

TERMS OF REFERENCE FOR A TRANSITION BOARD ("the Transition Board")

[NAME OF ACADEMY] (the "Academy")

EFFECTIVE DATE [] REVIEW DATE []

PURPOSE

The Transition Board's primary role is to support the transition of the School from a maintained school to becoming a Astrea Academy and to facilitate the establishment of a Local Governing Body to whom delegated responsibility can be given. The Transition Board will have been established by Astrea and may have been appointed before the School formally joined Astrea in order to support the conversion of the School to become an academy. The Transition Board shall meet at least twice a term, more if necessary.

The Transition Board will ensure that the Strategic Plan for the Academy is being implemented and will advise on the development and review of the Plan, looking at four key areas of action; leadership & governance, teaching & learning, facilities & resources and finance. The Transition Board's primary focus is achieving continuing school improvement and, if appropriate, the rapid turnaround of the Academy. The Transition Board will report to the Astrea Regional Board and to the Astrea Executive Team on progress, recommending further action as necessary. The Transition Board is accountable to the Astrea Academy Trust Board for the progress of the Academy.

MEMBERSHIP

Members of the Transition Board are drawn from the local community and are appointed by Astrea, who will ensure the members have both the capacity and skills to work intensively within the Academy, providing support and challenge to the Academy's staff and building on existing links with the community. Board members must be able to demonstrate an understanding of the ethos and values of Astrea and a commitment to fulfilling Astrea's mission and objectives for the Academy, drawing on specialist skills where required. Whilst there is no limit on the numbers expected to serve on the Board, in most cases it is not anticipated that there will be more than 3 initially, one of whom will be the Executive Principal. The Astrea Chief Executive will appoint the Chair of the Transition Board.



REVIEW

Operating with a Transition Board is not intended to be a long-term arrangement and a target date has been identified for the review of the arrangement. This will be determined by the Director of Education and reviewed as necessary. Any initial period will not be greater than 12 months.

| Responsibility / Delegated Authority | Assessment |
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| Ethos and vision | |
| Support the actions of Astrea and the Astrea Regional Board in developing and sustaining a clear educational vision, ethos and direction for Astrea and the Academy, which promotes learning and the moral, social and cultural development of pupils. | |
| Assist with the communication of the Astrea vision within the Academy's community, reinforcing the Academy's identity as a school within the family of Astrea schools. | |
| Establish systems and procedures in the Academy, which recognise and prioritise collaborative working within Astrea where possible. | |
| Support Astrea in the formulation of policies and practices which reinforce Astrea's overall vision and aims as well as recognise the uniqueness of the Academy and the contribution it makes to the Astrea collective and to the community. | |
| Compliance and Leadership | |
| Take the lead in the development of a strategic plan for the Academy, which is consistent with Astrea's overall strategic objectives and identifies appropriate priorities for the Academy, targets for improvement and specific actions to be taken. | |
| Advise and report to Astrea and the Astrea Regional Board on the implementation of the strategic plan, identifying any financial, educational and organisational threats and weaknesses as well as opportunities for growth and improvement. | |



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| Support the leadership team within the Academy, ensuring that there is sufficient challenge and feedback so that continuous improvements can be made and preparing the leadership team and governors for the transition to full delegated responsibility. | |
| Have regard to the public sector equality duty in the performance of any duty. | |
| Act in accordance with the terms of the Astrea Master and Supplemental Funding Agreements, the Astrea Articles of Association and the current EFA Academy Financial Handbook in the performance of any duty. | |
| Ensure that at all times the Academy is meeting any legal requirements and duties. | |
| Establishing the Local Governing Body | |
| Establish a full governing body for the Academy, acknowledging the dissolution of the previous governing body and working with those who had been governors to understand the expectations that Astrea has for those serving on local governing bodies. | |
| Assess the available skills and capacity of those willing to form a new Astrea governing body for the Academy, explaining the role of governors by reference to the Astrea Scheme of Delegation and emphasising the importance of working as a family of Astrea Academies which support and promote each other. | |
| Encourage and facilitate the coming forward of individuals who can serve on a full governing body, supporting the training of potential governors and leaders as appropriate and ensuring there is sufficient diversity of skills, appropriate experience and capacity to provide meaningful support to the Academy's leadership team. | |
| Report to the Director of Education on the progress for establishing the local governing body, advising on the governor skills and capacity audit undertaken and the timescale for concluding the establishment of the local governing body. | |
| Recommend to Astrea suitable candidates for the appointment of the Astrea governors, including suitable candidates for the position of Chair of the Local Governing Body who must be approved by Astrea, and facilitate the election of the parent and staff governors. | |



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| Finance and Risk Management | |
| <p>Ensure that at all times any funds delegated to the Academy or otherwise held on behalf of the Academy are safeguarded, having regard to the duty of the Astrea Trustees as trustees of charitable assets and as recipients of public money.</p> | |
| <p>Monitor, review and control the budget, expenditure and income of the Academy, acknowledging any amounts to be set aside for central costs and reserves, contributing to any discussions initiated either by the Trust Board or the Astrea Executive Team in relation to the budget of the Academy and the appropriate use of all funds available to the Academy.</p> | |
| <p>Support and introduce the systems of financial and risk reporting in respect of the Academy to Astrea and the Astrea Trust Board, reporting as required (including to any internal audit committee or to the external auditors) highlighting any specific risks which might jeopardise the fulfilment of the strategic plan for the Academy.</p> | |
| <p>Implement any Astrea policy for the approval and signing of contracts (including the Astrea Financial Procedures Policy), ensuring all contracts to be entered into by the Academy are appropriate, have been authorised (or are within delegated authority) and do not expose the Academy, the Regional Board or the Trust Board to undue risk.</p> | |
| Curriculum and Standards | |
| <p>Advise Astrea and the Trust Board on the development of a curriculum which meets the Academy's specific needs and has regard to:</p> <ul style="list-style-type: none"> • any nationally recognised curriculum • the obligation to provide religious education, sex education and physical education • special educational needs • national testing and attainment targets, and • any teaching objectives and priorities adopted by Astrea and the Trust Board for all Academies. | |



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| Advise and report to Astrea and the Regional Board on the targets for relevant Key Stages in the Academy, supporting the leadership team in the Academy on action to be taken to maximise attainment and pupil progress and advising on the transition by pupils from one Key Stage to the next supporting the development of a personalised learning plan for each pupil. | |
| Carry out regular reviews of the standards of teaching and learning in the Academy and agree with the leadership team specific actions to be taken to address areas of weakness, facilitating the sharing of best practice and the development of a training programme for staff, which draws on the strengths of the Academy and secures additional resources which meet needs. | |
| Admissions, Pupil Behaviour and Attendance | |
| Advise the Trust Board on the Academy's admissions policy, ensuring this is consistent with any Astrea policy on the same including in so far as it addresses appeals against admissions. | |
| Formulate and implement a pupil behaviour policy in accordance with guidance produced by the Department for Education and as advised by Astrea. | |
| Consider (rejecting or affirming as appropriate) any decision of the Headteacher to exclude a pupil, reconsidering any decision to exclude if required to do so by any independent appeal panel established by the Trust Board to hear appeals against exclusions. | |
| Staff Recruitment | |
| In conjunction with Astrea and the Astrea Regional Board (and having regard to the advice of the Academy's leadership team), develop a staffing structure for the Academy, identifying the number of staff required to be employed at the Academy, the levels of the posts and the role responsibilities of all staff employed and supporting, where appropriate, the sharing of resources between Astrea Academies. | |
| Ensure the implementation of the HR policies adopted by Astrea. | |



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| <p>Having regard to any advice of the Astrea Executive Team and on the instruction of the Director of Education, appoint all new staff to work in the Academy, establishing an appointments committee in respect of the appointment of a Headteacher and such other key leadership appointments as advised by the Astrea Trustees which includes representatives of Astrea and the Trust Board (the latter as deemed appropriate).</p> | |
| <p>Staff Appraisal and Performance Management</p> | |
| <p>Evaluate the standards of teaching and learning in the Academy and ensure that proper standards of professional performance are established and maintained.</p> | |
| <p>Implement any pay policy and performance management policy for all teaching and non-teaching staff employed at the Academy put in place by Astrea, ensuring all affected staff of the Academy are kept informed and consulted as necessary.</p> | |
| <p>Implement any written policy for the appraisal of all teaching and non-teaching staff who work in the Academy put in place by Astrea, having regard to the objectives of the Academy’s strategic plan and ensuring all staff of the Academy are kept informed and consulted as necessary.</p> | |
| <p>Carry out the performance management and appraisal of the Headteacher, any deputies and other key leadership appointments in the Academy, supporting the Academy’s leadership team in the performance management of all other staff and advising the Trust Board of any areas of weakness or where additional support and/or training is required.</p> | |
| <p>Advise Astrea and the Regional Board on an appropriate programme for the training and professional development of all staff in the Academy, supporting and working with any Astrea programme for the development of Headteachers and other key leadership appointments.</p> | |
| <p>Implement any written policy for staff disciplinary and grievance procedures put in place by Astrea and where appropriate advise on and support the Academy’s leadership team on the implementation of the same.</p> | |



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| Undertake any disciplinary procedure and hear any grievance made by or in respect of the Headteacher and other members of the Academy's leadership team, reporting to the Trust Board and noting an affected member of staff's right of appeal to the Trust Board. | |
| Facilitate discussion with staff representative bodies, including the unions, at both Trust Board level and within the Academy. | |
| Premises and Resources | |
| Formulate, implement and keep under review a policy for health and safety at the Academy, having regard to any advice issued by Astrea from time to time. | |
| Provide such advice and information as may be required to enable the Trust Board to take out and review the level of insurance cover for the Academy and at the request of the Trust Board undertake appropriate and regular risk assessments. | |
| Advise and report to the Trust Board on any estate management strategy for the premises and facilities used by the Academy, identifying any planned maintenance and any need for substantial works to meet the strategic aims of the Academy, including considering the availability of funding or the need to secure funding. | |
| No significant capital works will be undertaken or commissioned by the Transition Board without the express written consent of the Trust Board. | |
| Ensure appropriately qualified workers, notifying the Astrea insurers as appropriate, carry out any works to the premises. | |
| Ensure any use of premises or facilities for community or income generating purposes are carried out in compliance with any policy issued by the Trust Board in relation to such matters (including any prepared on the advice of the Astrea accountants) and keeping a separate account of any income received so that this can be identified separately in the Academy's accounts. | |



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| Delegation | |
| The Transition Board may delegate any powers and responsibilities to the Headteacher of the Academy, subject to any requirements of Astrea. The Transition Board will ensure the gradual transfer of responsibility to the Headteacher, the leadership team and the full governing body is done sensitively to help successfully deliver the Academy's long term strategic plan. | |