



Induction and Welcome Policy including Procedures for Governors and Directors

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	2	Academy specific appendices
	3	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
V1	April 2023	H Young	New Document combining Directors and Governors Procedures.
V2	April 2024	H Young	Appointment checklists Appendix 3 updated to reflect Governance Professional undertaking the process for Governors as opposed to the academy Business Managers



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1. Induction Policy for Directors and Governors

Policy Statement

The Directors' of Exceed Learning Partnership believe Directors and Governors bring an equally valued range of experiences, skills and qualities to its Boards and consider it essential that all new appointments are well supported in taking up the important role of Director or Governor and receive a comprehensive induction programme. The process is seen as an investment which ensures that the new Directors and Governors are given the necessary information and support to help them to fulfil their role with confidence and ultimately contribute to the high standards and achievements of the Trust.

The Directors' recognise the importance of having a strategy to recruit and induct new Directors and also new Governors to each Academy and to its' Local Governing Body. Publicising the role of the Directors' Board and Local Governing Body and keeping key stakeholders informed of the work being undertaken can help to demystify the role. Providing opportunities for prospective individuals to sit in on meetings (excluding confidential items) can give an indication of what is involved.

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

Induction Purpose

The main purposes of a Director/Governor induction is to develop the new appointments understanding of:

1. The effective role of a Director/Governor of Exceed Learning Partnership
2. How the Board of Directors undertake their duties and responsibilities
3. How the Local Governing Board undertake their duties and responsibilities
4. What an Academy is and what its statutory responsibilities are
5. The Academies within the Trust

Induction Outcomes

By the end of the induction period new Directors/Governors will:

1. Have an understanding of the Trust's Vision and Aims
2. Know their role and responsibilities as a Director/Governor
3. Have built 'professional' working relationships with other Directors/Governors
4. Understand how the Board of Directors works
5. Understand how an Local Governing Board works
6. Understand the sub-committee structures and the terms of reference of the Audit & Risk Committee, the Finance and Operations Committee and the Education and Standards Committee.
7. Understand the roles and responsibilities of the Senior Leadership Team of the Trust and each Academy



2. Management and Organisation of Induction for Directors

1. The Board of Directors hold the accountability for the effective implementation, monitoring and review of this policy.
2. The administration associated with this policy is the responsibility of the Governance Professional to the Board of Directors
3. For each new Director one experienced Director will act as mentor. The mentor will offer support, information and guidance which includes:
 - Orientation into the Board of Directors
 - An overview of the Director's role
 - How the full Board of Directors and committee meetings are conducted?
 - How to propose agenda items?

Directors Development and Learning

1. 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.
2. 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.
3. Directors' experiences, skills and expertise contribute 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.
4. To support this analysis a self-assessment knowledge, skills and experience audit questionnaire has been produced.
5. Induction forms the foundation of the on-going learning and development of Directors and therefore each new Director is asked to complete a skills audit and create an individual learning and development plan.

Monitoring and evaluation

1. Director's will monitor the implementation of the induction programme
2. Director's will ensure that the induction programme is evaluated as part of the induction process for new Directors, including feedback from new Directors
3. This policy will be reviewed every two years by 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.



3. Management and Organisation of Induction for Governors

The Governance Professional has an important role to play in introducing a new Governor to the work of the Local Governing Body and the Principal also has a crucial role to play in helping new governors to understand the unique context in which they will be working.

The Chair of the relevant Board will:

- Allocate an experienced Governor to mentor the new appointment e.g. the Chair themselves or Vice Chair.
- Work with the Governance Professional who will co-ordinate an induction meeting.
- Agree with other Governors the key documentation that would enable a new appointment to gain an understanding of the Trust/Academy and the role of Governors.
- Discuss the areas of work covered by Board and will encourage the new appointment to consider the monitoring areas they would like to focus on.
- Notify the new appointment of any mandatory training that needs to be completed as part of the role.
- Discuss the value of attending training for new governors.
- Work with the Governance Professional to support the new appointment.

Any new governors will be invited to meet with the Principal, tour the academy and be briefed on current priorities. This is important even if the new governor is already familiar with the Academy – for example as a parent. Being a governor brings different responsibilities.

Induction Programme and Package

The new governor recruitment and induction process is detailed in Appendix 3.

4. Induction of a new Academy

As Exceed Learning Partnership Trust evolves and grows it is essential that it does so in such a way that does not jeopardise its future success and sustainability and is always with regard to the risks and benefits in doing so.

This policy sets out the agreed considerations and processes of the Exceed Learning Partnership Trust Board which will ensure that any new Academy's joining the Trust understand their role and position in doing so, how processes of due diligence and information sharing will be carried out and how the Board will support and develop new directors when a new Academy joins the Multi Academy Trust.

When a recommendation or application is made for a new Academy to join Exceed Learning Partnership, the Trust Board, subject to permission granted from the DFE, will always take seriously the impact of a new Academy doing so.

Once the Board has met and approved a new Academy joining in principle, a process of due diligence will be carried out, this will also be communicated to the Local Governing Boards in all Academy's concerned.

Due Diligence

Before a new Academy is considered to convert and join Exceed Learning Partnership, professional scrutiny will be undertaken in the following areas:



- Financial Position
- Historic attainment and trends
- Views of parents and the local community
- Current assessment performance
- Leadership and Governance Capacity
- Asset Condition
- Capacity and other risks, with mitigating factors

A formal report will then be provided back to the Trust Board and the LGB of the Academy wishing to join the Trust sharing the outcomes of the due diligence. (See Appendix 5 for example)

Academy joining Exceed Learning Partnership

Upon a successful recommendation for progression to conversion and the awarding of an Academy order from the DfE, or alternatively confirmation of an existing academy joining the Trust (where the Academy is already part of another Trust), the relevant processes to support the conversion will ensue.

As part of the commitment to Exceed Learning Partnership, the incoming Academy will agree to pay a management fee of 5.5% (reviewed annually) of their delegated budget/GAG funding to cover advice, support and training on all aspects of being an academy including teaching and learning, finance and business management to enable colleagues to be well equipped in their academy journey.

It is the expectation that any Academy joining the Trust will utilise the existing expertise and consultancy provided by the Board's solicitors, accountants etc. The Chief Operations Officer, CFO and CEO will provide support, advice and training to the Academy during this period supporting the process of conversion and communicating progress within this back to the Board.

Principals/Headteachers and Chairs of Governors will meet as per an agreed calendar to support this process at local level.

Induction of New Directors to the Trust Board

The DfE believes effective governance at all levels is based on six key features:

- **Strategic Leadership** that sets and champions vision, ethos and strategy
- **Accountability** that drives up educational standards and financial performance
- **People** with the right skills, experience, qualities and capacity.
- **Structures** that reinforce clearly defined roles and responsibilities
- **Compliance** with statutory and contractual requirements
- **Evaluation** to monitor and improve the quality and impact of governance.

As such any new members of the Trust Board are given a full and comprehensive induction. Within this they must read and understand their roles and responsibilities with respect to the very important public duty they hold. A list of these can be found below:

- Code of Conduct for Trustees
- Academy's Financial Handbook
- Governance Handbook
- Articles of Association



- Companies Act 2006
- CC3: the essential trustee: what you need to know, what you need to do.
- 21 Questions for Mat Boards
- MAT Funding Agreement
- 7 Principles of Public Life

In addition, prospective Directors and Academies must demonstrate that they have the required personal qualities and pre-requisite skills for joining the Trust Board. This may be ascertained through the use of a skills audit. All members of the Board are accountable and responsible for all the decisions made and all Academies joining the Trust must operate within the powers and authority delegated to them.

Exceed Learning Partnership Trust Board also recognises that principles and personal attributes that individuals bring to the board are just as important. All those involved within the Trust's governance should be:

- **Committed:** devoting the required time to the role
- **Confident:** of an independent mind, able to lead and contribute to courageous conversations
- **Curious:** have an enquiring mind and analytical approach
- **Challenging:** providing appropriate challenge to the status quo, not taking information at face value
- **Collaborative:** prepared to listen and work in partnership with others
- **Critical:** critical friendship which enables challenge and support
- **Creative:** able to challenge convention wisdom and be open-minded

Throughout the conversion process and beyond

As part of the induction process and ongoing schedule of evaluation and improvement, the Directors will be involved in the following activities which will form part of the Trust Board's cycle for continual improvement:

- Agreeing and formulating the plans for medium and long-term development of the trust and how they build capacity within their trust and their Academies/academies;
- Continually evaluating the needs and development challenges are for all the Academies within the trust, irrespective of current performance levels;
- Determining how the trust will contribute to wider system improvement and develop and retain good links with other Multi Academy Trusts, teaching Academies and a wide range of stakeholders
- Ensuring there is sufficient financial expertise to oversee the trust's financial operations;
- Carrying out financial planning which is integrated into the trust's overall strategy for its Academy(s)/academies;
- Ensuring the trust's vision remains deliverable and resilient to operational changes in income, such as changes in pupil numbers or characteristics or the implications of the introduction of a national funding formula.
- Making sure that there are robust contingency plans in place, with clear triggers for enacting these plans.



Risk Management

Exceed Learning Partnership Board will ensure that the trust and any new Academies/academies have effective procedures in place to identify, monitor and mitigate at both Academy and trust level – risk management is not a box-ticking exercise. This will be achieved in the following ways:

- its scheme of delegation makes clear what risks are managed at what level so no issues ‘fall between the gaps’;
- the trust has a clear idea of how the way it manages risk may need to change as the trust grows, and has made a balanced assessment of the risks expansion and opportunities might pose to its existing Academies;
- the trust has access to appropriate due diligence expertise so that they can be confident the trust knows what it is taking on (both in terms of benefits and risks) when an additional Academy joins it; and
- the trust has capacity to manage the estate for which they are responsible.

Appointments to the Trust Board

Exceed Learning Partnership Trust Board is structured as per the Articles of Association. Any new Academies/academies joining the Trust will understand the representation at Board level available to them, if at all. Notwithstanding that Exceed Learning Partnership must have 25% representation at Board and Member level. Any new trustees must possess the requisite skills and demonstrate the ability to meet the expectations of the Code of Conduct for Trust Board Members and other above mentioned documents.

Training and Professional Development

All Directors and Members will access training which will support them in fulfilling their public duties, as determined by the needs of the board and individuals.

Post Conversion

Policies

Post conversion the new joining Academy will be asked to adhere to key Policies such as Health and Safety, Safeguarding, Performance Management, Whistleblowing, Finance, Anti-Fraud and Bribery and any other finance related policies for the Trust in the first instance. These can be given as part of the Induction package.

Systems

New Academies joining will be offered the support of Academies already within the Trust for the implementation and management of new processes, such as finance packages, purchasing and other systems and processes that may be pertinent. This will be organised by the Chief Finance Officer and Deputy CEO.

Support for Staff

Times of change can be challenging for staff, especially if it feels there is more work to be done as an academy. Established Trust Academies will support new joining Academies by “buddying up” key staff as a first point of support.



In addition to this, support will be increased in the first year post conversion for new tasks such as the first few month-end returns the Academy has to do. It is anticipated by putting in an adequate level of support at the start that this will future proof against complications further down the line.

Peer to peer support for office staff and individual Academy Principals is essential in the early stages post conversion. Exceed Learning Partnership is committed to putting this level of support in place for all Academies that join.

Policy Agreed: April 2024

Signed CEO: *B.A. Nixon*

Signed: Chair of Directors: *J.P. [Signature]*

Policy to be reviewed September 2025



Appendix 1 - Director Recruitment and Induction Process

DIRECTOR APPOINTMENT PROCESS AND CHECKLIST		
Stage 1	Tick when completed	Comments
Potential Director identified and introduced to CEO and Chair of Directors		
Stage 2	Tick when completed	Comments
Meeting arranged with the potential Director to discuss the role, MAT, understand what the candidate could bring and add to the Directors Board.		
Stage 3	Tick when completed	Comments
Following the meeting if both sides wish to progress, Governance Professional to send application forms and supplementary documentation to the potential Director for completion. This includes:		
Director Recruitment Pack		
Application Form		
Skills Matrix		
Declaration of Business and Pecuniary Interest		
Code of Conduct for Directors/Governors		
Code of Conduct Acknowledgement Form		
Declaration of Willingness and Eligibility to Act as a Director		
Advert re: Role Director		
Governance Handbook		
Stage 4	Tick when completed	Comments
All paperwork sent through to Governance Professional and DCEO at the Trust to be reviewed		



2 references sourced by the Governance Professional using details from the application form use ELP – Governor/Director reference form		
2 references checked by GP and confirmed as satisfactory		
Stage 5	Tick when completed	Comments
Identity Check Completed		
Enhanced DBS Check Completed		
Section 128 Check Completed		
Stage 6	Tick when completed	Comments
Once COO and Governance Professional have checked and approved paperwork, Governance Professional to inform members of potential new Director, and add to an upcoming Members meeting agenda item or arrange a time to discuss and review.		
Stage 7	Tick when completed	Comments
Governance Professional to submit paperwork to Members a minimum of 5 working days prior to forthcoming Members meeting and ensure Directors approval is an agenda item.		
Stage 8	Tick when completed	Comments
Should Directors who are pending approval wish to be an observer at any meetings, the Governance Professional must ensure they sign the Non-Disclosure Form and this form must be submitted to the Governance Professional and COO a minimum of 48 hours prior to attending any forthcoming meeting. (It is important to note that at this point the potential Director will not have an email address set up so will not receive any documentation)		
Stage 9	Tick when completed	Comments
Members approve appointment of New Director		



Stage 10	Tick when completed	Comments
COO sends an email to Trust Central team confirming that the appointment of a new Director has been approved/not been approved		
Stage 11	Tick when completed	Comments
If approved next steps are:		
Governance Professional to create new email address for the Director and ensure the email address is added to the correct Director email group for that academy		
Governance Professional to ensure Director is able to log into email account and receive emails through new email address		
Governance Professional to update Get Information About Schools		
Governance Professional to update Companies House (within 5 days of appointment)		
Governance Professional shares all future Directors Board meeting dates		
All Directors Board and Trust staff are informed via email of the new Director appointment		
Trust Website Meet our Director Page Updated		
Trust Website Governance Page Updated		
Business and Pecuniary Interests Updated on Trust Website		
Trust SCR Updated		
All Trust files, paperwork, databases are updated to reflect appointment and documentation correctly filed away and stored		



Governance Professional to book in induction time with the Chair of Director and CEO/DCEO			
Governance Professional to ensure new Director completes all mandatory training and record of training log is updated			
Governance Professional to set Director up on NGA and share login details with them			
Stage 12	Tick when completed	Comments	
Directors Welcome and Induction			
Welcome Letter sent to Director from Head of Governance			
Welcome letter sent to Director from Chair of Directors			
Director Induction Training booked in with Governance Professional			
Governor/Director Training and Information pack sent to new Director by Governance Professional			
ID Badged issued by Governance Professional			
Stage 13	Tick when completed	Comments	
Governance Professional to follow up within 5 working days to ensure actions have been completed			
Stage 14	Tick when completed	Comments	
Director attends first meeting (Governance Professional follows process to ensure Directors are accessing all paperwork prior to the meeting)			



Appendix 2 - Documentation to send to Directors/Governors as part of the Induction Pack

- File containing: -
 - Dates of all meetings for current year
 - Copy of minutes from previous meeting and committees (if Director)
 - List of Directors
 - Structure of the Full Board of Directors
 - Trust Strategic Plan
 - Annual Impact Report
 - Governance Framework and Handbook
 - Ofsted Reports
 - The following documentation:
 - Agenda and Papers for next meeting (if available)
 - Approved Academy Policies
 - Academy Improvement Plans
 - Self-Evaluation Forms
 - Terms of References
 - Copies of all previous Board of Directors minutes
 - Plans of each Academy
 - Link to the latest Trust Newsletter
 - Acronyms document



Appendix 3- Local Governor Appointment and Induction Process

CO-OPTED LOCAL GOVERNOR APPOINTMENT PROCESS AND CHECKLIST

Stage 1	Tick when completed	Comments
Potential Governor identified by Directors/CEO/ COO/ LGB/ interest via advert and introduced to Head of Governance		
Stage 2	Tick when completed	Comments
Head of Governance assess viability/suitability of candidate based on information shared at recommendation stage and whether this adds value to existing LGB membership. If in agreement to move forward, Head of Governance arranges a meeting with Principal and Chair of LGB with the potential governor to discuss the role, academy, understand what the candidate could bring and add to the LGB and where possible provide a tour around academy.		
(If it is decided that the potential candidate is not right for the LGB then the process ends)		
Stage 3	Tick when completed	Comments
Following the meeting if both sides wish to progress, Head of Governance to instruct Governance Professional to send application forms and supplementary documentation to the potential governor for completion. This includes:		
Governor Recruitment Pack		
Application Form		
Skills Matrix		
Declaration of Business and Pecuniary Interest		
Code of Conduct for Directors/Governors		
Code of Conduct Acknowledgement Form		
Advert re: Role Governor		
Governance Handbook		
Stage 4	Tick when completed	Comments
Completed paperwork sent back to Governance Professional for checking		



References Sourced using details from application form (use ELP Governor ref form)		
References reviewed by Head of Governance and confirmed as satisfactory		
Stage 5	Tick when completed	Comments
Identity Check Completed by Governance Professional		
Section 128 Check Completed by Governance Professional		
Enhanced DBS Check Completed by Governance Professional		
All paperwork sent through to Head of Governance to be reviewed		
Stage 6	Tick when completed	Comments
Paperwork reviewed fully, with any questions or queries referred back to the Governance Professional to review.		
Stage 7	Tick when completed	Comments
Head of Governance will seek DCEO approval to submit application paperwork to Directors and seek approval		
Stage 8	Tick when completed	Comments
Head of Governance to submit paperwork to Directors seeking approval via email		



Stage 9	Tick when completed	Comments
<p>Should governors who are pending Directors approval wish to be an observer at any LGB meetings, the Governance Professional must ensure they sign the Non-Disclosure Form and this form must be submitted to the Head of Governance a minimum of 48 hours prior to attending any forthcoming LGB meeting. (it is important to note that at this point the potential governor will not have an email address set up so will not receive documentation)</p>		
Stage 10	Tick when completed	Comments
Directors Approve appointment of New Governors		
Stage 11	Tick when completed	Comments
<p>Head of Governance sends an email to the academy confirming that the Governor has been approved/not approved and advises on next steps. If approved next steps are:</p>		
<p>Head of Governance liaises with Trust ICT Team to create new email address for the Governor and ensure the email address is added to the correct Governor email group for that academy</p>		
<p>Governance Professional to ensure Governor is able to log into email account and receive emails through new email address</p>		
<p>Governance Professional updates Get Information About Schools</p>		
<p>Governance Professional shares all future LGB Board meeting dates</p>		
<p>Head of Governance emails the LGB to inform them of the new Governor appointment</p>		
<p>Governance Professional sends the Academy Business Manager the information that needs to be updated on the Governors Page on the website.</p>		



Business and Pecuniary Interests Updated on Trust Website and Academy Website by Governance Professional *GP sends document to BM to update academy site*		
Head of Governance liaises with Trust Personnel Manager to update the Academy SCR		
Head of Governance submits Governor documentation, paperwork etc to Trust Personnel Manager who updates the Academy Staffsafe accordingly.		
Head of Governance to book in induction time with the Chair of Governors and Principal		
Head of Governance ensures Governor completes all mandatory training and record of training log is updated		
Governance Professional to set Governor up on NGA and share login details with them		
Stage 12	Tick when completed	Comments
Governors Welcome and Induction		
Welcome Letter sent to Governor from Head of Governance		
Welcome letter sent to Governor from Chair of Directors via Head of Governance		
Governor Induction Training booked in with Head of Governance		
Governor/Director Training and Information pack sent to new Governor by Head of Governance		
ID Badged issued by Academy		
Stage 13	Tick when completed	Comments
Governance Professional to follow up within 5 working days to ensure ID Badged has been prepared/issued		



Stage 14	Tick when completed	Comments
Governor attends first meeting (Governance Professional follows process to ensure new Governors are accessing all paperwork prior to the meeting)		



Appendix 3 - Documentation to send to Directors/Governors as part of the Induction Pack

- File containing: -
 - Dates of all meetings for current year
 - Copy of minutes from previous meeting and committees (if Director)
 - List of Directors
 - Structure of the Full Board of Directors
 - Trust Strategic Plan
 - Annual Impact Report
 - Governance Framework and Handbook
 - Ofsted Reports
 - The following documentation:
 - Agenda and Papers for next meeting (if available)
 - Approved Academy Policies
 - Academy Improvement Plans
 - Self-Evaluation Forms
 - Terms of References
 - Copies of all previous Board of Directors minutes
 - Plans of each Academy
 - Link to the latest Trust Newsletter
 - Acronyms document



Appendix 4 – Skills Audit

Skills Audit – Exceed Learning Partnership Trust		Questions to consider:		
<p>Level of experience/skill: 1 =none, 5 = extensive</p> <p>A 'D' denotes a skill that is desirable to have in the governing board, and an 'E' denotes a skill that is essential within the governing board.</p>		<p>Do these responses match expectations?</p> <p>Are there any implications for our role description or code of conduct?</p> <p>Do any of the responses have implications for our recruitment strategy?</p> <p>Do any of the responses raise questions about our induction strategy?</p> <p>Are the lower scoring competencies issues that could be dealt with by training?</p> <p>Could we improve any of the lower scoring competencies by mentoring and coaching?</p> <p>Do we need to review our committee membership based on these responses?</p> <p>Are there any implications for succession planning?</p>		
	Desirable or essential?	OVERALL	Please provide information to evidence your skill	Column2
Essential for all governors/trustees				
Commitment to improving education for all pupils	E			
Ability to work in a team and take collective responsibility for decisions	E			



Willingness to learn	E			
Commitment to the Academy's vision and ethos	E			
Has basic literacy and numeracy skills	E			
Has basic IT skills (i.e. word processing and email)	E			
Should exist across the governing board				
<i>Understanding/experience of governance</i>				
Previous experience of being a board member in another sector or a governor/trustee in another Academy	D			
Experience of chairing a board/ governing board or committee	D			



Experience of professional leadership	D			
<i>Vision and strategic planning</i>				
Understanding and experience of strategic planning	E			
Ability to analyse and review complex issues objectively	E			
Ability to identify problems	E			
Ability to propose and consider innovative solutions	E			
Experience reviewing the impact of new ideas and initiatives	D			
Ability to learn from failure	E			



Ability to make difficult decisions in the best interests of pupils	E			
Change management (e.g. overseeing a merger or an organisational restructure, changing careers)	D			
Understanding of current education policy	E			
<i>Holding the head to account</i>				
Communication skills, including being able to discuss sensitive issues tactfully	E			
Ability to analyse data	E	-		
Ability to question and challenge	E			



Experience of project management	D			
Performance management/ appraisal of someone else	E			
Experience of being performance managed/appraised yourself	D			
<i>Financial oversight</i>				
Financial planning/management (e.g. as part of your job)	E			
Experience of procurement/purchasing	D			



Experience of premises and facilities management	D			
<i>Knowing your Academy and community</i>				
Links with the community	D			
Links with local businesses	D			
Knowledge of the local/regional economy	E			
Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people)	D			
Understanding of special educational needs	E			



Managing building/premises (including Health and Safety)				
Knowledge of operation and maintenance of buildings	E			
Knowledge of Health & Safety legislation	E			



Appendix 5 – Multi Academy Trust Application – Due Dilligence Report

Appraiser: Date:

Criteria Risk	Risk			Evidence/Notes
	H	M	L	
Finance				
Attainment related issues				
Views of parents & local community				
Current performance assessment				
Leadership and Governance				
Asset condition				
Capacity and other risks, with mitigating factors				

Recommendation – considering the following criteria:

<ul style="list-style-type: none"> Do we have an existing Academy in the locality (organic growth)? Can the new Academy be part of a MAT? Are parents/staff in support? Outcome of due diligence report (analysis). Attainment levels.