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Introduction - Purpose, Vision and Values

The aim of the Learning Partnership is to create a model of education support and delivery that reflects the needs and goals of our partner schools in the 21st century. This serves our purpose of “providing an outstanding education across all of our schools” (Business Plan 2016-2021). The principles of the OFSTED framework are inherent in this, of course, as is the remit of education. However, in a constantly evolving world we need to understand what ‘outstandingness’ might look like in the future and extend our thinking beyond the work and the people currently engaged in our schools.

We have a responsibility to prepare our young people for a level of social cohesion never seen before: where our hub communities are benefitting from high employment; where entitlement to high quality training and development exists for everyone and where there is an abundance of opportunities that will enhance the lives of young and old; a future where the young people in our partnership of today contribute to how our hub communities evolve in the future as our young people develop, mature and move onto the next stage of their lives: as parents, future colleagues in our schools or through the contributions they make via other professions.

At the heart of this is our goal of ensuring that each school is a centre of excellence and that each school has something unique to share with all our partner schools. All schools in the ATLP will be givers and receivers of support. All leaders accept that, at times, schools may receive more than they give, or give more than they receive. This is true collaboration. Together we are stronger.

Richard Gill CEO – September 2020
Vision
Children only get one chance. At the Arthur Terry Learning Partnership, children lie at the heart of everything we do.

At the ATLP, we want to give all of our children, pupils and students the very best start in life. We want all of our children to access learning opportunities that prepare them for a changing, highly flexible economy and ensure they are masters, not servants, of technology.

We want our young people to be both physically and mentally healthy with the resilience, adaptability and values to make the right choices in life and build successful relationships.

Academically, we want them to be highly literate: able to read and write creatively and confidently. We must ensure that our children and young people are powerful learners in everything they do.

We want to provide all of our young people with opportunities; opportunities that will open their eyes to the world in which they live; opportunities that will inspire; opportunities that will amaze; and opportunities that will help them discover, be creative and be able to develop self and others

Fundamentally, we must provide all of our children with the love, care and support to which they are entitled. It is with the love, support and care that we can give, that allow children to develop the resilience required later in life to overcome their problems and challenges, big and small, professionally and personally.

Values
What we stand for…
Children lie at the heart of everything we do. Every child has a right to be a powerful learner, with an emphasis on the well-being and limitless ambition and success for all our children.

Working together rather than in isolation means we can accelerate school improvement and ensure excellence in and across our family of schools.

What we value…
Developing learners who are innovative, creative and resilient.
Ensuring excellence in all that we do through strong collaborative working and a shared commitment to all students in all our schools.

**What stands us apart from the rest?**

The diversity of the communities we serve requires us to share best practice, deliver localised curricula as well as the National curriculum, and, in doing so, personalise the educational experience for all of our children.

Our extended and unique provision, embedded in an outward facing philosophy, ensures close and wide-ranging collaboration with all that leads to extended opportunities and exciting links to educators and businesses.
Collaborative Practice

Through effective collaboration and through the support of the central services, we strive to ensure that ATLP:

- Is the Multi Academy Trust that offers the school of choice where the quality of teaching is truly ‘world-class’ and a school that provides an exciting, fulfilling curriculum producing outstanding outcomes for all;
- Is the employer of choice providing outstanding career development and training that delivers impact and releases potential and one that ensures there is an absolute commitment to the wellbeing of all;
- Is innovative, providing exciting opportunities and forward-thinking strategies that leads to schools that are ground breaking;
- Is committed to empowering communities preparing all of its learners for a world that requires a range of skills and knowledge;
- Is leading edge in developing excellent employer relationships that contributes to further economic development within our hub areas.

All leaders across all schools agree to ensure that all partner schools will work collaboratively to:

- Add value to the work, development and outcomes across all schools;
- Use the strength within our families of schools to build a sustainable and flexible society of lifelong learners;
- Support the work of Senior Executives, including the Leadership Ambition Team, in ensuring the sharing of excellent practice across our family of schools.
The ATLP School Improvement Plan

Children lie at the heart of everything we do. Every child has a right to be a powerful learner, with an emphasis on the well-being and limitless ambition and success for all our children. Working together rather than in isolation means we can accelerate school improvement and ensure excellence in and across our family of schools.

Developing learners who are innovative, creative and resilient.

Ensuring excellence in all that we do through strong collaborative working and a shared commitment to all students in all our schools.

The Partnership will:

- Provide, at least, half-termly progress reviews
- Commission the support of highly skilled and experienced external SIPs
- Provide a list of robust actions that will lead to sustained improvement
- Strengthen LGBs through effective recruitment, training and development
- Provide high quality support through the MAT Leadership Ambition Team
- Provide the capacity and support that ensures improvement plans achieve what they set out to do
- Provide high quality development programmes in leadership, learning and teaching
- Ensure value for money across all schools

This will ensure:

- Senior leaders, governors and trustees are confident in their own self evaluations
- Improvement Plans will demonstrate ambition and high expectations
- Outcomes will further improve
- Attendance will improve
- Exclusions will fall
- Quality of leadership, learning and teaching will be at least Good
- Assessment will inform future actions and support teaching
- Schools are efficient and sustainable and able to deal with current /future financial challenges

The Partnership will:

- Provide personalised career development opportunities including coaching from experts from a variety of sectors
- Develop subject/pedagogy learning networks across our family of schools that shares best practice
- Provide opportunities for staff to work across schools either through secondments or on aspects of our MAT Improvement Plan.
- Ensure all data is shared freely across all schools
- Provide outstanding training to governors and non-executives
- Engage with Research Hubs, Maths Hubs and English Hubs and provide opportunities for staff to be involved at the forefront of innovation and development in teaching and learning
- Provide support from the Central Recruitment Team to ensure we appoint the best teachers
- Provide access to NQTs through our SCITT provision

This will ensure:

- All leaders are valued, supported and provided with opportunities to develop leadership within their own or across our family of schools
- High quality leadership will enable all schools to flourish
- Staff retention is high
- Open collaborative practice will encourage corporate responsibility, challenge and support for each other that will drive pupil performance
- Governance will be world class
The diversity of the communities we serve requires us to share best practice, deliver localised curricula as well as the National curriculum, and, in doing so, personalise the educational experience for all of our children.

Our extended and unique provision, embedded around an outward facing philosophy, ensures close and wide-ranging collaboration with all, that leads to extended opportunities and exciting links to educators and businesses.

**The Partnership will:**
- Challenge leaders to create robust action plans, personalised to their own setting but recognise context and individual needs
- Utilize internal experience in ensuring leaders, teachers and governors are ready for Ofsted inspections
- Provide highly experienced and skilled School Improvement Partners to challenge and support school leaders
- Create research network teams and engage with them fully to contribute to the MAT Improvement Agenda aimed at improving the educational experience for all
- Provide an IT renewal strategy to ensure systems are up to date, fit for purpose and contribute effectively to learning and teaching

This will ensure:
- All are clear on Trust expectations and contribute to corporate responsibility across our family of schools
- All are able to contribute fully and successfully to school improvement and the Ofsted agenda
- Pupils will benefit from innovation in IT

**The Partnership will:**
- Continue to be outward facing bringing in expertise where required to support schools fully
- Provide innovation in leadership routes that meets the needs of schools and provides opportunities for development of all staff
- Ensure systems are fully developed that allow teachers to share, collaborate and disseminate easily and in doing so reduce workload and improve practice
- Provide central support that allows teachers to teach and leaders to lead
- Develop and lead on business relationships within hubs that will contribute to personal development and the IAG (Information, Advice and Guidance) agenda
- Provide a trust wide network leading on SEND (Special Educational Needs and Disability) and vulnerable groups

This will ensure:
- Quality of teaching and learning is at least Good across all schools
- Curriculum provision is outstanding and meets the needs of all students
- Workforce is used efficiently and effectively to meet the needs of each school and allow leaders to concentrate on the business of education leaving others to concentrate on education as a business
- Attendance and achievements of vulnerable groups will improve
The Role of Members and Trustees

Members

The Members are, in essence, the shareholders of the company. This is currently a group of five people:

- **Tim Brighouse** – tim.brighouse@atlp.org.uk

Sir Tim Brighouse is a former teacher who has enjoyed a distinguished career in education, spanning five decades. Tim was the Schools Commissioner for London and Chief Education Officer in both Birmingham and Oxfordshire, where his work was championed by Ofsted as: “an example to all others of what can be done, even in the most demanding urban environment.”

He is a Visiting Professor at the Institute of Education, a Non-Executive Board Member of Research Machines and Advisor to the Paul Hamlyn Foundation.

Sir Tim studied for a degree in Modern History at Oxford University, where he trained to be a teacher in 1961. He taught at various levels for several years and became a deputy head aged 26.

His career in educational administration began in 1978 as Chief Executive Officer of Oxford, a position he held for 11 years.

In 1989, Tim was appointed Professor of Education at Keele University, where he founded the Centre for Successful Schools.

Tim was the Chief Education Officer of Birmingham for 9 years from 1993. In 2002 he was appointed Commissioner for London Schools, where he served until 2007.

Tim was knighted for his achievements in education in 2009 and has received numerous honorary degrees and doctorates. Tim is the author of several books, including: ‘What Makes a Good School Now?’ ‘How Successful Head Teachers Survive and Thrive’ and ‘The Jigsaw of a Successful School’.

- **Tim Sewell** - Tim.Sewell@atlp.org.uk

Tim is a Managing Consultant at Sewell & Wood Recruitment & Consultancy. He has extensive experience in governance in the semi-public sector and of operating in the private sector, with a longstanding track record of running multi-million pound turnover and investment organisations. Tim has held many board positions, including Chair of the Birmingham Social Housing Partnership. His professional positions in social housing organisations include 11 years as Chief Executive of the
Family Housing Association (Birmingham) and Group Corporate Services Director of the Anglia Housing Group, Norwich. He brings more than 10 years of School Governor experience.

- **Sally Taylor** - [sally.taylor@atlp.org.uk](mailto:sally.taylor@atlp.org.uk)
  Sally provides high quality interim education consultancy on leadership and safeguarding to schools, multi academy trusts and local authorities. Her recent appointments have been one year interim contract as the CEO at the Arthur Terry Learning Partnership and the interim head of education and learning for Warwickshire County Council. She draws on extensive experience as the director of education for Birmingham City Council and Oxfordshire County Council and as a secondary Headteacher.

- **Mick Waters** - [mick.waters@atlp.org.uk](mailto:mick.waters@atlp.org.uk)
  Professor Mick Waters works with the schools in the West Midlands in raising standards. This work began as part of the Black Country Challenge and has continued through the University of Wolverhampton’s involvement with the development of academies and Teaching Schools. He works with schools in other parts of the country on innovative approaches to improve learning. Mick is an Honorary Fellow of the College of Teachers and supports several educational causes. He is a patron of the Children’s University, which offers a range of learning opportunities beyond the school environment and of SAPERE which promotes Philosophy for Children as a route to learning. Mick is also a patron of the Curriculum Foundation, which seeks to promote a voice for the power and potential of the whole curriculum. Mick supports the National Association for Environmental Education as a vice president and is also chair of CoEd which promotes compassionate education. During his career, Mick has been a teacher and headteacher before working at senior levels in Birmingham and Manchester Local Authorities. He worked at a national level with the Qualifications and Curriculum Authority where he was Director of Curriculum.

  Mick has written books on the curriculum, teaching and learning, and leadership, as well as making presentations at numerous national and international conferences.

- **Alan Wharton** - [Alan.Wharton@atlp.org.uk](mailto:Alan.Wharton@atlp.org.uk)
  Now retired, Alan has extensive experience in management and leadership roles within a number of different sectors. He spent 25 years working for IBM as a Systems Analyst, Programmer and Marketing Manager; responsible for sales team in the Midlands. His role included
recruitment of sales personnel from universities. Prior to his retirement, Alan was Sales Director for a medium sized company in the Midlands, marketing manufacturing software.

Members have four principal functions:

- Approve the Trust accounts and appoint the auditors
- Appoint fellow Members and Trustees
- To approve any proposed changes to the Articles of Association
- Appoint the Chief Executive.

This group holds an AGM. The AGM in 2020/21 will be held on the 7th December 2020.

Members are recommended by Trustees but a Special Resolution (75% have to agree), has to be passed by existing Members to actually appoint another Member – this resolution can be signed at a meeting or via email as long as it is received back in a specified time. Members also appoint Trustees by passing an Ordinary Resolution (only needs a simple majority to pass an Ordinary Resolution). ATLP welcomes the comments in the most recent Academies Financial Handbook which encourages Trusts to ensure that Members are kept abreast of the workings of the Trust. The blurring of responsibilities between Members and Trustees is particularly welcome given the expert panel of Members that we are fortunate to have working with us. We value our Members highly and are ambitious in our intent as to how we might deploy their expertise in the future.

Trust Board

The Trustees of Arthur Terry Learning Partnership have a range of powers and responsibilities which they are legally required to carry out, working in close partnership with the Chief Executive and the Directors of Education, to ensure that all schools provide the best possible education for all students.

Existing Trustees are:

- John Vickers – John.Vickers@atlp.org.uk

John has more than 35 years’ experience of working in comprehensive schools in rural, urban and inner-city environments, including over 20
years as a secondary head teacher in Birmingham, North Yorkshire and Coventry. More recently, he has worked as a freelance education consultant in association with three Local Authorities and a wide range of individual secondary schools in Warwickshire, Nottinghamshire, and Bradford. His main focus has been challenging and supporting senior leadership teams and governing bodies of secondary schools to secure school improvement.

- **Heather Morris** - [Heather.Morris@atlp.org.uk](mailto:Heather.Morris@atlp.org.uk)

Now retired, Heather’s longstanding career in education began in 1970, when she joined Birmingham City Council’s Education Department, progressing to Principal Officer in the employee relations team of Human Resources. In 2007, she moved to work in a secondary school in the south west of Birmingham which had recently come out of Special Measures and then became part of a multi academy trust. As part of her administrative role, Heather led and managed teams of various sizes, and worked with others to interpret legislation, terms and conditions of service for support and teaching staff and advised schools. Her areas of expertise included HR, Finance, Site and Health and Safety. She was the only non-teaching member of the Senior leadership team.

- **Tim Sewell** - [Tim.Sewell@atlp.org.uk](mailto:Tim.Sewell@atlp.org.uk)

Tim is a Managing Consultant at Sewell & Wood Recruitment & Consultancy. He has extensive experience in governance in the semi-public sector and of operating in the private sector, with a longstanding track record of running multi-million pound turnover and investment organisations. Tim has held many board positions, including Chair of the Birmingham Social Housing Partnership. His professional positions in social housing organisations include 11 years as Chief Executive of the Family Housing Association (Birmingham) and Group Corporate Services Director of the Anglia Housing Group, Norwich. He brings more than 10 years of School Governor experience.

- **Jonathan Brake** - [Jonathan.Brake@atlp.org.uk](mailto:Jonathan.Brake@atlp.org.uk)

Jonathan is a Principal Rolling Stock Consultant at Birmingham’s Mott MacDonald Ltd. – global management, engineering and development consultants. He is also the former Chair of Governors for the ATLP’s Hill West Primary School. He was also a Governor (2005-9) and then Chair of Governors (2009-2013) at the ATLP’s Hill West Primary School. His projects have included: reviewing the ability of East African railways to be upgraded to handle a potential significant oil traffic; undertaking a
study of the ability of Ghana Railways to carry gold ore for a prospective mine; independent checking engineer for monorail trains in Kuala Lumpur; rolling stock and operations lead for the development work for a new heavy haul coal railway in Mozambique; studying a failed introduction of a new train in the Netherlands; engineering manager for the development of a heavy haul freight railway in West Africa.

- **Brian Cookson** - brian.cookson@atlp.org.uk

  Brian has continuously taught in secondary schools since qualifying in 1973. Although qualifying in Humanities, he developed and taught pre-vocational programmes and was a vocational programme assessor. Together with a colleague, he developed, promoted, taught and became Director of what became a nationally acclaimed 16-19 programme known as TOPS for students who otherwise may have left education with few qualifications. Brian undertook work in research into the development of pre-vocational education at Warwick and Keele Universities. He has maintained this firm interest and recently completed a 6 year period working with the European Commission ET 2020 Group in Brussels with specific remits in Entrepreneurship Education and Transversal Skills. Brian has a strong trade union background. Following on from local union roles, he has been a member of the NASUWT National Executive for 20 years. Brian is still a member of the TUC General Council. He was also Lay Auditor, responsible for auditing the work commissioned by the European Commission, for 8 years for the ETUCE representing education trade union members across Europe and based in Brussels. Brian has been a member of the England and Wales Teachers’ Pension Advisory Board and the Scottish equivalent. He remains a member of the Scottish Teachers’ Pension Board. He has also been Chair of Trustees of a private pension scheme since 2009.

- **Katie Hale** – katie.hale@atlp.org.uk

  Katie runs her own Marketing & Business Development Consultancy – Halestorm Marketing and has over 20 years business experience. She is the current President of the Sutton Coldfield Chamber of Commerce, part of the Greater Birmingham Chambers of Commerce. Katie is a former ATLP student, she attended the Coleshill School, before completing her degree in Consumer Management from the University of Birmingham. Her career began in recruitment with the Angela Mortimer Group and she spent eight years at AF Selection, holding the position of a Company Director at the age of 28. In January 2016, Katie was appointed President of Sutton Coldfield Chamber of Commerce. Her contribution to the region includes voluntary roles. She worked on the committee to organise the town’s FamilyFest charity festival and worked
with a number of community organisations and businesses to stage a series of successful family event, with all proceeds going to local charities.

- **Sam Henson** - sam.henson@atlp.org.uk

Sam currently works for the National Governance Association, where he oversees NGA’s policy, information and research service, ensuring it adds to the learning of the organisation and best improves the governance of schools, while supporting the chief executive in leading the organisation to achieve positive change in the policy of school governance. He is also the main policy lead for NGA’s work on multi academy trusts and has specialised in MAT governance structures and schemes of delegation since joining NGA in early 2015. His other responsibilities include overseeing the delivery of NGA’s e-newsletter and bi-monthly magazine, ‘Governing Matters’ to NGA members. He is the joint author of the ‘Staying in Control of Your Destiny’ series and has been lead author on NGA’s induction guide ‘Welcome to Governance’ for the last three years, and now ‘Welcome to MATs’. Sam has worked in school governance for 10 years. Before joining the NGA, he worked for a large multi academy trust with more than 30 schools, leading an in-house governance team, supporting the trust board and it’s academy committees across a national network of academies providing training, advice and guidance. Prior to that, he worked for a local authority and in the financial services sector.

- **Dan Mortiboys** – dan.mortiboys@atlp.org.uk

Dan has been a qualified accountant for over 18 years and currently holds two chartered accountancy qualifications. Dan has worked in both the private and public sectors with previous roles including CFO of a large Multi Academy Trust, Director of Resources of a Children’s Trust and senior roles in education finance for a local authority. Dan’s current role is as Operational Director of Finance for a local NHS Trust. His portfolio of responsibilities includes finance, procurement, information and performance.

The Trust Board:

- considers the vision and aims of the Trust and its schools
- creates the strategy and policy to deliver its key objectives
- has ultimate responsibility for all budgets, salaries and safeguarding
- ensures strong and effective governance
challenges the Executive in delivering the best possible outcomes for all students, and holds the Executive to account for the ways in which this is carried out.

As the legal entity and accountable body, Trustees contribute to the Ofsted process as agreed between the Lead Inspector, Headteacher and the Directors of Education.

The process for appointing staff and parent governors is detailed in the ATLP Governance & Compliance Handbook. All elected governors do, however, need to be ratified by the Trust Board. This level of quality assurance is to ensure the Nolan Principles are upheld.

Other appointments to the governing body are made by the Trust Board. At times the Trust Board may consider that, for specific reasons, a local governing body needs strengthening. The CEO will work closely with LGBs to ensure the rationale for this is explained and clearly understood.

Chairs of each LGB must be ratified by the Trust Board. Again, this is to ensure that Trustees are confident that the Nolan Principles will be upheld in local governance.
The role of the Local Governing Body during the current crisis

The role of a Local Governing Body in a Multi Academy Trust is different from that of a maintained school. The Local Governing Body is a subcommittee of the Trust Board.

Trustees value highly the role local governance plays in our current structure. The Trust recognises the importance of maintaining strong, local links within our school and hub communities. A unique aspect of Trust workings which is held dear by executives, leaders and trustees, is how it recognises the individual identity of each school. This distinctiveness is what makes the Trust special; ensures that we are able to support and challenge each other and serves to ensure a rich learning family that benefits young people, families and communities.

For 2020/21 we are living and working in unprecedented circumstances. Most pupils did not attend school in 2019/20 once the country was locked down in March 2020 due to the pandemic, coronavirus. A return to school in September 2020 will bring new challenges; it will require different ways of workings and much will be asked of those who work in schools.

Our level of scrutiny, challenge and support is more important than ever. That said, we must be considerate of workload for all those who work in schools, particularly our senior leaders and our executive team.

This means that the way local governing bodies work will be different in AY2020/21 than it has been previously. The starting point to how this will work is the Simon Sinek concept of ‘why?’ We need to ensure the structures that exist across our family of schools provides the optimum levels of support and challenge but, equally, ensure there is a purpose to each meeting/discussion and less repetition for school leaders. The result of this is asking local governing bodies to be even more focused and specific in the agendas that are asked of them. There will be fewer meetings during this academic year, recognising the demands on our leaders. The executive team will, however, communicate with LGBs more regularly over the course of the next academic year keeping you informed of Trust Board meetings, Hub Governing Body meetings and other news and information as they arise.

We remain committed to our governor training programme but, unlike previous years, we aim to devise a menu based on demand alongside our programme of mandatory training and will be working closely with
headteachers and chairs of governors to determine what the needs are in each school.

*What the Local Governing Body is responsible for:*

**Behavioural attributes**

- To champion the school and ATLP vision and values.
- To ensure there are named governors responsible for the areas below and that relevant policies, approved and supplied by the Trust Board, are applied effectively and that targets/data set by the Trust Board, are monitored and challenged:
  - Safeguarding/Child Protection
- To work in accordance with the ATLP Governance & Compliance Handbook including implementing ATLP procedures for appointing new Local Governing Body Governors.
- To ensure consistent compliance with all ATLP policies.
- To maintain a register of business interests.
- To ensure provision of free school meals to those students meeting the criteria.
- To support the Performance Management of the (Associate/Senior) Headteacher through the Chair of the Local Governing Body working alongside the Director of Education and the ATLP School Improvement Partner, where applicable. Chair will recommend the outcomes from this meeting to the Hub Governing Body Pay and Appraisal Committee with Director of Education support.
- To have a working understanding of all Trust documents relating to schools opening in September 2020

**Matters forming the agendas**

- To receive reports and provide appropriate levels of scrutiny, challenge and support in the following areas:
  - Safeguarding
  - Well being of pupils: school provision in the wake of Covid-19
  - Well being of staff: how is the school supporting staff
  - Pupil attendance: what is school doing to maximise pupil attendance?
- Curriculum: the support in place to mitigate against potential 'lost' learning during lockdown
- Remote learning: what is in place in the event of local lockdowns
- Financial challenges – statement showing additional covid related expenditure
- Support from the Trust
- Community issues

What the Local Governing Body is not responsible for:

- Any matters relating to legal and/or contractual matters.
- Setting the school budget as, ultimately, the CEO/Accounting Officer is responsible and accountable for each individual’s school budget.
- Financial reporting. This is undertaken by the Director of Finance and monitored by the Trust’s Finance Committee (Chair: Brian Cookson) and the Trust Board.
- Approval of anything that has a legal, contractual or financial implication. This includes insurance, buildings and estates, health and safety, contracts. (NB Governors will be consulted and/or informed on any such matters, as applicable)
- Personnel matters (unless delegated on a case by case basis directly by the Executive Team/Trust Board).
- Approval of statutory policies. LGBs do have delegated powers, however, to ensure these are complied with locally.
- Official complaints – although the executive team/Trustees may ask for governor support
Governance Review

During 2015/16, Trustees and stakeholders from our then Partnership schools engaged in a consultation exercise which re-visited vision, values, ethos and purpose. Part of this work also looked at governance and how this might be further strengthened in future years.

As a direct consequence of this work, the new business plan was implemented in September 2016 and the new governance structure was implemented in September 2017, following further guidance from DfE.

Delayed, due to covid, the Trust aims to review its governance practice and structures during academic year 2020/21. This includes how we might maximise the training and development programme to support those involved in governance whilst recognising their busy professional and personal commitments.

The Trust also recognises that it has doubled in the number of schools committed to the Trust in the interim years .. with more to follow. Whilst it is the ethos, values, vision and purpose of the Trust that has brought us together, it would be pertinent to revisit this at this time. I know the Trust will engage with you in this work over the course of the next year.
# ATLP MEETING CYCLE 2020/21

## AUTUMN TERM 2020

### ATLP LEADERSHIP – 1.30pm – 3.30pm

**VENUES TO BE ARRANGED AND COMMUNICATED BY DIRECTORS OF EDUCATION**

- Tuesday, 8 September
- Tuesday, 6 October
- Tuesday, 3 November
- Tuesday, 8 December

### LOCAL GOVERNING BODY

- w/b 5 October 2020
- w/b 30 November 2020

### FINANCE COMMITTEE – 5.30pm

- Monday, 28 September 2020 (same day as Audit Committee meeting)
- Monday 19 October 2020
- Monday 23 November 2020 (same day as Audit Committee meeting)
- Monday 14 December 2020

### AUDIT COMMITTEE – 3.45pm

- Monday 28 September 2020 (same day as Finance Committee meeting)
- Monday, 23 November 2020 (same day as Finance Committee meeting)

To receive annual accounts prior to LGB meetings

### PAY COMMITTEE MEETINGS (PRIMARY, SECONDARY & CENTRAL)

- w/b 16 November 2020

### HUB GOVERNING BODY – 4.30 pm or 5.30pm

- w/b 19 October 2020
- w/b 16 December 2020

### TRUST BOARD –

- Monday, 12 October 2020
- Monday 7 December 2020 8pm

To receive annual accounts

### MEMBERS MEETING & AGM – 7.15pm

- Monday, 7 December 2020
To receive annual accounts

### ATLP Training Day – Monday 4 January 2021

## SPRING TERM 2021

### ATLP LEADERSHIP – 1.30pm – 3.30pm

**VENUES TO BE ARRANGED AND COMMUNICATED BY DIRECTORS OF EDUCATION**

- Tuesday, 19 January
- Tuesday, 23 February
- Tuesday, 23 March
- Tuesday, 27 April

### LOCAL GOVERNING BODY

- w/b 8 February 2021
AUDIT COMMITTEE – 5.30pm
Monday, 25 Jan 2021

FINANCE COMMITTEE - 3.45pm
Monday, 22 March 2021 (same day as audit committee meeting)

AUDIT COMMITTEE – 5.30pm
Monday, 22 March 2021 (same day as finance committee meeting)

Hub Governing Body – 4.30 pm or 5.30pm
w/b 15 March 2021

TRUST BOARD – 7.15pm
Monday, 22 March 2021

SUMMER TERM 2021

ATLP LEADERSHIP – 1.30pm – 3.30pm
VENUES TO BE ARRANGED AND COMMUNICATED BY DIRECTORS OF EDUCATION
Tuesday, 18 May
Tuesday, 22 June
Tuesday, 13 July

LOCAL GOVERNING BODY
w/b 10 May 2021

FINANCE COMMITTEE – 5.30pm
Monday, 21 June 2021 to review the 2021/24 Budget Plans

FINANCE COMMITTEE – 3.45pm
Tuesday 6 July 2021 (same day as audit committee meeting)

AUDIT COMMITTEE – 5.30PM
Tuesday 6 July 2021 (same day as finance committee meeting)

Hub Governing Body – 4.30pm or 5.30pm
w/b 14 June 2021

TRUST BOARD – 7.15pm
Monday, 31 May 2021  Monday, 12 July 2021

GOVERNORS CELEBRATORY EVENT - TBC - W/C 28 JUNE 2021