



Trustee and Governor Training & Development Policy

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This document is based on a model policy/procedure which reflects legislation, any relevant statutory and non-statutory guidance and best practice. The responsibility for setting policy and procedure resides with the Trust Board and as such the relevant body must be satisfied that the content of the policy/procedure suits their requirements



1. Introduction and Aim

The ROBUS Multi-Academy Trust is committed to investing in a broad and inclusive training and development programme for its trustees and governors to support and enable individuals to carry out their role in supporting our children and young people effectively and thereby equipping them with the right resources to develop and enhance their skills, enabling them to contribute to the overall success of the Multi-Academy Trust.

The aim of this policy is to outline how the Trust Board and Academy Governing Boards will take responsibility for development with the intention to actively and promote high educational and ethical standards across the Multi-Academy Trust.

It is recognised that individual trustees/governors are appointed from a wide variety of professional backgrounds with diverse knowledge, skills and understanding and therefore development will vary accordingly.

2. Key Principles

Individual trustees/governors and the Trust Board/Academy Governing Board as a team need to develop their knowledge, skills and understanding on a continuous basis that allows them to carry out their role effectively.

Development includes not only formal in-house or external training but can also include focussed governor visits to the academies and/or meetings with staff, reading, webinars and internet research.

Individuals' circumstances will vary considerably and will impact the extent to which they can participate in activities but there is an expectation that all trustees/governors will attend a minimum of two training sessions per academic year, including online training.

3. Roles and responsibilities

3.1 Role of the Trust Board

The Multi-Academy Trust Board will ensure that trustees and academy governors have access to an annual broad and inclusive training programme that supports individuals' development and skills base in accordance with the Multi-Academy Trust's Strategic Plan and Academy Development/Improvement Plans. The Multi-Academy Trust Board will assess and evaluate the training programme at least once in the academic year.

The Multi-Academy Trust Board will ensure that all newly appointed trustees and academy governors receive appropriate induction training that will include:

- written information about the Trust/Academy and the Trust Board/Academy Governing Board
- appropriate induction training by way of 'welcome' to the Multi-Academy Trust
- adequate support to answer any questions that the new trustee/governor may have during their first six months in office

3.2 Role of the Academy Governing Board

The Academy Governing Board will discuss governor development on a regular basis throughout the academic year, at least once per term at the Full Governing Board meeting. Participation and impact/progress against the Multi-Academy Trust's Training and Development Plan for the academic year will be reviewed to assess that the plan is meeting the needs of the Academy Governing Board and individual governors against the Academy's Development/Improvement Plan.

The Academy Governing Board will ensure that all academy governors who take on particular roles, for example Chair of the Academy Governing Board, Safeguarding or Link governor are encouraged to develop and keep updated with the knowledge, skills and understanding required for that responsibility.

The Academy Governing Body will ensure that training records are maintained on the governors' repository for all training and development undertaken by academy governors.

The Academy Governing Body will appoint a Training Link Governor (TLG) to:

- co-ordinate governors' annual self-review
- co-ordinate the maintenance of training and development records for all academy governors
- ensure that academy governors are aware of the training and development opportunities available
- liaise with TLGs within the Multi-Academy Trust on governor training matters

The TLG will have a least one year's governance experience before being appointed.

3.3 Role of individual trustees/governors

Individual trustees/governors are expected to support this policy by participating in an annual self-review to identify future development needs and prepared to attend at least two training courses in the academic year.

Trustees and governors should consider the impact that the training has on increasing confidences to undertake the role more effectively and helping in the understanding of educational issues.

Requests to attend development/training courses should be discussed with the TLG and the Multi-Academy Trust's Chief Executive Officer or Academy Headteacher before booking to ensure the availability of financial resources before committing the Multi-Academy Trust to any unplanned expenditure.

4. Monitoring the policy

The Multi-Academy Trust Board will consider how this policy is operating in practice at one of the Trust Board's Human Resources committee meeting each term. The committee will consider as to whether the policy is being followed and whether trustees/academy governors are participating in planned training events.

The Trust Board's Human Resources committee will consider at its meeting in the Summer Term as to what impact the previous year's training and development plan has had on the effectiveness of the work of the Trust Board and the Academy Governing Bodies.

Appendix A

Putting the Training & Development Policy into Practice

Process	Timing	Actions
<i>Assessing trustees/governors' training and development needs for the coming year</i>	Summer term	<ul style="list-style-type: none"> ▪ Individual trustees/governors assess their training needs through the self-review ▪ TLG collates responses ▪ TLG notifies the Clerk to the Trust Board/Academy Governing Board of identified training needs
<i>Prioritising and Planning</i>	Summer term	<ul style="list-style-type: none"> ▪ Clerk to the Trust Board/Academy Governing Board drafts training schedule for the coming academic year
	Autumn term	<ul style="list-style-type: none"> ▪ Trust Board approves the plan
<i>Implementing the Plan</i>	Autumn term Spring term Summer term	<ul style="list-style-type: none"> ▪ Trustees and academy governors attend training as per the training plan
<i>Monitoring the Plan</i>	Autumn term Spring term Summer term	<ul style="list-style-type: none"> ▪ TLG requests feedback on attendance at training ▪ Trustees/governors complete online record of training and their assessment of it
<i>Reviewing and evaluating the Plan</i>	Summer term	<ul style="list-style-type: none"> ▪ TLG collates responses and produces a short report for the Academy Governing Board
	Summer term	<ul style="list-style-type: none"> ▪ The Multi-Academy Trust Board will assess and evaluate the overall training plan to determine the effectiveness on the MAT's work