Kingsley	Tina Gardner

Appendix 2

Related Party transactions

Hampton Academies Trust is following advice and guidance provided in the Academies Handbook and from the ESFA regarding Related Party Transactions.

Related-party transactions are deals between academy trusts (or their schools) and linked private companies or individuals. For example, a trust buying services from a company run by one of its members or trustees, or one of their family members, counts as a related-party transaction.

All Members, Trustees and Local Governors are required to submit and maintain an up to date Register of Interests.

For further information, contact Emily Culpin, Governance Professional (eculpin@hamptonacademiestrust.org.uk).

Appendix 3 - LGB annual planners

Appendix 4 Trustee Induction

The Members, Board of Trustees, Chief Executive Officer (CEO), Local Governing Body and Head of School believe it is essential that all new Trustees and Local Governors receive a comprehensive induction package covering a broad range of issues and topics. There is a commitment to ensure that new Trustees and Governors are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, leading to more effective governance and retention of Governors.

New Trustees / Governors as soon as is practicable will:

- Undertake an Induction with the Chair of Trust and HAT Governance Lead;
- Be welcomed to the LGB by the Chair and Local Clerk / be welcomed to the Board of Trustees by Chair and Clerk to Trustees;
- Be invited by the Clerk to visit the different sites;
- Have the opportunity to tour each academy and meet staff and students (where appropriate);
- Be asked to complete a DBS check, Governor Information form, register of interest form, KCSIE form, skills audit and other documentation as required;
- Have the opportunity to meet informally with an existing members who will offer support and guidance (if required);
- Be accompanied to their first meeting (if required);
- Be provided with PCCs Governance Handbook and Training programme;
- Complete the Safeguarding & Safer Recruitment training;
- Attend other training as identified by the skills audit and training matrix;

New Trustees / Governors will receive:

- The DfE Governance Handbook (link);
- The academy's Induction Pack for Governors;
- The academy's Governor Code of Conduct;
- The DfE's "Keeping Children Safe in Education";
- The DfE's Competency Framework for governance";
- The ESFA's "Academies Financial Handbook";
- The trusts Safeguarding policies;
- The DfE's PREVENT guidance (online);
- The academy's latest Ofsted report (website);
- The academy's latest Development Plan;
- The academy's Self Evaluation documents;
- The academy's latest OfSTED Data Dashboard snapshot;
- An outline of any training Governors are required to attend;
- Minutes of the last meeting and the details of any committees including schemes of delegation/terms of reference (SharePoint);
- The latest Exec Head / Head of School Report (SharePoint);

- Dates for future Governors' meetings;
- Details of how to contact the other Members, Trustees and Governors;
- Policy documents relevant to membership;
- The Governor Visits Policy;
- List of Governor Link roles;
- List of Governor Committees;
- Governor Action Plan;
- The academy prospectus;
- A list of common acronyms;
- Details of how to contact the academy, including the e-mail address and website;
- A calendar of academy events;
- Log in details to the SharePoint;
- Recent academy newsletters.

Areas of discussion:

- Background to the Trust;
- Current issues facing the Trust and individual schools;
- Visiting the schools;
- The relationship between the Head of School and LGB;
- An overview of the role and expectations including confidentiality;
- How the meetings are conducted, including the use of the Governor portal;
- Child Protection arrangements at the Trust and the Governor's role in safeguarding these;
- How to propose agenda items;
- Importance of giving apologies if unable to attend meetings;
- Governor training.

Appendix 5 Skill Matrix

The effectiveness of a board depends on the quality of its people and how they work together with executive leaders and the governance professional. HAT conducts an annual review of Trustees/ Governor skills in order to satisfy DfE requirements and to ensure succession planning is in place.

The trust board and LGBs have a keen understanding of the skills they need to deliver effective governance (being aware of individual schools and the department's Competency framework for governance) and this is reviewed annually. Any recruitment is completed in conjunction with the skills audit and training matrix.

Appendix 6 Self Evaluation

- Audit the trustees and local governors' skills and knowledge annually to help local governors consider their confidence with regard to the 6 key competencies in the [Department for Education's \(DfE's\) competency framework for governance](#)

Identify any potential areas for training and development

Help inform recruitment and hiring decisions in the future

- Get feedback from staff, parents and pupils to cover
 - The skills, knowledge and visibility of the governing board
 - Relationships with staff, parents and pupils
 - School policies
 - School improvement
 - School performance data
 - Management of financial resources
 - Monitoring of the pupil premium grant
- Analyse your LGBs performance
- Internal auditors report termly
- External validation (Aspire Trust)
- Set actions for improvement
- Review Chair of Trust/ LGB Chairs performance