



The Olympus Academy Trust Governance Framework Appendix G Governance Performance & Development Policy

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Amendment History

Version	Amendment Date	Author	Amendment Summary
2	18 Dec 2012	EO	<ul style="list-style-type: none"> • Effective from 01/01/13. • Approved by Board of Trustees
3	5 February 2013	EO	<ul style="list-style-type: none"> • Updated terminology only. • Approved by Board of Trustees.
4	19 March 2015	EO	<ul style="list-style-type: none"> • Updated to section on skills audit. • Approved by Board of Trustees.
5	3 November 2013	AD	<ul style="list-style-type: none"> • Review – no amendments. • Approved by Board of Trustees.

6	9 December 2015	KSt	<ul style="list-style-type: none"> Amended item 4.17 detailing individual performance reviews with directors/governors. Broadened to include performance review as a collective. Approved by Board of Trustees.
7	8 February 2017	SWi / KSt	<ul style="list-style-type: none"> Broadened to include performance review as a collective. Process simplified. Approved by Board of Trustees.
8	February 2020	KSh	<ul style="list-style-type: none"> Change of nomenclature to reflect the new Governance arrangements. Approved by Board of Trustees.

1. Introduction

- 1.1 The Trust has a structured approach to governance performance, training and development which links:
- An audit of skills, knowledge and experience required on the board of trustees and board committees, comparing that which is provided by the current memberships and the gaps to be filled through planned training and recruitment
 - A review of effectiveness of the whole board using a 360° approach benchmarking against best practice
 - A comprehensive governance development programme which targets identified needs
- 1.2 The role profile for trustees, governors and committee members requires all to 'participate openly and honestly in collective appraisals, skills audits and succession planning'.
- 1.3 The role profile further states that trustees, governors and committee members must complete all statutory training as specified by the Trust.
- 1.4 Trustees, governors and committee members are encouraged to undertake training and other learning opportunities in order to expand their skills, knowledge and experience and to develop their competencies in order that they may fulfil their role and responsibilities as effectively as possible.

2. Audit of Skills, Knowledge and Experience

- 2.1 The Trust established a base line position in 2011 and this is updated on an annual basis during a comprehensive renewal process. This process is used to populate the board of trustees and board committees within a new wider Trust governance structure with enhanced roles and responsibilities. The principles established through that process are continued in this policy.
- 2.2 The audit of skills, knowledge and experience will be updated as new trustees, governors and committee members join the Trust. Equally trustees, governors and committee members leaving will have their profiles removed from the skills mix of the board of trustees or board committee(s) as appropriate.
- 2.3 Any trustee, governor or committee members can update the skills audit at any time should their circumstances change to the extent that it may have an impact on the balance of skills, knowledge and experience required on either the board or the board committees.

- 2.4 The methodology will make use of a digital questionnaire used to ascertain the following information:
- A profile (a brief summary of qualifications, employment history, board and committee work, and community work).
 - Strengths and training needs relating to a range of pre-determined and agreed areas of skills, knowledge and experience.
 - Preferences in relation to board and committee membership and, for committee members, potential for appointment to the board of trustees.
 - Aspirations regarding positions of office (chairs and vice chairs).
 - Expectations and aspirations at the end of their term of office to retire or stand for another term (subject to the maximum term of office).
- 2.5 Trustees, governors and committee members will carry out a self-assessment of their skills, knowledge and experience. The responses will be independently verified against their profile and moderated accordingly where evidence cannot be provided to substantiate the level of the self-assessment. The moderation exercise also seeks to ensure relative consistency as far as possible between individual responses.
- 2.6 This exercise is required in order to ensure a level playing field for all trustees, governors and committee members as typically there can be some significant variances in people's perceptions about the strengths of their skills and experience and how recent and relevant it is. This is often simply down to individual perception and interpretation of the question and response options.
- 2.7 The Trust has assessed which of the key areas of skills, knowledge and experience are essential and which are desirable on the board of trustees and the board committees. In determining these The Trust has looked at what is required in relation to the agreed terms of reference as well as what is considered an essential mix of skills, knowledge and experience for the board or board committee to be effective. This will be re-assessed as and when the terms of reference change or the balance of business being conducted changes, to the extent that new skills are required.
- 2.8 The essential skills, knowledge and experience required for the board of trustees and board committees (in order to fulfil their purpose and core functions) are matched with those assessed for all trustees, governors and committee members. The aim is to achieve the closest match by comparing the range of individual trustee, governor and committee member strengths to the essential and desirable collective strengths to arrive at the most effective memberships

2.9 The Trust will use a rating system of Red, Amber and Green (RAG) as follows:

RAG rating	Strengths and gaps in skills, knowledge and experience
Red	gap identified in essential skills, knowledge and experience
Yellow	acceptable balance in view of essential/desirable mix
Green	positive strength in view of essential/desirable mix

2.10 The Trust will also take into account two other important factors

- The expressed preferences of individual trustees, governors and committee members to stay or move to another part of the Trust's governance structure.
- *(where is the other important factor?)*

2.11 If there are clear gaps in the essential skills, knowledge and experience required on the board of trustees, or board committee the remuneration and nominations committee will consider options including:

- Renewal process – recruiting to fill known forthcoming vacancies or securing voluntary retirement in order to create vacancies.
- Re-allocation of memberships from within the Trust's governance structure to transfer skills.
- Temporary memberships by existing trustees, governors or committee members across the Trust in order to plug gaps until recruitment can take place.
- Co-option of individuals to the board of trustees, or board committees.

3. Collective Effectiveness

3.1 Collective effectiveness will be reviewed in line with best practice at least every three years. Typically this will involve:

- a review of recent past papers and minutes;
- meetings with different trustees, governors and committee members and senior staff;
- observation of meetings of the board of trustees and committees as appropriate;
- a tailored self-assessment effectiveness questionnaire.

3.2 A questionnaire will be used to enable trustees, governors and committee members to self-assess their collective effectiveness in a number of key areas.

3.3 The resultant report will focus on areas of strengths and weaknesses, the latter developed more fully with recommendations for the areas that require strengthening. The report will be set within the context of the overall effectiveness of the board of trustees and board committees as seen through self- assessment and the assessment of those who work with them. External advisers may be used to provide objectivity and bring awareness of best practice in the sector. This approach enables a 360 degree appraisal of effectiveness and the development of an improvement action plan.

4. **Performance Review**

4.1 School Improvement Committees review performance as a collective on an annual basis in Term 6. This involves scrutiny of attendance, training, membership and progress against the relevant Terms of Reference.

4.2 The Clerk to Trustees should ensure that all electronic documentation is distributed and collated in good time.

5. **Governance Development Plan**

5.1 The aim is to enhance the overall performance of the board of trustees and the board committees and the capacity of individual trustees, governors and committee members to contribute to the good governance of the Trust.

5.2 All trustees, governors and committee members are expected to undertake appropriate training and participate in other learning opportunities in order to expand their skills, knowledge and experience and to develop their competencies in order that they may fulfil their role and responsibilities as effectively as possible.

5.3 Individual and collective training needs are identified through the skills audit and performance reviews. Other training needs would be identified by individuals from time to time e.g. by chairs in response to an on-going performance issue, trustees, governors and committee members taking lead responsibilities in new areas of focus being developed by the Trust etc.

5.4 The Governor Development Programme (GDP) would be linked to The Trust's strategic priorities and outcomes. It would be structured within the resources available and ensure that training is targeted in areas that would have the most benefit across the Trust.

5.5 The Trust acknowledges that getting the balance right is important and there would be a judgement to be made on what training is provided, how it is provided and the resources to be made available. Training would be delivered in the most cost effective way, delivering maximum benefits for the Trust and with processes introduced to ensure that learning is shared and implemented in a relevant way. Maximum use would be made of in-house skills available through staff, trustees, governors and committee members to deliver training events.

- 5.6 Specific skills training would be tailored for individuals or for the board of trustees or board committees as a whole depending on the outcome of the needs analysis and the resultant GDP. A rolling programme of events would be put in place. The programme of events would be delivered flexibly to suit trustees, governors and committee members' existing commitments and include one-to-one coaching to support specific individual training and development needs if required.
- 5.7 The Chair of Trustees would lead on trustee, governor and committee member training in consultation with the Head of Human Resources as there may be potential for shared training events with staff which can be both beneficial for joint working and more cost effective.