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**The TRUE Learning  
Partnership**

**The TRUE Learning Partnership  
Company number 10455740  
Induction Procedure for Trustees  
September 2020**

## ➤ **Introduction**

The aim of The TRUE Learning Partnership's "Induction Procedure for Trustees" is to provide our new trustees with the information they will need to become as effective as possible in their role, within the shortest practicable time. The TRUE Learning Partnership (TTLP) Trust Board is committed to ensuring that all new trustees are given the necessary information and support they need to fulfil their role effectively and with confidence. This process is seen as an investment, leading to more effective governance and retention of trustees.

The objectives of the induction procedure are;

- To build an understanding of the nature of TTLP; its purposes and the communities in which it operates
- To develop an understanding of the role, including legal duties
- To build a link with TTLP's people – senior leadership teams, teachers, other staff, pupils, parents

## ➤ **The TRUE Learning Partnership (TTLP)**

In December 2018, Poynton High School and Lostock Hall Primary School became the founding partners of The TRUE Learning Partnership.

Our vision is a community based, values focussed, learning organisation that meets the needs of all its members so that all will achieve.

### **Fundamental principles and values**

As part of its constitution, the Trust Board has committed to the following overarching principles in all its work alongside Schools, Local Governing Bodies and staff:

#### ➤ **To respect, honour and promote your identity**

We will celebrate your individual identity and promote your achievements within our wider Learning Partnership. We will value your contributions and ensure you feel part of a family where your voice counts. We will support you to positively express the contribution you make to improve children's life chances.

#### ➤ **To believe in you and empower you**

We will value your strengths and support you to overcome your weaknesses. We will believe in your aspirations and through collaboration and strong networking, will help you to achieve your goals. We will help you innovate, grow stronger and push the boundaries. Respecting the principle of subsidiarity, decisions will be delegated wherever possible so they are taken as close as possible to those affected by them. Your autonomy will be at the heart of all our decisions and we will always show you how we have taken this into account. Together we will ensure that decisions are taken which inspire all that pass through our learning community. We will believe in you, praise you and encourage you.

#### ➤ **To listen to you**

We will take the time to listen to you, respect you and understand your views. We will strive to get things right first time; if we don't, we want you to tell us. We will use your feedback to help us improve and will let you know when we change things in response to your feedback. We will clearly

explain our reasons for our actions and if we don't agree with you, we will explain why. We will provide easy access to a complaints process and ensure that you are fairly treated and respected. We will always be professional and polite and will deal with any enquiries you may have as quickly as possible.

➤ **To keep you informed**

We will give you information as you want it and as you need it. We will provide clear communication channels and clear guidance on the services you can expect from us. We will support you with accessing this information and ensure it is accurate and up to date. We recognise that clear, concise communication is paramount to our collective success and will ensure that it underpins everything we do.

➤ **To support you**

We will make it our responsibility to understand your needs. We will offer all the support we can to help you address your needs. We will tailor our services around the common needs that exist within our schools, ensuring we are the best we can be. If we cannot meet your needs internally, we will work with you to source providers that can. We will actively promote school-to-school support across the Trust and give you the opportunities to support others, share your best practice and work collaboratively. We will help you assess yourselves and give you the tools to help you improve.

➤ **The role of the Trustees**

Academies are independent but state funded schools established as charitable companies limited by guarantee. As such, they are required to comply with legislation and regulation that applies to schools, charities and companies. It is essential that trustees are aware of their legal duties as a trustee under charity law, as a director under company law, and as a governor under education legislation.

The trustees are company directors and 'charity trustees' (within the terms of section 177(1) of the Charities Act 2011) and are responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the Articles of Association and the terms of the Trust's Funding Agreement with the Department for Education (which incorporates the Academies Financial Handbook).

The Trust Board is the accountable body for the performance of all schools within TTLP and as such must:

1. Ensure clarity of vision, ethos and strategic direction
2. Hold the executives to account for the educational performance of the schools and their pupils, and the performance management of staff
3. Oversee the financial performance of the Trust and make sure its money is well spent

An effective Trust Board has five main strands to its work:

- To establish and maintain the vision, mission and values of the Trust (the *vision* should be an inspiring picture of the organisation's potential, the *mission* is a statement of how to achieve the desired state, whilst *values* are the principles and deeply held beliefs and standards of conduct embedded in our way of doing things).

- To decide the strategy and structure – the Board should continually review and evaluate the Trust’s *strengths, weaknesses, opportunities and threats* and consider how best to play to the organisation’s strengths, or boost the Trust’s skills set.
- Delegate authority to the Executive Management Team and Local Governing Bodies where appropriate, and then monitor and evaluate the performance of our strategy and business plan, whilst maintaining appropriate monitoring and systems of internal control; determine the appropriate key performance indicators (KPIs) to be used to monitor progress.
- Identify risks, put in place arrangements to manage those risks, (including insurances, policies and processes) and review and monitor them periodically.
- Communicate with all our stakeholders (such as parents and carers, pupils, employees, partners, suppliers, funders, and members): maintain a continuous dialogue with them to understand their needs and views, promote their goodwill and support.

#### 4. TTLP Key Documents for the Induction of Trustees.

	Received ✓
Scheme of delegation	
Articles of Association	
Operational controls manual	
Academies Financial Handbook	

#### 5. TTLP Key contacts

- Trust Leader: Mr David Waugh [dwaugh@truelearning.org.uk](mailto:dwaugh@truelearning.org.uk)
- Chair of the Trust Board: Mrs Karen Tomlinson [kmtomlinson55@yahoo.co.uk](mailto:kmtomlinson55@yahoo.co.uk)
- Chief Financial Officer (CFO): Mrs Jill Ingram [jingram@truelearning.org.uk](mailto:jingram@truelearning.org.uk)
- Clerk: Ms Kelly Towler [ktowler@truelearning.org.uk](mailto:ktowler@truelearning.org.uk)

#### 6. Essential Wider Reading to Support Trustee Induction

	Received ✓
Welcome to a Multi Academy Trust: a guide for newly appointed trustees 2017-18 (NGA)	
Governance in Multi Academy Trusts (NCTL)	
Multi Academy Trusts: good practice guidance and expectations for growth (DfE)	
The Essential Trustee: what you need to know, what you need to do (Charity Commission for England and Wales)	

## 7. New Trustee Checklist

Pre appointment	Key contact	Tick on completion	Date of completion
Informal meeting with Trust Leader/ Chair of Trust Board to discuss the opportunity to join the Trust Board – brief history of TTLP, role of the trustee, current issues/ focus, visions and values	Trust Leader/ Chair of Trust Board		
Pen portrait to be shared with TTLP Trust Board	Clerk		
Conflict of interest form	Clerk		
NGA Skills audit	Clerk		
Upon appointment	Key contact	Tick on completion	Date of completion
Briefing with Trust Leader/ Chair of Trust Board: outline of the role of a trustee and a summary of their responsibilities and obligations, overview of Trust Board members and who to contact for support	Trust Leader/ Chair of Trust Board		
Sharing of pen portraits of TTLP Members and TTLP Trust Board	Clerk		
DBS check	Clerk		
Subscription to NGA membership	Clerk		
Key documents <ul style="list-style-type: none"> <li>• Scheme of delegation</li> <li>• Articles of Association</li> <li>• Operational controls manual</li> <li>• Academies Financial Handbook</li> </ul>	Clerk		
Other important documents <ul style="list-style-type: none"> <li>• Ofsted reports/ letters from previous 3 inspections for each school within TTLP</li> <li>• KPI/ data dashboards/ monitoring reports</li> <li>• School improvement plans for each school within TTLP</li> <li>• Trust Board minutes from previous 4 meetings</li> <li>• TTLP Risk register</li> <li>• Trustees Expenses Policy</li> </ul>	Clerk		
Key dates/ information <ul style="list-style-type: none"> <li>• Meetings schedule</li> <li>• Contact details for other Trust Board members</li> <li>• ESFA Academy calendar</li> </ul>	Clerk		
Description of the procedures to be adopted at Trust Board meetings	Clerk		

<ul style="list-style-type: none"> <li>• When the papers are sent out</li> <li>• Normal location of meetings</li> <li>• How long meetings last</li> <li>• Procedure for raising items for consideration</li> <li>• Access to SharePoint/ TTLP e mail account</li> </ul>			
<b>Within 3 months of appointment</b>	<b>Key contact</b>	<b>Tick on completion</b>	<b>Date of completion</b>
School/ MAT visit: background, current issues facing the school/ trust, opportunity to meet staff	Trust Leader/ Chair of Trust Board		
Meeting with CFO to receive an overview of TTLP finances and management accounts	Clerk		
Introduction to Trust Board members at a Trust Board meeting	Chair of Trust Board/ Trust Leader		
3 month review of role to date: induction checklist, attendance at meetings, contributions to meetings, any training requirements	Chair of Trust Board		
Trust Board policies	Clerk		
Details of relevant committees	Clerk		
Training opportunities/ personal development plan	Trust Leader/ Chair of Trust Board		
Educare Child Protection training (Child Protection in Education or Child Protection Refresher Course)	Clerk		

Name:

Signed:

Date:

**Please use the checklist to ensure you have received all of the information required for your role.  
If you require any additional information please contact the Clerk to the Trust Board.**

## Appendix 1) The legal responsibility of the Trustee

Academies are independent but state funded schools established as charitable companies limited by guarantee. As such, they are required to comply with legislation and regulation that applies to schools, charities and companies. It is essential that trustees are aware of their legal duties as

- **A trustee under charity law**
- **A director under company law**
- **A governor under education legislation.**

The trustees are **company directors and ‘charity trustees’** (within the terms of section 177(1) of the Charities Act 2011) and are responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the Articles of Association and the terms of the Trust’s Funding Agreement with the Department for Education (which incorporates the Academies Financial Handbook).

### Responsibilities as a company director

- **Duty to act within powers:** be familiar with the Articles of Association and act within the scope of that delegated authority.
- **Duty to promote success of the company:** act in the best interests of the company. Do what will best enable the charity to carry out its purposes; make balanced and informed decisions, thinking about the long and short term
- **Duty to exercise independent judgement:** act in person and use your own independent judgement
- **Duty to exercise reasonable care, skill and diligence:** be diligent, careful and well informed about the company’s affairs. If you have special skills or experience, use them
- **Duty to avoid conflicts of interest:** avoid situations where your interests conflict with those of the company. When in doubt, disclose potential conflicts quickly.
- **Duty not to accept benefits from third parties:** be honest and remember that the company’s property belongs to it and not to you or its members
- **Duty to declare an interest in a proposed transition or arrangement:** declare any interest in a proposed transaction or arrangement before the transaction is entered

### Responsibilities as a charitable trustee

- **Duty of compliance**

Charity trustees must always ensure that the charity is using its resources for its charitable purposes. Before making any decision, trustees should ask the question “does this directly further the academy trust’s objects?”

Trustees must make sure that the charity is carrying out the purposes for which it is set up, and no other purpose. This means understanding the charity’s purposes as set out in the Articles of Association; plan what your charity will do, and what you want it to achieve; be

able to explain how all of the charity's activities are intended to further or support its purposes; and understand how the charity benefits the public by carrying out its purposes.

Trustees must follow all relevant laws, act in accordance with your written constitution and comply with all regulatory requirements, such as Companies House and filing of accounts.

- **Duty of prudence**

Charity trustees must ensure that the charity assets are protected, and used for the benefit of its charitable beneficiaries; ensure that the trust remains solvent and up to date with financial records; avoid any activities which may put the academy at risk; act responsibly, reasonably and honestly and avoid exposing the charity's assets, beneficiaries or reputation to undue risk.

- **Duty of care**

Charity trustees must use personal skills and experience to ensure that the academy trust is well run and efficient; consider if it is appropriate to get external advice; and give enough time, thought and energy to your role by preparing, attending and actively participating in all trustee meetings.



## Appendix 2) Key documents and their purpose

hard copies available on request, electronic copies saved to TTLP SharePoint site

<https://poyntonhighschool.sharepoint.com/sites/TTLPtrustees>

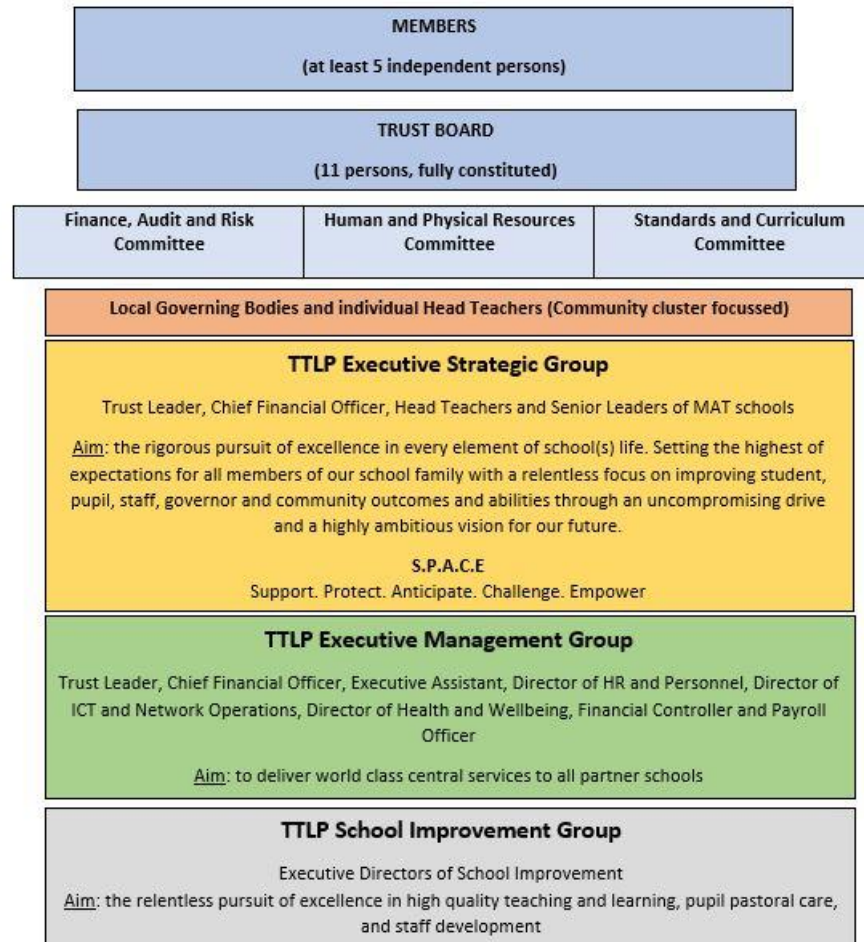
Memorandum of Association	Details the formation of TTLP
Articles of Association	<p>The articles set out the charitable purpose of TTLP and its governance structure. This includes information about:</p> <ul style="list-style-type: none"><li>• what the trust exists to do</li><li>• appointing and removing trust members and trustees</li><li>• establishing committees and local governing bodies</li></ul> <p>The articles also provide a framework for trusts to act within company and charity law.</p>
Scheme of Delegation	<p>Details which functions have been delegated to whom.</p> <p>It is a simple, yet systematic, way of ensuring members, trustees, committees (including Local Governing Bodies), the Executive Management Team and Head Teachers, as well as schools looking to join TTLP in future, are clear about who has responsibility for making which decisions in the Trust.</p>
Operational Controls Manual	<p>Operational details from the Scheme of Delegation.</p> <p>The purpose of the Operational Controls Manual is to give the detail behind the Scheme of Delegation by presenting a set of delegation levels in respect of finance, HR and other organisational controls to facilitate the operational running of TTLP.</p>
Financial Procedures Manual	<p>TTLP must comply with the principles of financial control outlined in the guidance published by the Education and Skills Funding Agency (ESFA) in the Academies Financial Handbook. This manual expands on that and provides detailed information on TTLP's accounting procedures.</p>
Risk Register	<p>Risk management is the process by which such risks are identified, their severity assessed and cost effective actions are taken to address, or mitigate, them to bring them down to acceptable levels.</p>

### Appendix 3) Multi academy trust acronyms and abbreviations

AHT	Assistant Head Teacher
ASCL	Association of School and College Leaders
BACS	Bankers automatic clearing system
CEO	Chief Executive officer
CFO	Chief Financial Officer
CoG	Chair of Governors
CPD	Continuing Professional Development
DBS	Disclosure and Barring Service
DfE	Department for Education
DHT	Deputy Head Teacher
DPO	Data Protection Officer
DPS	Disley Primary School
EAL	English as an Additional Language
EBacc	English Baccalaureate
EHC Plan	Educational Health Care Plan
ESFA	Education and Skills Funding Agency
EYFS	Early Years Foundation Stage
FSM	Free School Meals
FTE	Full Time Equivalent
GCSE	General Certificate of Secondary Education
GIAS	Get Information About Schools
GS	Glossopdale School
HBPS	Hague Bar Primary School
HMI	Her Majesty's Inspector of Schools
HMRC	Her Majesty's Revenue and Customs
HR	Human Resources
HT	Head Teacher
ICT	Information and Communications Technology
KPI	Key Performance Indicator
KS1	Key Stage 1 (Years 1-2)
KS2	Key Stage 2 (Years 3-6)
KS3	Key Stage 3 (Years 7-9)
KS4	Key Stage 4 (Years 10-11)
KS5	Key Stage 5 (16-18/ 6 <sup>th</sup> form)
LA	Local Authority
LAC	Looked After Children
LGB	Local Governing Body
LHPS	Lostock Hall Primary School

MAT	Multi Academy Trust
MIS	Management Information System
NEET	Not in Education, Employment or Training
NGA	National Governance Association
NQT	Newly Qualified Teacher
Ofsted	Office for Standards in Education
PHS	Poynton High School
QTS	Qualified Teacher Status
RAG	Red Amber Green
RO	Responsible Officer
RSC	Regional Schools Commissioner
S.P.A.C.E.	Support. Protect. Anticipate. Challenge. Empower
SBM	School Business Manager
SCR	Single Central Record
SDP	School Development Plan
SEF	Self Evaluation Form
SEND	Special Educational Needs and Disability
SIP	School Improvement Partner
SIP	School Improvement Plan
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social, Cultural
SORP	Statement of Recommended Practice
SRIP	School Rapid Improvement Plan
SUN	System User Number
TTLP	The TRUE Learning Partnership

## Appendix 4) TTLP Structure



## **Appendix 5) The importance of confidentiality and acceptable use of technology**

It is accepted that trustees will generally bring their own devices to TTLP Trust Board meetings. As such, it is important to be aware of the need to ensure information is kept safe and secure.

Trustees are encouraged to;

- Ensure that all technology devices have password/encryption facilities installed, for mobiles this must be a minimum of a 4 digit passcode
- Not disclose or share any passwords provided for their use to others and will not attempt to gain access to anyone else's passwords. Passwords will not be written down and kept where anyone else can gain access to them
- Ensure all TTLP data is kept secure and used appropriately
- Ensure that any emails with attachments that contain personal or sensitive data are encrypted or are saved onto a secure area
- Maintain professional boundaries when using the internet and social media for personal use.
- Report to the DPO immediately if any device containing school information (laptop/mobile phone/ipad or similar) is stolen, as this is considered a breach under GDPR and will need reporting within 72 hours
- Refrain from storing TTLP data on personal cloud storage platforms, due to the potential risks outlined below

### **Cloud Storage**

Using the "cloud" to store data for work purposes is a potential security risk.

- The trust can no longer guarantee the quality of access controls protecting the data
- The location where the data is stored may not be guaranteed as remaining in the European Economic Area (EEA) and so may not meet the Data Protection legislation requirements for personal and sensitive data.
- In many cases, public cloud storage requires that files be associated with an individual's personal account. Should that individual become ill, be absent for other reasons or leave, the trust could lose access to the data.
- Cloud services generally limit their liability for negligence, resulting in little or no recourse should the provider misuse, lose or damage information stored in the cloud
- Few cloud providers guarantee that they will not access the information stored within their service, leading to concerns over privacy and intellectual property rights
- Some if not all providers do not guarantee that the user's ownership of the data stored in the cloud will be retained. This is primarily to enable the provider to move data around to their different server locations without your prior approval but opens further questions about intellectual property rights
- Using cloud storage software to synchronise files between work and personal devices could result in personal/sensitive information being held inappropriately on personal equipment
- If they have financial difficulties a cloud storage provider may end the service with little or no notice, leaving staff with no access to files.

## Appendix 6) Privacy notice



### **Privacy notice for Governors, Trustees and other volunteers**

Under data protection law, individuals have a right to be informed about how the TRUE Learning Partnership uses any personal data we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data.

This privacy notice explains how we collect, store and use personal data about individuals working with the TRUE Learning Partnership in a voluntary capacity, including governors and trustees.

We, the TRUE Learning Partnership, c/o Poynton High School, Yew Tree Lane, Poynton Cheshire, SK12 1PU, are the 'data controller' for the purposes of data protection law.

Our Data Protection Officer (DPO) is Jill Ingram (see 'Contact us' below).

### **The personal data we hold**

We process data relating to those volunteering within the TRUE Learning Partnership.

**The personal data collected is essential, in order for the trust to fulfil our official functions and meet legal requirements. We collect and use governance information to meet the statutory duties placed upon us.**

Personal data that we may collect, use, store and share (when appropriate) about you includes, but is not restricted to:

- Personal identifiers (such as name, date of birth, contact details)
- References
- Evidence of qualifications
- Employment details
- Information about business and pecuniary interests
- Occupation
- Nationality
- Terms of office/ specific roles and duties/ resignations
- Attendance at meetings
- Training records

We may also collect, store and use information about you that falls into “special categories” of more sensitive personal data. This may include information about (where applicable):

- Race, ethnicity, religious beliefs, sexual orientation and political opinions
- Disability and access requirements

### **Why we use this data**

Under the GDPR, the legal bases we rely on for processing personal information for general purposes is to meet the statutory duties placed upon us, in accordance with our legal obligation. All academy trusts, under the Academies Financial Handbook, have a legal duty to provide governance information. The purpose of processing this data is to support the TRUE Learning Partnership to:

- Establish and maintain effective governance, through internal reporting and record keeping
- Meet statutory obligations for publishing and sharing governors and trustees details (via Get Information About Schools)
- To formally recognise the accountability of governors/ trustees (via Companies House)
- Facilitate safe recruitment, as part of our safeguarding obligations towards pupils
- Undertake equalities monitoring
- Ensure that appropriate access arrangements can be provided for volunteers who require them
- Coordinate training opportunities and access to guidance (via National Governance Association)
- Communicate effectively
- Utilise the media – administrative, marketing, news

### **Use of your personal information for marketing purposes**

Where you have given us consent to do so, the TRUE Learning Partnership may send you marketing information by email or text promoting TRUE Learning Partnership events, campaigns, charitable causes or services that may be of interest to you. You can withdraw consent or ‘opt out’ of receiving these texts and/or emails at any time by clicking on the "Unsubscribe" link at the bottom of any such communication, or by contacting our Data Protection Officer.

### **Our lawful basis for using this data**

We only collect and use personal information about you when the law allows us to. Most commonly, we use it where we need to:

- Comply with a legal obligation
- Carry out a task in the public interest

Less commonly, we may also use personal information about you where:

- You have given us consent to use it in a certain way
- We need to protect your vital interests (or someone else’s interests)

Where you have provided us with consent to use your data, you may withdraw this consent at any time. We will make this clear when requesting your consent, and explain how you go about withdrawing consent if you wish to do so.

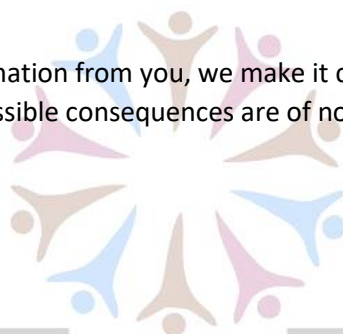
Some of the reasons listed above for collecting and using personal information about you overlap, and there may be several grounds which justify our use of your data.

### **Collecting this information**

We collect personal information via the trustee induction procedure and various contact forms and communication. Governance data is essential for the trust's operational use.

While the majority of the information we collect from you is mandatory, there is some information that you can choose whether or not to provide to us.

Whenever we seek to collect information from you, we make it clear whether you must provide this information (and if so, what the possible consequences are of not complying), or whether you have a choice.



### **How we store this data**

Personal data is stored in accordance with our GDPR Policy.

We maintain a file to store personal information about all volunteers. The information contained in this file is kept secure and is only used for purposes directly relevant to your work with the TRUE Learning Partnership.

When your relationship with the TRUE Learning Partnership has ended, we will retain and dispose of your personal information in accordance with our retention policy.

### **Data sharing**

We do not share information about you with any third party without your consent unless the law and our policies allow us to do so.

Where it is legally required, or necessary (and it complies with data protection law) we may share personal information about you with:

- Government departments or agencies (DfE)– to meet our legal obligations to share information about governors/trustees
- Our local authority – to meet our legal obligations to share certain information with it, such as details of governors
- Suppliers and service providers – to enable them to provide the service we have contracted them for, such as governor/trustee support

- Professional advisers and consultants
- Employment and recruitment agencies
- Police forces, courts
- Professionals working at other schools in the MAT
- Meet statutory obligations for publishing and sharing governors and trustees details (via Get Information About Schools)
- To formally recognise the accountability of governors/ trustees (via Companies House)
- Coordinate training opportunities and access to guidance (via National Governance Association)

### **Transferring data internationally**

Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

### **Your rights**

#### **How to access the personal information we hold about you**

Individuals have a right to make a 'subject access request' to gain access to personal information that the TRUE Learning Partnership holds about them.

If you make a subject access request, and if we do hold information about you, we will:

- Give you a description of it
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this
- Give you a copy of the information in an intelligible form

You may also have a right for your personal information to be transmitted electronically to another organisation in certain circumstances.

If you would like to make a request, please contact our Data Protection Officer.

#### **Your other rights regarding your data**

Under data protection law, individuals have certain rights regarding how their personal data is used and kept safe. You have the right to:

- Object to the use of your personal data if it would cause, or is causing, damage or distress
- Prevent your data being used to send direct marketing



- Object to the use of your personal data for decisions being taken by automated means (by a computer or machine, rather than a person)
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- Claim compensation for damages caused by a breach of the data protection regulations

To exercise any of these rights, please contact our Data Protection Officer.

### **Complaints**

We take any complaints about our collection and use of personal information very seriously.

If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance.

To make a complaint, please contact our data protection officer.

Alternatively, you can make a complaint to the Information Commissioner's Office:

- Report a concern online at <https://ico.org.uk/concerns/>
- Call 0303 123 1113
- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

### **Contact us**

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our Data Protection Officer:

- Jill Ingram– [dpo@truelearning.org.uk](mailto:dpo@truelearning.org.uk)



The True Learning Partnership