

INCLUSIVE | MULTI ACADEMY TRUST



GOVERNANCE FRAMEWORK

Including SCHEME of DELEGATION

GOVERNANCE FRAMEWORK 2025-2026

DOCUMENT DETAIL

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GOVERNANCE FRAMEWORK

including SCHEME OF DELEGATION

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INTRODUCTION

Effective governance is maintained by the structures, systems and processes we put in place to ensure the proper management of the Trust. This document is vital and has been devised with reference to the [Governance Handbook](#) and [Academies Trust Handbook](#). The other main documents that set out how we operate are our [Articles of Association](#), which set our internal structure, and the [Master Funding Agreement](#), which is the legal contract with the Secretary of State.

VISION FOR GOVERNANCE

At the heart of our approach to governance is a values driven commitment to our children and their communities. We will base the delivery of our vision on the 7 principles of public life (Nolan principles):

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

In addition to this, we have set our own governance principles which we will also follow in all that we do:

- Community driven, focused on eliminating opportunity gaps for all children
- Clear responsibility and clear accountability based on skills
- No duplication or overlap of governance
- Self Governing
- Knowledge of the sector and best practice driven
- What is right and not what is historic
- Not linked to personalities
- Be bold and be brave

AIMS

This document has been created to provide a framework to ensure:

- clarity of vision, ethos and strategic direction at both Trust and school governance levels
- we do the right thing, in the right way, for the right people, in a timely, open, honest and accountable way
- school governance retains an opportunity to drive schools forward with their headteacher
- accountability, roles responsibility are clearly defined
- a shared, operational understanding across the Trust
- effective communication, participation and consultation
- a single document that gives clarity to all.

BELIEFS AND PROMISES

Our Trust name 'inclusive' originates from the driving belief that many different types of people form our community and every single one of them should be treated fairly and equally so that they and their families can access a great education.

Our schools work together with shared leadership, expertise, resources and efficiencies and deliver an excellent education within a loving and nurturing environment. We see ourselves as a central community hub and strive to provide equal access to education, opportunities, resources and support for all. We are committed to developing innovative curriculums and empowering and delivering excellence within each of the school communities that we serve.

There is no blueprint for a school in the Inclusive Multi Academy Trust, instead we are a family of schools that share a philosophy:

- A family of schools that share a wealth of expertise: leaders, teachers and support staff.
- A family of schools that work together for the benefit of all children across the Trust.
- A family of schools that together are stronger than the sum of our individual parts.

We believe that:

- happy children learn
- happy staff thrive
- happy people build a community.

We promise that people in the Inclusive Multi Academy Trust will:

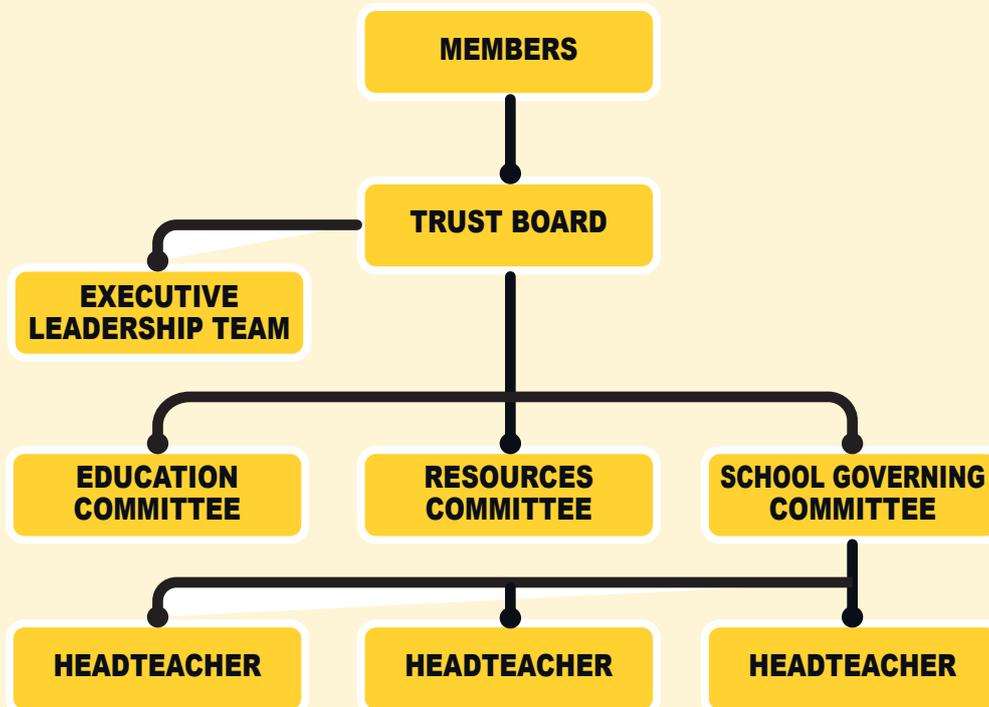
- experience a sense of belonging, dignity and equity
- feel safe, socially, emotionally and physically
- develop outstanding academic and life skills
- fostering an intrinsic love of learning whilst having fun
- build lasting, healthy relationships and support networks
- engage with and contribute substantially to their local and global community

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TRUST GOVERNANCE

The Trust Board is accountable for the ethos and strategic direction of the Trust. They also ensure compliance with statutory and regulatory requirements.

The map below illustrates our governance structure.



THE ROLE OF THE MEMBERS

(see Appendix 1 for full role descriptor)

Members hold the Trust board to account for the effective governance of the Trust and are the equivalent of the shareholders in a commercial company (save that they do not receive dividends). The members are the original signatories to the [Memorandum of Association](#) and will have agreed the Trust's first [Articles of Association](#). The Members do not have any specific duties imposed on them by the Companies Act 2006 (the Act) but they are asked to provide a 'guarantee' such that if the Academy Trust were to be wound up and the assets did not meet all of its liabilities, they would be asked to contribute £10.

They have a number of statutory rights and responsibilities:

- appoint and remove a Member
- appoint and remove a Trustee
- amend the Articles of Association
- to receive the annual accounts
- appoint the external auditors
- by special resolution, issue direction to the Trustees to take a specific action
- change the company's name and ultimately wind it up.

THE ROLE OF THE TRUSTEES

(see Appendix 2 for full role descriptor)

The Trust is a charitable company and so Trustees are both charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors. Because Trustees are bound by both charity and company law, the terms 'Trustees' and 'directors' are often used interchangeably. Throughout this document, the term Trustee will be used to avoid confusion. The Trust's responsibilities are set out in their Terms of Reference.

The Trustees are responsible for the general control and management of the administration of the Trust, and in accordance with the provisions set out in the [memorandum](#) and [articles of association](#) and its [funding agreement](#), it is legally responsible and accountable for all statutory functions, for the performance of all schools within the Trust, and must approve a written Scheme of Delegation that maintains robust internal control arrangements.

In addition, it must carry out the three core governance functions:

- ensure clarity of the Trust's beliefs and promises, its ethos and strategic direction
- hold the executive to account for the educational performance of the Trust's schools and their pupils, and the performance management of staff
- oversee the financial performance of the Trust and make sure its money is well spent

The Board of Trustees has the right to review and adapt its governance structure at any time which includes removing delegation.

Trustees must ensure robust governance. The following are identified as features of effective governance:

- strategic leadership that sets and champions vision, ethos and strategy
- accountability that drives up educational 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 of governance to monitor and improve its quality and impact

THE ROLE OF BOARD COMMITTEES

(see Appendix 3 for Trust Board Terms of Reference)

The Trustees will establish committees to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the Trust Board. The Trust Board operates with three committees:

- Resources Committee (including Risk and Audit)
- Education Committee
- School Governing Committees.

The membership (there must be at least three Trustees) and responsibilities of board committees are set out in the committee's terms of reference. The Trust Board will appoint board committee chairs and committee members according to their skills.

CHAIR OF TRUSTEES

The Chair of Trustees is responsible for ensuring the effective functioning of the board and has a vital role in setting the highest expectations for professional governance and accountability for the Trust Board. It is the chair's responsibility to give the Trust Board clear leadership and direction, keeping it focused on its core functions. The chair's role will be informed by the governance professional's (clerk's) advice and support.

THE ACCOUNTING OFFICER

This role is undertaken by the Chief Executive Officer. The role includes specific responsibilities for financial matters. It includes a personal responsibility to Parliament, and to ESFA's accounting officer, for the trust's financial resources. Accounting officers must be able to assure Parliament, and the public, of high probity in the management of public funds, particularly regularity, propriety and value for money. The accounting officer must have oversight of financial transactions, by:

- ensuring the Multi Academy Trust's property and assets are under the trustees' control, and measures exist to prevent losses or misuse
- ensuring bank accounts, financial systems and financial records are operated by more than one person
- keeping full and accurate accounting records to support their annual accounts.

The accounting officer must:

- complete and sign a statement on regularity, propriety and compliance each year and submit this to ESFA with the audited accounts
- demonstrate how the Trust has secured value for money via the governance statement in the audited accounts.
- take personal responsibility (which must not be delegated) for assuring the board that there is compliance with the funding agreement and handbook
- advise the board in writing if action it is considering is incompatible with the articles, funding agreement or handbook
- must advise the board in writing if the board fails to act where required by the funding agreement or handbook.

TRUST EXECUTIVE LEADERSHIP TEAM

This team consists of the Chief Executive Officer (CEO), the Chief Operating Officer (COO) and the Trust SEND Lead. The CEO leads the Executive Leadership Team (ELT) of the Trust. In the absence of the CEO, the COO has delegated responsibility and in the absence of both, the Trust SEND Lead.

THE ROLE OF THE CHIEF EXECUTIVE OFFICER (CEO)

The CEO has the delegated responsibility for the operation of the Trust including the performance of the Trust's schools and so the CEO will performance manage Headteachers. As there is the delegation of some governance functions to School Governing Committees (LGC), this is usually completed with the LGC chair alongside.

The CEO will delegate executive management functions to the ELT and is accountable to the Trust Board for their performance.

In exceptional circumstances or times of crisis, operational responsibility for the school/schools reverts to the CEO, with any implemented changes reported to the Trust board.

THE ROLE OF THE RESOURCES COMMITTEE *(see Appendix 4 for Terms of Reference)*

In line with the Articles of Association, Trustees have established a Resources Committee. This includes responsibilities for audit and risk as defined by the [Academies Trust Handbook](#). Other responsibilities include internal scrutiny, finance and estates management.

THE ROLE OF THE EDUCATION COMMITTEE *(see Appendix 5 for Terms of Reference)*

The Trustees have chosen to establish an Education Committee (previously Community and Standards). Their key responsibility is to review and evaluate teaching and learning; pupils' education and progress; and teachers' CPD. In doing so, the committee should take account of the performance of the full range of different groups represented in the Trust's academies, including disadvantaged pupils, pupils with SEND, looked after children and pupils in different ethnic, social and ability groups.

THE ROLE OF THE SCHOOL GOVERNING COMMITTEES

(see Appendix 6 for Terms of Reference and Appendix 7 for a role descriptor)

The Trustees will establish committees to carry out some of its school level governance functions, although as Trustees are not required to sit on school committees, decision making is reduced. The Trustees will appoint the chair and ensure that two parents are members of the school committee. Delegated functions include:

- building an understanding of how the school is led and managed
- monitoring whether the school is:
 - Working within agreed policies
 - Is meeting the agreed targets
 - engaging with stakeholders
 - driving forward the needs of the school community
- being a point of consultation and representation
- reporting to the Board.

As a committee of the Board, delegation can be removed at any time.

THE ROLE OF THE HEADTEACHER

The Headteacher is responsible for the day-to-day management of the school and is managed by the CEO but reports to the School Governing Committee on matters which have been delegated to it which will include an element of monitoring and scrutiny of the school's processes.

THE GOVERNANCE PROFESSIONAL (CLERK)

The Trust has appointed a Governance Professional to support the board of trustees. Trustees have appointed one professional who clerks all Trust Board meetings and its committee meetings. A governance professional contributes to the efficient functioning of the board by providing:

- guidance to ensure the board works in compliance with the appropriate legal and regulatory framework and understands the potential consequences of non-compliance
- independent advice on procedural matters relating to operation of the board
- administrative and organisational support.

GOVERNANCE OPERATIONS

The COO supports the Trust Governance Professional. They liaise on a regular basis to facilitate sharing best practice, common processes, required systems and documentation and to provide each other with support, guidance and assistance when needed. The COO ensures that the Governance Professional is provided with up-to-date information regarding governance.

The Governance Professional is expected to collate skills audits, training requirements and experiences and to share these with the Trust. These form the basis of the Trust's governance training plan.

GOVERNORHUB

The Trust has subscribed to GovernorHub. This is the platform which we use to communicate, share documents and access information to support governance.

MEETING SCHEDULE

The COO is responsible for overseeing the meeting timetable for all governance meetings for the academic year in collaboration with the Chair and CEO. This is approved by the Trust Board. The meeting schedule is added to Governorhub.

MEETING AGENDAS AND MINUTES

The Governance Professional will circulate a draft agenda to the COO and CEO who will finalise the agenda in collaboration with the Headteacher if applicable, and the chair of the Board or committee. Finalised agendas and minutes of the meetings are all stored on Governorhub.

COMMON SYSTEMS, PROCEDURES AND DOCUMENTATION

To enable governance to operate consistently and in accordance with the Trust's Governance Framework, the Trust disseminates templates and content for the following documentation:

- a) agendas;
- b) meeting minutes;
- c) terms of reference;
- d) annual calendar of business;
- e) headteacher report headings (method of presentation agreed at a school level);
- f) policy schedule.

This documentation will be reviewed annually in the summer term by the COO and will be made available for the start of the new academic year.

KEY TO THE SCHEME OF DELEGATION

We have used a RACSI Matrix to assign and display responsibilities throughout the Scheme of Delegation.



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ETHOS, STRATEGY AND GOVERNANCE										
ETHOS & STRATEGY	Accountable for approving the Trust beliefs and promises	A	Informed	I	Responsible for delivering the Trusts beliefs and promises	R	Informed	I	I	
	Accountable for approving the Trust plan	A	Supporting by reviewing the Trust plan	S	Responsible for delivering the Trust plan	R	Informed	I	I	
	Accountable for setting vision for Trust Growth	A	Supporting through review of financial targets	S	Responsible for developing and executing plans for Trust Growth	R				
	Accountable for approving new schools joining the Trust	A			Responsible for on boarding new schools	R				
	Accountable for any due diligence undertaken on potential schools joining the Trust	A	Supporting through detailed production of due diligence review	S	Responsible for developing and executing due diligence reviews	R				
			Informed	I	Supporting by reviewing the school plan	S	Responsible for setting and delivering school plan	R	Accountable for approving and monitoring the school plan	A
			Informed	I	Supporting by reviewing the SEF	R	Responsible for writing, delivering and reviewing the SEF	R	Consulted on the writing of the SEF	C

AREA OF RESPONSIBILITY	TRUST BOARD	TRUST BOARD COMMITTEES	EXECUTIVE LEADERSHIP	HEADTEACHERS	SCHOOL GOVERNING COMMITTEE				
ETHOS, STRATEGY AND GOVERNANCE									
ETHOS & STRATEGY	Accountable for setting or amending school PAN	A		Responsible for recommending any changes to PAN	Supporting through review of pupil numbers	Consulted on any change to PAN	R	S	C
	Accountable for approving the Trust IT Strategy	A	Supporting through detailed review and monitoring of IT strategy	S	Responsible for developing the IT strategy	Supporting the development of school IT strategy	R	S	C
GOVERNANCE	Responsible for appointing Trust committee members including the Chair of the LGC	R							
				Supporting by reviewing the appointment of school governors including parental appointments	S	Responsible for recommending the appointment of governors including parental appointments	R	Responsible for appointing governors including parental appointments	R
	Responsible for appointing or removing the Trust Governance Professional	R	Informed	I	Informed	I	Informed	I	I
	Accountable for approving all delegations/terms of reference/annual business plan	A	Supporting by reviewing all delegations/terms of reference/annual business plan	S	Responsible for the review of the Trust delegations/terms of reference/annual business plan	R	Informed	I	Informed
	Responsible for approving the removal of any governor	R			Responsible for monitoring the performance of LGCs in fulfilling their responsibilities and accountabilities	R	Informed	I	Consulted on the performance of LGC governors

AREA OF RESPONSIBILITY	TRUST BOARD	TRUST BOARD COMMITTEES	EXECUTIVE LEADERSHIP	HEADTEACHERS	SCHOOL GOVERNING COMMITTEE					
ETHOS, STRATEGY AND GOVERNANCE										
GOVERNANCE	Accountable for determining Trust and school wide policies and approval levels	A	Informed	I	Informed	I	Informed	I		
	Responsible for approving non delegated Trust policies	R	Supporting by approving all delegated policies	S	Supporting by approving all delegated policies and reviewing policy implementation	S	Supporting the process to write delegated school policies and ensure implementation of all policies	S	Supporting by approving all delegated policies and reviewing implementation (excluding financial management)	S
	Accountable for the completion of the Register of interests and a procedure to deal with conflicts of interests	A	Responsible for completion of the Register of interests	R	Responsible for completion of the Register of interests	R	Responsible for completion of the Register of interests	R	Responsible for completion of the Register of interests	R
	Accountable for ensuring a Risk Register is in place and reviewed at least annually	A	Supporting by reviewing the Risk Register	S	Responsible for the review of the Risk Register and mitigating identified risks	R	Responsible for the review of school risks and mitigating identified risks	R	Supporting by reviewing school risks	S
	Accountable for the publication of statutory information	A	Supporting by reviewing Trust statutory information	S	Responsible for the publication of Trust statutory information	R	Responsible for the publication of school statutory information	R	Supporting by reviewing school statutory information	S
	Informed	I	Accountable for ensuring parental engagement takes place	A	Reviewing parental engagement	S	Responsible for engaging with parents	R	Supporting by reviewing parental engagement	S

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ETHOS, STRATEGY AND GOVERNANCE										
COMPLIANCE	Accountable for ensuring compliance with equality, diversity and inclusion legislation	A	Supporting by reviewing the Trust equality, diversity and inclusion planning	S	Responsible for delivering the Trust equality, diversity and inclusion objectives	R	Responsible for delivering the school equality, diversity and inclusion objectives	R	Supporting by reviewing the school equality planning	S
	Accountable for ensuring compliance with the Academies Trust Handbook	A	Supporting by reviewing financial audits and returns	S	Responsible for the delivery of practice in line with the Academies Trust Handbook	R	Supporting by ensuring financial compliance within Trust Financial Handbook.	S		
	Accountable for all other regulations affecting the Trust (eg Health and Safety, HR and Legal)	A	Supporting by reviewing other regulations	S	Responsible for the delivery of sound practice	R	Responsible for the delivery of sound practice in school	R	Supporting by reviewing the delivery of sound practice	S
	Accountable for approving the Trust admissions arrangements	A			Responsible for the review of the Trust admissions arrangements	R	Supporting the delivery of the Trust admissions arrangements	S	Consulted on the Trust admissions arrangements	C
	Accountable for ensuring compliant attendance during an Ofsted inspection	A	Supporting the school during an Ofsted inspection	S	Supporting the school during an Ofsted inspection	S	Responsible for attending an Ofsted inspection	R	Responsible for attending an Ofsted inspection	R
					Supporting to ensure the school website and GIAS is compliant with DFE requirements	S	Responsible for ensuring the school website and GIAS is compliant with DFE requirements	R	Accountable for ensuring the school website and GIAS is compliant with DFE requirements	A
			Accountable for ensuring the Trust website and GIAS is compliant with DFE requirements	A	Responsible for ensuring the Trust website and GIAS is compliant with DFE requirements	R				

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HUMAN RESOURCES										
APPOINTMENTS, SUSPENSION AND DISMISSALS	Accountable for approving restructure and redundancy	A	Responsible for reviewing Leadership pay spine (or equivalent) staff structures including appropriate pay grades.	A	Responsible for the review of staff structures up to and including UPS (and support staff equivalent), pay grades and job descriptions including restructure and redundancy	R	Consulted on the review of staff structures, pay grades and job descriptions including restructure and redundancy	C	Informed	I
	Informed	I	Responsible for approving the appointment, suspension and removal of an executive leader	R	Supporting the appointment, suspension and removal of an executive leader	S				
	Informed	I	Responsible for approving the appointment, suspension and removal of a Headteacher	R	Responsible for the appointment, suspension and removal of a Headteacher	R		Consulted on the appointment, suspension and removal of a Headteacher		C
			Informed	I	Responsible for the appointment, suspension and removal of senior leaders	R	Supporting the appointment, suspension and removal of senior leaders	S	Consulted on the appointment, suspension and removal of senior leaders	C
			Informed	I	Responsible for the appointment, suspension and removal of Trust staff	R				
					Supporting the appointment, suspension and removal of school staff within Trust structure	S	Responsible for the appointment, suspension and removal of school staff within Trust structure	R	Informed	I

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HUMAN RESOURCES					
PAY	Accountable for approving the staff pay award	A Supporting the approval of staff pay award	S Responsible for recommending the staff pay award	R Informed	I Informed
STAFF APPRAISAL AND PERFORMANCE		R Responsible for the appraisal of executive leaders	R Responsible for the appraisal of Trust staff and Headteachers	R Responsible for the appraisal of school staff	S Supporting the appraisal of the Headteacher
		I Informed	I Responsible for overseeing performance and securing improvement in performance standards	R Responsible for observing and evaluating performance and securing improvement in performance standards	I Informed
		R Responsible for approving any secondment for executive leaders	R Responsible for approving any secondment for senior leaders	R Consulted on secondment/ consultancy requests	C

AREA OF RESPONSIBILITY	TRUST BOARD	TRUST BOARD COMMITTEES	EXECUTIVE LEADERSHIP	HEADTEACHERS	SCHOOL GOVERNING COMMITTEE
FINANCIAL MANAGEMENT and AUDIT					
APPOINTMENTS		S Supporting by reviewing the recommendation for appointment of external auditors to the members	S Responsible for recommending the appointment of external auditors to the members	R	
		S Supporting by reviewing the appointment of internal auditors	S Responsible for the appointment of internal auditors	R	

AREA OF RESPONSIBILITY	TRUST BOARD	TRUST BOARD COMMITTEES	EXECUTIVE LEADERSHIP	HEADTEACHERS	SCHOOL GOVERNING COMMITTEE					
FINANCIAL MANAGEMENT and AUDIT										
BUDGETS AND ACCOUNTING	Accountable for approving the Trust wide annual budget and three-year outturn	A	Supporting through detailed budget review and three-year outturn	S	Responsible for developing the Trust budget and three-year outturn	R	Responsible for formulating the school budget and three-year outturn for approval	R	Consulted on the formulation of the school budget	C
	Accountable for the Trusts actual performance against budget	A	Supporting through reviewing Trust wide management accounts	S	Responsible for producing Trust wide management accounts	R	Responsible for the production of school level management accounts	R	Informed	I
			Supporting the review of benchmarking financial data	S	Responsible for producing benchmarking financial data	R	Responsible for ensuring procurement processes represent best value	R		
	Accountable for the Trusts cash position and position as a going concern	A	Supporting through review of cash position	S	Responsible for managing cash and going concern position	R				
	Accountable for ensuring procurement in line with financial limits detailed below	A	Supporting through a review of procurement activity	S	Responsible for procurement practices	R	Responsible for school led procurement practice in line with Trust regulations	R		
	STATUTORY REPORTING	Accountable for submission of ESFA statutory returns	A	Supporting the approval of ESFA returns	S	Responsible for completing delegated ESFA returns	R	On behalf of the Board, responsible for completion and submission of the termly school census	R	
Accountable for approving and publishing the Trust annual report and financial accounts		A			Supporting the publishing of the Trust annual report and financial accounts	S				

AREA OF RESPONSIBILITY	TRUST BOARD	TRUST BOARD COMMITTEES	EXECUTIVE LEADERSHIP	HEADTEACHERS	SCHOOL GOVERNING COMMITTEE	
FINANCIAL MANAGEMENT and AUDIT						
AUDIT	Accountable for responding to the external audit report	A Supporting through reviewing the responsible officer and external auditors' report	S	Responsible for ensuring that the responsible officer and external auditors' reports are actioned	R Informed	I
INSURANCE		I Informed	I	Accountable for ensuring appropriate insurance cover is in place	A Informed	I

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PARENT, COMMUNITY AND STAKEHOLDER RELATIONSHIPS						
STAKEHOLDER ENGAGEMENT		A Accountable for ensuring parental engagement takes place	A	Supporting by reviewing parental engagement	S Responsible for fostering positive parental relationships at school level	R Supporting fostering positive parental relationships at school level
		I Informed	I	Responsible for fostering positive community and school relationships at Trust level	R Responsible for fostering positive community and school relationships at school level	R Supporting fostering of community and school relationships at school level
	Supporting fostering of LA and central government relationships at Trust level as required	S	S	Responsible for fostering positive community and school relationships at Trust level	R Responsible for fostering positive community and school relationships at Trust level	R Supporting fostering of LA and MP relationships at school level
		I Informed	I	Supporting the production of annual reports for parents before the end of the summer term	S Responsible for production of annual reports for parents before the end of the summer term	R Informed

AREA OF RESPONSIBILITY	TRUST BOARD	TRUST BOARD COMMITTEES	EXECUTIVE LEADERSHIP	HEADTEACHERS	SCHOOL GOVERNING COMMITTEE	
PARENT, COMMUNITY AND STAKEHOLDER RELATIONSHIPS						
STAKEHOLDER ENGAGEMENT			Informed	I Responsible for organising and implementing a broad and varied extra-curricular provision	R Informed	I
			Responsible for setting the schools term dates, INSETS and hours of the school day	R Consulted on the setting the schools term dates, INSETS and hours of the school day	C	
COMMUNICATION			Responsible for the delivery of sound practice	R Supporting the development and delivery of brand identity and guidelines	S Consulted on any proposed changes to brand guidelines	C
			Responsible for delivering all Trust communication in line with brand identity	R Responsible for delivering school communications in line with brand identity	R	
		Informed	I Supporting through the approval of school crisis communications in line with brand identity	S Responsible for delivering school crisis communications in line with brand identity	R	

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CURRICULUM, STANDARDS AND OUTCOMES										
CURRICULUM		Accountable for setting the Trust curriculum principles	A	Supporting through reviewing the school curriculum in line with the Trust curriculum principles and Ofsted framework	S	Responsible for determining, organising, implementing, and publishing an appropriate school curriculum	R	Supporting by reviewing that the school curriculum is balanced, broadly based and matches the needs of the community	S	
PUPILS	Accountable for pupil outcomes	Supporting through monitoring the systems for target setting and reviewing pupil outcomes	A	S	Supporting through target setting and reviewing pupil outcomes	S	Responsible for delivering and publishing pupil outcomes	R	Supporting through reviewing pupil outcomes	S
	Accountable for ensuring compliance and nominating a SEND Trustee	Responsible for delivering the Trust SEND arrangements	A	R	Responsible for delivering the school SEND arrangements	R	Supporting by reviewing the school SEND arrangements	S		
ESFA PUPIL GRANT FUNDING EG PUPIL PREMIUM, SPORTS PREMIUM & CATCH UP FUNDING	Accountable for compliance with all requirements relating to the application of ESFA grant funding	Supporting through reviewing pupil outcomes and monitoring appropriate reporting	A	S	Responsible for ensuring compliance with all requirements relating to the application of ESFA grant funding	R	Responsible for delivering and publishing all requirements relating to the application of ESFA grant funding	R	Supporting through reviewing pupil outcomes and monitoring appropriate reporting	S

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SAFEGUARDING, BEHAVIOUR, ATTENDANCE AND WELFARE										
SAFEGUARDING	Accountable for ensuring safeguarding compliance including KCSIE, nominating a safeguarding Trustee and appointing the Trust DSL	Supporting by reviewing safeguarding practice	A	S	Responsible for delivering the Trust safeguarding practice	R	Responsible for ensuring for the school safeguarding arrangements including appointing the school DSL	R	Responsible for ensuring compliance and nominating a safeguarding Governor	R
PASTORAL					Responsible for coordinating the pastoral approach	R	Responsible for delivering a pastoral approach including implementing the nurture principles	R	Supporting by reviewing the pastoral approach	S

AREA OF RESPONSIBILITY	TRUST BOARD	TRUST BOARD COMMITTEES	EXECUTIVE LEADERSHIP	HEADTEACHERS	SCHOOL GOVERNING COMMITTEE
SAFEGUARDING, BEHAVIOUR, ATTENDANCE AND WELFARE					
EXCLUSION OF A PUPIL		Informed	Informed	Responsible for administering fixed term and permanent exclusions	Responsible for reviewing the use of exclusion and to decide whether to confirm any permanent exclusion
	A		I	I	R
PUPIL ATTENDANCE	Accountable for pupil attendance	Informed	Supporting by monitoring pupil attendance	Responsible for pupil attendance	Supporting by reviewing pupil attendance
	A		I	S	R
					S

AREA OF RESPONSIBILITY	TRUST BOARD	TRUST BOARD COMMITTEES	EXECUTIVE LEADERSHIP	HEADTEACHERS	SCHOOL GOVERNING COMMITTEE
PREMISES, HEALTH AND SAFETY					
PREMISES	Accountable for approving the Trust Estate Plan	Supporting through detailed review and monitoring of estates planning	Responsible for the development of the Trust estates planning	Supporting the development of school estates planning	Consulted on the development of school estates planning
	A		S	R	S
					C
	Responsible for approving new building projects in line with finance limits	Responsible for approving new building projects in line with finance limits	Responsible for approving new building projects in line with finance limits	Consulted on potential building projects	Consulted on potential building projects
	R		R	R	C
					C
	Accountable for building maintenance compliance in line with regulations	Supporting through detailed review and monitoring of building maintenance	Responsible through detailed review and monitoring of building maintenance	Supporting by delivering building maintenance checks	
	A		S	R	S
HEALTH AND SAFETY	Accountable for ensuring compliance with Health and Safety policy and legislation	Supporting by reviewing Health and Safety policy, legislation and practice	Responsible for reviewing Health and Safety policy, legislation and Trust practice	Responsible for ensuring delivery of Health and Safety in schools	Responsible for approving local arrangements within the Trust policy
	A		S	R	R

AREA OF RESPONSIBILITY	TRUST BOARD	TRUST BOARD COMMITTEES	EXECUTIVE LEADERSHIP	HEADTEACHERS	SCHOOL GOVERNING COMMITTEE					
PREMISES, HEALTH AND SAFETY										
HEALTH AND SAFETY	Accountable for overall health and safety of all staff, pupils and stakeholders	A	Supporting by reviewing detailed analysis of Health and Safety incidents	S	Responsible for responding to health and safety incidents reporting any high-risk incidents to the Trust Board and HCC where appropriate	R	Responsible for responding to health and safety incidents within school, reporting any high-risk incidents to the COO and HCC where appropriate	R	Supporting through monitoring health and safety incidents within school	S

FINANCIAL LIMITS	DELEGATED DUTY	VALUE	DELEGATED AUTHORITY	COMMENTS
PURCHASING	Requisitions		School Business Officer	The SBO or School FM will budget check all requisitions. Orders between £1000 and £10000 must have 2 competitive quotes
	Ordering of goods, services and works	Upto £2,000	Finance Manager (FM)	
		Upto £10,000	Chief Operating Officer (COO)	
		Upto £20,000	Chief Executive Officer (CEO)	
		Upto £50,000	Resources Committee	
		Over £50,000	Trust Board	
Authority to accept other than best price valuation quotation or tender	Upto £20,000	Chief Executive Officer	Formal tender process required	
	Over £20,000	Resources Committee	Ensure principles of best value are maintained.	
REVENUE TO CAPITAL TRANSFERS	Authorisation of any revenue to capital transfer	Upto £20,000	Chief Operating Officer	As part of the budget setting process
		upto £50,000	Resources Committee	
		Over £50,000	Trust Board	
EXPENDITURE OF CAPITAL VIA REVENUE SHUFFLES	Ordering of goods, services and works (Asset management)	Upto £10,000	Chief Operating Officer	As part of the budget setting process via documents such as Trust Estates plan and IT Plan.
		Upto £20,000	Chief Executive Officer	
		Upto £50,000	Resources Committee	
		Over £50,000	Trust Board	
EXPENDITURE OF POOLED DEVOLVED FORMULA CAPITAL (DFC)	Prioritisation and authorisation of DFC capital expenditure	Upto £50,000	Resources Committee	Via Trust Estate Plan
		Over £50,000	Trust Board	
CONDITION IMPROVEMENT FUND	CIF Applications	Upto £50,000	Resources Committee	Completed and submitted electronically by COO
		Above £50,000	Trust Board	
	CIF Monitoring Returns	Any	Chief Operating Officer	Overview via COO report to resources Committee
GRANT APPLICATIONS		Any	Resources Committee	
VIREMENTS	Approving transfer between budget headings	Upto £2,000	Headteacher/Finance Manager	Notify COO
		Upto £10,000	Chief Operating Officer	
		Upto £20,000	Chief Executive Officer	
		Upto £50,000	Resources Committee	
		Over £50,000	Trust Board	
BANK SIGNATORIES	For Cheques	Upto £2,000	Two signatures in accordance with Bank	To be used in exceptional circumstances when we are unable to process an automated payment
		Over £2,000	Two signatures in accordance with Bank Mandate	
	For Standing Orders and Direct Debits	ANY	Two signatures in accordance with Bank Mandate.	
BACS AUTHORISATION FOR PAYMENTS UNDER £10,000	Initiated by the central team finance assistant	ANY	Two authorisations are required from either the FM, COO or CEO.	
BACS AUTHORISATION FOR PAYMENTS OVER £10,000	Initiated by the central team finance assistant	ANY	Two authorisations are required as above, the CEO must be one of the authorisers	
PAYROLL	Initiated by the HR administrator (school) Initiated by the finance administrator (Trust)	ANY	Headteacher (school payroll) Chief Operating Officer (Trust payroll)	Prior to approval by Headteacher and COO, the payroll is checked by the SBO (School payroll) and the FM (Trust)
OTHER MONETARY LIMITS	Milage Allowance	HM Revenue and Customs approved rate		
	Petty Cash Imprest (Trust)	£150	Trust Finance Manager	To be reconciled monthly
	Petty Cast Imprest (Schools)	£350	School Business Officer	
	Safe limit (schools)	£5000 cash and £250000 cheques and other certificates, bonds, stamps as detailed in the RPA rules.	School Business Officer	
	Other cash Limit	£1000 not in a locked safe	School Business Officer/Finance Manager	

FINANCIAL LIMITS	DELEGATED DUTY	VALUE	DELEGATED AUTHORITY	COMMENTS
ASSET MANAGEMENT	Disposal of Surplus Stocks, stores and Assets	Upto £2,000	Headteacher, notifiable to COO	Annual report dated the 31 st August will be provided to the Resources Committee by the 31 st October.
		Upto £10,000	Chief Operating Officer	
		Upto £20,000	Chief Executive Officer	
		Upto £50,000	Resources Committee	
	Over £50,000	Trust Board		
	Acquiring or disposing Freehold land and buildings		ESFA	
	Disposing of heritage assets		ESFA	
WRITE OFFS				
WRITE OFFS	Writing-off debts and losses	Upto £1,000	Chief Operating Officer	ESFA consent required if exceeds 1% of annual income or £45,000 individually; or 2.5% or 5% of annual income cumulatively.
		Upto £5,000	Chief Executive Officer	
		Above £5,000	Trust Board	
		Over £45,000	ESFA	
RETURNS AND RECONCILIATIONS				
RETURNS AND RECONCILIATIONS	VAT return	Any	TFM	Completed electronically Overview completed monthly by COO
	Bank Reconciliations			
	Income Reconciliations			
	Monthly management accounts	N/A	Resources Committee	Must be shared monthly with the Chair and six times a year with all trustees. Academies Trust Handbook
	Budget Forecast Return (BFR)		Resources Committee	Delegated to a member of Resources Committee
	Land and Buildings Collection Tool		Resources Committee	
	Academy Accounts Return		Trust Board	
	School Resource self assessment tool (SRMSAT)		Resources Committee	
	Financial management and governance self-assessment		Trust Board	Only required to be completed when new academies join the Trust.
	CIF Applications	Upto £50,000 Above £50,000	Resources Committee Trust Board	Completed and submitted electronically by COO
	CIF Monitoring Returns		Chief Operating Officer	Overview via COO report to resources Committee
Other Grant funding such as TCAF	Any	Resources Committee		
DOCUMENTS				
DOCUMENTS	Gifts and Hospitality Register (School)		Resources Committee	Headteachers have responsibility for implementing this policy. COO has responsibility for implementing this policy.
	Gifts and Hospitality Register (Trust)			
	Business Continuity Plans (School)		School Governing Committee	Headteachers have responsibility for implementing and reviewing this plan
	Business Continuity Plans (Trust)		Resources Committee	COO has responsibility for implementing and reviewing this plan.
	Estates Plan		Resources Committee	COO has responsibility for implementing and reviewing this plan.
	Inventory Register		Headteacher (schools) and TFM (central trust)	Items that are portable and attractive over £250 as directed by Resources Committee
Asset Register		Headteacher (schools) and TFM (central trust)	Capitalisation limit £1000	
LEASES				
LEASES	Finance Leases	Any	ESFA	Academies Trust Handbook
	Granting or take up of any leasehold or tenancy agreement exceeding five years	Any	ESFA	
	Operating leases	Upto £10000	Chief Operating Officer	An operating lease is an agreement to use and operate an asset without the transfer of ownership.
		Upto £20000	Chief Executive Officer	
Over £20000		Resources Committee		
MISCELLANEOUS				
MISCELLANEOUS	Borrowing (loan or overdraft)	Any	ESFA	Academies Trust Handbook
	Staff severance payment or compensation	Non-statutory/non-contractual element upto £50000	Trust Board	
		Over £50000	ESFA	Academies Trust Handbook

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POLICY SCHEDULE

CENTRAL - DOCUMENT TITLE	CATEGORY	VALID UNTIL
Code of Conduct for Employees	Executive Leadership	01/09/2024
Governance Framework	Trust Board	19/09/2024
Induction of ECTs	Executive Leadership	30/09/2024
Terms of Reference Education Committee	Trust Board/Governance	30/09/2024
Terms of Reference Local Governing Committee	Trust Board/Governance	30/09/2024
Terms of Reference Resources Committee	Trust Board/Governance	30/09/2024
Terms of Reference Trust Board	Trust Board/Governance	30/09/2024
Whistleblowing Policy	Trust Board	30/09/2024
Intimate Care Policy	Executive Leadership	01/10/2024
Remote Learning Policy	Executive Leadership	01/10/2024
Child on Child Abuse Policy	Executive Leadership	31/10/2024
Child Protection and Safeguarding Policy	Trust Board	31/10/2024
Health and Safety Policy	Resources Committee	31/10/2024
Looked After Children and Previously Looked After Children Policy	Education Committee	31/10/2024
Low Level Safeguarding Policy	Executive Leadership	31/10/2024
Personal, Social and Health Economic Education Policy	Education Committee	31/10/2024
Attendance Policy	Education Committee	30/11/2024
Inclusion	Education Committee	30/11/2024
Relationships, Sex and Health Education Policy	Trust Board	30/11/2024
Environmental Sustainability Policy	Trust Board	13/12/2024
Social Media Policy	Executive Leadership	20/12/2024
Diversity, Equity, and Inclusion Policy and Plan	Trust Board	31/12/2024
Safe Use of Artificial Intelligence in Primary Schools Policy	Trust Board	31/12/2024
Behaviour Principles	Education Committee	21/01/2025
Curriculum Principles	Education Committee	21/01/2025
Mental Health and Wellbeing Policy	Executive Leadership	21/01/2025
Allegations of Abuse Against Staff Policy	Executive Leadership	31/01/2025

POLICY SCHEDULE

CENTRAL - DOCUMENT TITLE	CATEGORY	VALID UNTIL
Online Safety Policy	Executive Leadership	31/01/2025
Administering Medicines Policy	Executive Leadership	31/03/2025
Charging and Remissions Policy	Resources Committee	31/03/2025
Code of Conduct for Parents and Carers	Executive Leadership	31/03/2025
Pay Policy	Trust Board/Governance	31/03/2025
Reserves Policy	Resources Committee	31/03/2025
Bad Debt Policy	Executive Leadership	01/04/2025
Expenses Policy	Executive Leadership	31/05/2025
Accounting Policy	Resources Committee	30/06/2025
Complaints Policy	Education Committee	30/06/2025
Managing Aggressive Adults	Executive Leadership	24/07/2025

POLICY SCHEDULE

PRIORITY	LOCAL- DOCUMENT	CATEGORY	BFS	CTS	LHS
LGC	Behaviour Policy	Pupil Related	30/06/24	16/07/25	01/10/24
LGC	Business Continuity Plan	Local Governing Committee	31/10/24	13/11/24	30/09/24
LGC	Collective Act of Worship Policy	Pupil Related	31/01/25	18/11/24	02/02/25
LGC	Equality Statement including Accessibility Plan	Pupil Related	28/02/24	08/03/24	13/03/24
LGC	Health and Safety (Local) Policy	Estates Management	30/11/24	13/11/24	30/11/24
LGC	Home Learning Policy	Pupil Related	30/06/25	18/11/24	11/03/25
LGC	Home School Agreement	Pupil Related	14/11/24	18/11/24	30/06/24
LGC	Marking, Feedback and Presentation Policy	Pupil Related	31/01/25	13/11/24	11/03/25
LGC	Uniform Policy	Local Governing Committee	??/??/??	??/??/??	??/??/??

GLOSSARY

A guide to the main academy funding, finance and governance terms and acronyms can be found on the DFE website.

APPENDIX 1: MEMBER ROLE DESCRIPTION

OVERVIEW

Members are the guardians of the governance of trust. They have a responsibility for ensuring that the Academy Trust's charitable objective is being met.

Members play a limited but crucial role in academy trust governance. They must assure themselves that the governance of the trust is effective and that trustees are acting in accordance with the trust's charitable objects. While trustees are responsible for setting the trust's strategic direction, members have the ability to appoint and remove the board. Members are also responsible for other key activities such as amending the trust's Articles of Association, changing the name of the trust or winding it up.

There should be a clear separation of the activities of the board and those of members. Members are not involved in the day-to-day business of the trust and are encouraged to be 'eyes on, hands off.' It is therefore important for trustees to engage effectively with members and have due regard for their view. Beyond presenting the audited annual report and accounts, the board must also keep members sufficiently informed about the trust's business, including any key developments and risks, that members can maintain oversight of the board's performance and step in if governance is failing.

Members ensure the trust is exercising effective governance through a range of powers, including:

- Appointing and removing trustees
- Appointing and removing members
- In extreme circumstances, directing trustees through special resolution to take a specific action when they are unable or unwilling to act in the best interests of the trust
- Appointing and removing auditors

The trust's Articles of Association set out how members are appointed and removed and do not usually have fixed term lengths.

STRATEGIC LEADERSHIP

- Familiar with the trust's strategic priorities and its charitable objects.
- Broad understanding of national and regional educational priorities and the implications of these for the trust.
- Ability to think strategically about the future direction of the trust and the appropriate composition of the trust board.

PEOPLE

- Understands the importance of succession planning to the ongoing effectiveness of the trust board.
- Sets high expectations for conduct and behaviour for all those in governance and is an exemplary role model in demonstrating these.
- Promotes and fosters a supportive working relationship between members and the board.
- Confident to approach the governance professional to obtain advice and support as needed.

STRUCTURES AND COMPLIANCE

- Understands the principles of delegation, and specifically the relationship between members and the trust board.
- Understands the legal, regulatory and financial context of the trust.
- Understands the principles of audit and assurance.
- Confident speaking up when concerned about non-compliance where it has not been picked up by the board or where they feel it is not being taken seriously.
- Able to identify when specialist advice may be required, such as the commissioning of external reviews of governance.

EVALUATION

- Ability to put the needs of the trust first and is willing to step down or move on at the appropriate time.
- Capable of using regulatory feedback fully to inform decisions about trust development.

SEVEN PRINCIPLES OF PUBLIC LIFE

The seven principles of public life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, non-departmental public bodies, and in the health, education, social and care services. All public office-holders are both servants of the public and stewards of public resources.

The principles also apply to all those in other sectors delivering public services, including the trustees and executive leaders of school trusts.

- 1 SELFLESSNESS.** Holders of public office should act solely in terms of the public interest.
- 2 INTEGRITY.** Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
- 3 OBJECTIVITY.** Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
- 4 ACCOUNTABILITY.** Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
- 5 OPENNESS.** Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
- 6 HONESTY.** Holders of public office should be truthful.
- 7 LEADERSHIP.** Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

ACADEMY TRUST GOVERNANCE CODE

The Academy trust governance code is a voluntary code developed by the sector that draws upon the Seven Principles of Public Life, the Charity governance code and relevant Department for Education guidance. It sets out the principles, desired outcomes, and recommended practice for effective governance.

FUNDAMENTAL PRINCIPLE. The academy trust's Trustees are aware of and meet The Seven Principles of Public Life, understand the legal, regulatory and contractual obligations they must meet and have regard to the statutory guidance issued by the Secretary of State.

- 1** Delivering the academy trust charitable objects. The academy trust's articles of association set out the academy trust's charitable objects and how those must be fulfilled. The board is clear about its aims and ensures that they are being delivered effectively and sustainably.
- 2** Leadership. The academy trust is led by an effective board that provides strategic governance in line with the aims and values of the academy trust and engages effectively with its members.
- 3** Integrity. The board acts with integrity, adopting values and creating a culture which helps achieve the academy trust's charitable Objects. The board is aware of the importance of public confidence and trust in academy trusts and their Schools, and the board undertakes its duties accordingly.
- 4** Decision making, risk and control. The board ensures that its decision-making processes are evidence informed, rigorous and timely and that effective delegation, control, risk assessment and management systems are set up and monitored. There is effective reporting at all levels of academy trust governance to ensure decisions are taken at the correct level in accordance with the Articles of Association and Scheme of Delegation.
- 5** Board effectiveness. The board works as an effective team, using the appropriate balance of knowledge, skills, experiences and backgrounds to make informed decisions.
- 6** Equality, diversity and inclusion. In ensuring the effective achievement of the academy trust's charitable Objects, the board has a clear, agreed and effective approach to advancing equality, diversity and inclusion throughout the academy trust.
- 7** Openness and accountability. The board leads the academy trust in being transparent and accountable. The academy trust is open in its work, unless there is good reason for it not to be.

REFERENCES

- www.gov.uk/government/publications/the-7-principles-of-public-life
- [Academy Trust Governance Code – A voluntary code for academy trusts in England \(atgc.org.uk\)](http://atgc.org.uk)
- [Articles - Inclusive Multi Academy Trust \(inclusivemat.co.uk\)](http://inclusivemat.co.uk)

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APPENDIX 2: TRUSTEE ROLE DESCRIPTION

ROLE PURPOSE

Trustees work together to fulfil the purpose of the Trust Board:

- **STRATEGIC LEADERSHIP** – defining the vision, fostering the Trust’s culture and setting the strategy.
- **ACCOUNTABILITY AND ASSURANCE** – robust and effective oversight of Trust operations and performance.
- **STRATEGIC ENGAGEMENT** – oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement.

Trustees are responsible for governing a charitable company and directing how it is managed and run. Trustees must also ensure that the Trust complies with all legal and statutory requirements. Trustees should seek the advice of the board’s governance professional and other professional advice as appropriate.

THE TRUST BOARD’S STRATEGIC RESPONSIBILITIES

The Trust Board works closely with executive leaders. Executive leaders are responsible for day-to-day operational management of the Trust and its schools, whereas the role of the board is strategic. As such, Trustees are responsible for:

- Determining the mission, values and long-term ambitious vision for the Trust.
- Deciding the principles that guide Trust policies and approving key policies.
- Appointing and appraising the senior executive leader and making pay recommendations.
- Working with senior leaders to develop a strategy for achieving the vision.
- Ensuring that stakeholders are involved, consulted and informed as appropriate.
- Ensuring that all schools in the Trust deliver a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life.
- Taking ownership of the Trust’s financial sustainability and ensuring effective resource management across the Trust.
- Agreeing the Trust’s staffing structure and keeping it under review to ensure it supports delivery of the strategy.
- Ensuring robust risk management policy and procedures are in place and that risk control measures are appropriate and effective.

MONITORING AND EVALUATING TRUST PERFORMANCE

Trustees must monitor the priorities that have been set to ensure progress is being made by:

- Measuring the Trust’s impact and progress towards its strategic objectives.
- Ensuring the required policies and procedures are in place and the Trust is operating effectively in line with these policies.
- Holding the senior executive leader to account for standards, financial probity and compliance with agreed policies.
- Evaluating relevant data and feedback provided by senior executive leaders and external reporting on all aspects of Trust performance.
- Asking challenging questions of the senior executive leader in order to hold them to account.
- Ensuring that there are policies and procedures in place to deal with complaints effectively.

CONTRIBUTION TO THE TRUST BOARD

Trustees should ensure that they make a positive and meaningful contribution to the board by:

- attending meetings (typically 4 full board meetings each year), reading papers and preparing questions for the senior executive leader in advance.
- establishing and maintaining professional relationships with senior executive leaders and colleagues on the board of Trustees.
- getting to know schools within the Trust, including visiting occasionally during school hours.
- undertaking induction training and developing knowledge and skills on an ongoing basis.
- ensuring that the Trust's governance structure meets the needs of the Trust.
- agreeing clear schemes of delegation, outlining the responsibilities delegated to the senior executive leader and the responsibilities of the board and academy committees.
- ensuring effective communication channels are in place.

EXPENSES

Trustees receive out of pocket expenses incurred as a result of fulfilling their role as Trustee as outlined in the Trusts expenses policy. Payments can cover incidental expenses, such as travel and dependency care, but not loss of earnings.

The Board of Trustees considers the following as essential skills and attributes for membership of the Board:

PERSONAL QUALITIES

- Commitment to the ethos and values of the Inclusive Multi Academy Trust.
- Commitment to the education and welfare of children and young people.
- Commitment to equal opportunities and the promotion of diversity.
- Independence of thought and sound judgment.
- Ability to work as part of a team.
- Commitment to seeking and taking account of the views of stakeholders.
- Respect for the work and views of other trustees and staff.
- Willingness to devote time, enthusiasm and effort to the duties and responsibilities of a trustee.
- Willingness to make and stand by collective decisions, even if offering an alternative view during discussions.

APTITUDE AND SKILLS

- Understanding and acceptance of the legal duties, responsibilities and liabilities of trusteeship.
- Ability to challenge current thinking, the method of governance and management of the Trust in a constructive manner and in the best interests of the Trust.
- Ability evaluate and interpret management information and other data/evidence.
- Ability to play a strategic role to successfully effect change and meet the objectives of the Trust.
- Eagerness to reflect and learn, even in the role of trustee.

KNOWLEDGE/EXPERIENCE

Specific professional knowledge and experience in at least one of the following:

- Charity law and governance.
- Trusteeship or management of a complex organisation with multiple sites/subsidiaries.
- Financial expertise.
- Extensive expertise of school education in England.
- Data analysis and/or research expertise.
- The management of change.
- Monitoring and evaluating performance in the commercial and/or not for profit sectors.
- Recruitment and human resources expertise, including employment legislation.
- Business development experience/expertise.
- Risk management experience/expertise.
- Property and estate management.
- Marketing, media and PR.
- The education sector, schools and their curriculum at different key stages.

OTHER REQUIREMENTS

- Willingness to attend meetings of the Board and other meetings as required – there will usually be 4 meetings of the full trustee board per year and also committee meetings.
- Willingness to undertake training and participate in evaluation of the Board's work.

The Trust Board has a code of conduct underpinned by the seven principles of public life as identified by the Nolan Committee: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

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APPENDIX 3: TRUST BOARD TERMS OF REFERENCE

POWERS OF THE TRUSTEES

The Trustees shall exercise duties and powers as set out in the Academy Trust's Memorandum and Articles of Association and Funding Agreements, in compliance with relevant legislation current at that time, and, in particular;

- To advance for the public benefit education by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum, the Object of the Academy Trust (Article 4).
- To set out the Trust's vision, ethos, beliefs and promises.
- To expend the funds of the Trust in furtherance of the Object as they consider most beneficial and enter into contracts on behalf of the Trust (Article 94).
- To abide by the requirements of and have regard to the guidance in the Academies Trust Handbook, including approval of the annual budget each Academy financial year.
- To observe and comply with the Trust's Code of Conduct for Trustees and Governors at all times.
- To prepare and submit Annual Accounts Report and Return, audited by independent auditors, to the Secretary of State, as Principal Regulator, and Companies House and publish them on the website (Articles 129-131).
- To establish any Committee, they deem appropriate (Article 100b) and to regulate their proceedings (Articles 101).
- To establish School Governing Bodies (Article 100a) and to regulate their proceedings (Articles 104).
- To appoint the Chief Executive Officer and Headteachers (Article 107).
- To delegate powers and functions to any Trustee, Governor, Committee, CEO, COO or Headteacher as they consider desirable (Article 105-6).

The Trustees shall have the right to intervene in the governance of a school where it has serious cause for concern, including;

- o Standards of performance of pupils at the school are unacceptably low.
- o Serious breakdown in the way the school is governed or managed.
- o Safety of pupils or staff is threatened.
- o Financial mismanagement or failure to operate within budget.
- Review its own practices and policies on a regular basis, in line with any recommendations or advice received.
- To attend relevant training when appropriate.

The Articles of Association can be found [here](#).

The Master and Supplemental Funding Agreements can be found [here](#).

COMPOSITION AND APPOINTMENT OF THE BOARD OF TRUSTEES

The composition of the Trust Board is set out in the Articles of Association and, in particular, shall be as follows;

- The number of Trustees shall not be less than three.
- The Members may appoint by ordinary resolution up to 10 Trustees (Article 50).
- The Chief Executive Officer (Article 57).
- Co-opted Trustees appointed by the Trustees (Article 58).

The Board of Trustees shall support each School Governing Committee to make all necessary arrangements for the election of a minimum of two Parent Governors by parents of registered pupils at each school (Articles 55 and 101A).

TERM OF OFFICE FOR TRUSTEES

The Term of Office for Trustees is four (4) years.

The Chief Executive Officer shall be ex-officio and therefore without limit on Term of Office.

MEETINGS OF THE TRUST BOARD

The Trust Board shall meet as set out in the Articles of Association and, in particular;

- The Trust Board shall meet at least three times in each school year (Article 109).
- The Trust Board shall meet during the date periods as per the Trust Governance Annual Planning Calendar.
- The Trustees shall meet specifically to approve the Audited Accounts and Annual Report.
- The Trustees will receive notice of each meeting seven (7) clear days before the date of the meeting (Article 111).
- The Trustees will receive the relevant papers seven (7) clear days before the date of the meeting where possible (Article 111).

Quorum for a meeting of the Trust Board will be;

- The greater of either three (3) persons or number of persons at least equal to one thirds (1/3) who are at the time Trustees entitled to vote (Article 117).
- For decisions set out in Article 119, number of persons equal to at least two thirds (2/3) who are at the time Trustees entitled to vote.

Each question to be decided at a meeting of the Trust Board shall be determined by a majority of votes of Trustees present and eligible to vote on the question. In the event that there are equal votes on the question then the Chair shall have an additional casting vote (Article 120-121).

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APPOINTMENT OF THE TRUST BOARD CHAIR AND VICE CHAIR

The term of office for Chair and Vice-Chair will be 1 year and they shall be elected at the first meeting of each school year (Article 82) and, in particular;

- The Chair and Vice Chair will be elected by a secret ballot, conducted by the Clerk to the Trustees.
- A Trustee can nominate him/herself for office and does not need to be present.
- Nominee(s) will be asked to leave the room whilst the election takes place. If there is more than one nominee, the remaining Trustees will take a vote by secret ballot and the Clerk will tally the votes.
- If there are more than three nominees per office, the nominee polling the least votes shall be eliminated and a further vote taken. If there is a tie the Trustees shall discuss the strengths of nominees and a further vote taken. This process will continue until a nominee polls a majority of votes.

DELEGATION OF POWERS TO COMMITTEES, ADVISORS, GOVERNORS AND CHIEF EXECUTIVE

The Trust Board shall agree the delegation of functions to Trust Committees, School Governing Committees, the Chief Executive Officer, the Chief Operating Officer and Trustees at the first meeting of the Trust Board each school year.

The Trust Board shall retain the following governance responsibilities;

- Approve Trust Board Terms of Reference.
- Approve Trust Scheme of Delegation (within Governance Framework).
- Approve further schools joining the Trust.
- Establish Trust Committees.
- Approve Trust Committee Terms of Reference.
- Approve School Governing Committee Terms of Reference.
- Elect (and remove) Trust Board Chair.
- Remove the Chair and/or Vice Chair of the School Governing Committee in exceptional circumstances such as those listed in clause 1.10 of these Terms.
- Remove Governors from School Governing Committees in exceptional circumstances such as those listed in clause 1.10 of these Terms.
- Appoint (and remove) Chair(s) of Trust Committees.
- Appoint (and remove) members of Trust Committees.
- Appoint (and remove) the Clerk to the Trustees.
- Appoint (and remove) the Accounting Officer.
- Approve the calendar of Trust Board.
- Approve the list of statutory, mandatory or required policies including the determination of those that are Trust policies and those that are school policies.
- Monitor the performance of School Governing Committees in fulfilling their responsibilities and accountabilities.

The Trust Board shall retain the following strategic and financial responsibilities;

- Approve the Trust Plan which shall include a statement of the Trust's vision, beliefs and promises.
- Approve school performance targets and its Performance Review.
- Approve the School Plans.
- Approve the Annual Pay Award for Teachers and Support Staff.
- Appointment of the CEO.
- Approve the Trust staff structure and complement and appointment of Trust staff.
- Approve the appointment of each Headteacher.
- Approve any re-structuring or redundancy of staff.
- Approve Trust Financial Regulations & Procedures.
- Appoint the Trust Auditors.
- Approve Trust and school budgets.
- Approve the change, expansion or extension of provision for a school.
- Approve the Admissions policies.

COMMITTEES

The Trust Board shall establish Committees, as set out in the Articles of Association, with Terms of Reference and Membership to be agreed and reviewed at the first meeting of the Trust Board each school year, recognising that the Resources Committee (Including Finance, Audit, Risk and Remuneration) shall be permanently constituted as required by Funding Agreement.

The current Committee structure, Terms of Reference and Membership shall be detailed on the Trust website.

The Trustees shall agree whether to appoint non-Trustees as Committee members and whether they shall have voting rights, notwithstanding the requirement for the majority of the members present to be Trustees before a vote can be taken (Article 101).

The practice for Committee Management shall be;

- Agendas will be circulated to all committee members at least seven (7) days in advance of the meeting.
- Committee papers will be available to all Trustees (not just those on the committee).
- Minutes will be circulated to all Trustees (not just those on the committee).
- Minutes will be signed electronically by the Committee Chair at the next committee meeting to verify that the minutes are a true record.
- Any Trustee may attend a committee meeting but only named committee members may vote.

APPOINTMENT OF THE ACCOUNTING OFFICER

The Trustees shall appoint the CEO as Accounting Officer with personal responsibility to the Trust Board for financial and administrative matters including;

- Ensuring regularity and propriety.
- Prudent and economical administration.
- Avoidance of waste and extravagance.
- Efficient and effective use of available resources.
- Day to day organisation, staffing and management of the Trust.

APPOINTMENT OF THE COMPANY SECRETARY

The Trust Board may appoint a Company Secretary who shall not be a Trustee nor a Member. If a Company Secretary is not appointed, then the Trustees shall appoint members of staff to carry out the functions below.

The functions of the Company Secretary or appointed member of staff shall be to;

- Keep records such as registers of Trustees and members.
- File documents and accounts at Companies House.
- Ensure that the Trust Board acts within its powers and that decisions are communicated and notified to relevant bodies, principally the DfE.
- Be a point of contact for Members and Trustees to provide information to, for example, email addresses, instruments of proxy and notices of resignation or disqualification.
- Act as Chair when the Chair is being elected.
- Keep an electronic copy of the minutes of the Trustees' meetings.
- Convene meetings of Trustees by sending out signed written notice 7 clear days before the meeting.
- Keep a register of interests, bring the issue of conflicts of interest to the attention of the Trustees and maintain a risk register.

APPOINTMENT OF A CLERK

The Trust Board will appoint a Clerk to the Trustees who shall carry out those functions of the Company Secretary as delegated with the agreement of the Trust Board.

TRUSTEES EXPENSES

The Academy Trust shall reimburse exceptional expenses incurred by Trustees in line with the relevant policy.

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APPENDIX 4: RESOURCES COMMITTEE TERMS OF REFERENCE

POWERS OF THE TRUSTEES

The Trustees of the Board shall establish a Resources Committee to include Finance, Audit, Remuneration and Risk Assurance as empowered by the Trust's Articles of Association (article 100b).

The Trustees shall determine and approve the Committee' Terms of Reference and shall review the terms at the start of each academic year (article 101).

The Trustees shall determine and approve the delegation of powers, responsibilities and duties to the Committee and shall review the Scheme of Delegation (within the Governance Framework) at the start of each academic year (article 105).

The Trustees shall have the right to intervene in the governance of an individual school where it has serious cause for concern that there is financial mismanagement or failure to operate within budget.

The Trust Governance Framework which includes the Scheme of Delegation is available on the Trust website.

GENERAL RESPONSIBILITIES

- To observe and comply with the Trust's Code of Conduct for Trustees and Governors at all times.
- To appoint a clerk to advise and guide the committee of their duties and responsibilities. and to record minutes of all committee meetings.
- To recommend to the Trust Board a Terms of Reference for the Resources Committee and review these on an annual basis.
- To deal with all matters relating to auditing, internal scrutiny, finance and risk management that may be referred by the Board of Trustees.
- To keep up-to-date with any relevant legislation and advise the Board when policies or procedures need to be revised.
- To seek professional advice as necessary.
- To attend relevant training when appropriate.
- To report to the Board of Trustees on the proceedings, recommendations and decisions of the committee.

FINANCE RESPONSIBILITIES

The Committee shall exercise the powers, responsibilities and duties delegated by the Trust Board as set out in the Terms of Reference and Governance Framework (including Scheme of Delegation), and in particular:

- to prepare and recommend to the Trust Board, the Trust and Academy Financial Regulations and Procedures to comply with relevant statute and regulation, the Trust's Scheme of Delegation and the decisions of the Trustees.
- to review, recommend and monitor the individual school annual budgets with a specific responsibility to ensure that budgets do not go into deficit.
- to review, recommend and monitor the Trust annual budget that consolidates individual school budgets with Trust central costs and charges, with a specific responsibility to ensure the Trust budget does not go into deficit.
- to identify and propose opportunities for the Trust to achieve financial and resource efficiencies through joint commissioning and procurement.

- To review and recommend the Trust financial reports to the Trust Board prior to audit.
- To review and recommend to the Trust Board the audited Annual Accounts and Financial Statements in accordance with relevant statute and regulation.
- To review and recommend to the Trust Board the Trustees Report.
- To prepare and recommend to the Trust Board and implement the Trust action plan in response to the auditor's management letter.
- To review and recommend the annual Accounts Return to the ESFA.
- To prepare and approve policies relating to the Trust's financial governance and operation.
- To recommend to the Trust Board expenditure above the OJEU limit having completed the necessary procurement.
- To consider and respond to proposed compensation payments up to £50,000 or the limit set by the ESFA.
- Produce for approval by the Trust Board, policies in respect of staffing reductions, including redundancy, early retirement and redeployment in accordance with policies recommended by the DfE.
- Act as the first committee in respect of a need to reduce staffing in accordance with the redundancy procedure.
- Recommend to the Trust Board the criteria to identify staff for compulsory redundancy where necessary.
- Approve the School Resource Management self-assessment tool checklist for return to the ESFA.

AUDIT RESPONSIBILITIES

- To engage with both internal and external auditors on at least an annual basis.
- To direct the Trust's programme of internal scrutiny and ensure this is informed by risk.
- To advise the Board of Trustees on the appointment, re-appointment, dismissal and remuneration of the external and regulatory auditor.
- To plan and oversee the statutory audit of Annual Accounts for the Trust.
- To advise the Board of Trustees on the internal scrutiny programme of work.
- To deliver internal scrutiny in a way most appropriate to the Trust's circumstances, which could include employing an in-house internal auditor or buying-in internal audit services.
- To ensure those carrying out the programme of internal scrutiny are suitability qualified and experienced.
- To report findings from internal scrutiny activities to the Board of Trustees.
- To assess year on year progress using the short annual summary report that outlines areas that have been reviewed, key findings, recommendations and conclusions.
- To keep the approach to internal scrutiny under review.
- To ensure the internal scrutiny approach the Trust uses is confirmed in the governance statement, which accompanies the annual accounts.
- To advise on the adequacy of the management response to issues identified by audit activity.
- To monitor the progress made against audit recommendations.
- To ensure the appropriate cooperation and coordination of the work of the external auditor and accounting officer.

- to receive reports (including the annual accounts and management letters) and consider any issues raised, the associated management response and action plans, and report necessary actions to the Board of Trustees.
- to review the external auditor's annual planning document and approve the planned audit approach.
- to consider any additional services delivered by the external auditor or other assurance providers and ensure appropriate independence is maintained.
- to consider the quality of external auditors and those carrying out internal scrutiny.
- to ensure the programme of internal scrutiny informs the accounting officer's statement of regularity in the annual accounts.
- to ensure the Trust submits its annual summary report of the areas reviewed, key findings, recommendations and conclusions to the ESFA by 31 December each year when the audited annual accounts are submitted.
- to ensure the ESFA is provided with any requested internal scrutiny reports.

REMUNERATION RESPONSIBILITIES

- To consider and respond to proposed Teachers Annual Pay Award and Support Staff Annual Pay Awards.
- Review the Pay Policy annually, for approval by the full Trust Board.
- Consider and approve changes to Trust Staff's pay.
- Advise the Trust Board on the remuneration packages of the Trust Executive Team and Headteachers.
- Receive a report from the CEO on the performance of other Executive Leaders and the Headteachers.
- Receive a report from the CEO for the recommendation on Head Teacher's pay.
- Receive a report from the Chair of the Trust Board on the performance of the CEO.
- Evaluate annually the specific remuneration package for the Executive Leaders, against pre-established performance goals and objectives and an appropriate peer group.

COMPOSITION AND APPOINTMENT OF THE COMMITTEE

The composition of the Resources Committee shall be as follows;

- Trustees with relevant knowledge, skills and expertise in finance, accountancy, compliance, risk, HR, commerce and business.
- Chief Executive Officer.
- Persons with finance, accountancy or commercial expertise who will be appointed by the Trust Board.
- Further Trust Directors such that the Committee has a majority of Trustees.
- The membership of the Committee shall be detailed on the Trust website.

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TERM OF OFFICE AND RESPONSIBILITIES OF COMMITTEE MEMBERS

The Term of Office for all members is 4 years.

On appointment members are each required to familiarise themselves and to agree to comply with;

- Trust Articles of Association.
- Trust Master and Supplementary Funding Agreements.
- Trust Financial Regulations.
- Academies Trust Handbook.
- These Terms.
- Current relevant financial legislation and guidance for academies.

MEETINGS OF THE COMMITTEE

The Committee shall meet at least once per term and in particular;

- The Committee shall meet at the appropriate times set out in the Trust planning calendar.
- The members will receive notice of each meeting seven (7) clear days before the date of the meeting.
- The agenda, papers and minutes of committee meetings will be sent to the Clerk to the Trustees when they are issued to members.
- Trustees will receive the relevant papers seven (7) clear days before the date of the meeting where possible.
- Minutes will be signed electronically by the Committee' Chair at the next meeting to verify that the minutes are a true record.
- Quorum for a meeting of the Committee will be half the committee members and a majority of members present being Trustees.
- Each question to be decided at a meeting of the Committee shall be determined by a majority of votes of members present and eligible to vote on the question. The Chair shall have the casting vote in the case of equal votes for and against the decision.
- The committee may invite non-members to meetings to assist or advise on a particular matter or issue. These additional attendees shall not be entitled to vote on any matters.
- A register of attendance shall be kept for each meeting and will be published on an annual basis.

APPOINTMENT OF THE COMMITTEE CHAIRS

- The Trust Board shall appoint the Chair, noting any recommendation from the Committee.
- The Trust Board shall have the right to remove the Chair and/or Vice Chair, specifically in circumstances where they have cause for concern that there is financial mismanagement within the Trust.
- The term of office for Chair and Vice-Chair will be 1 year and they shall be appointed at the first meeting of the Trust Board each school year.
- The chair should not be the CEO or headteachers of an academy within the MAT.

APPENDIX 5: EDUCATION COMMITTEE TERMS OF REFERENCE

POWERS OF THE TRUSTEES

The Trustees of the Board shall establish an Education Committee as empowered by the Trust's Articles of Association (Article 100b).

The Trustees shall determine and approve the Committee's Terms of Reference and shall review the Terms at the start of each academic year (Article 101).

The Trustees shall determine and approve the delegation of powers, responsibilities and duties to the Committee and shall review this Scheme of Delegation (within the Governance Framework) at the start of each academic year (Article 105).

The Trust Governance Framework which includes the Scheme of Delegation is available on the Trust website.

GENERAL RESPONSIBILITIES

The Committee shall exercise the powers, responsibilities and duties delegated by the Trust Board as set out in the Terms of Reference, Governance Framework and Scheme of Delegation, and in particular:

- To observe and comply with the Trust's Code of Conduct for Trustees and Governors at all times.
- Monitor the standards and progress of all the schools within the Trust, relating to pupils and their learning.
- Use attainment, progress and achievement data provided by the schools within the Trust to evaluate the impact of teaching and learning on the levels of pupil outcomes.
- Analyse performance trends within the Trust and nationally.
- Map performance and progress data against national standards.
- Monitor pupil performance data of all groups of pupils.
- Monitor and evaluate provision for all groups of vulnerable children (e.g. looked after children, children with SEND etc) and ensure all their needs have been identified and addressed, and to evaluate their progress and achievement.
- Understand the targets that have been set within each school and challenge underperformance within the school against these targets and more general expectations.
- Ensure that each school's curriculum is in line with the Trust curriculum principles.
- Ensure that each school's curriculum is balanced, broadly based and effective, using a variety of different sources, such as attainment data and information from schools within the Trust regarding the effectiveness of the curriculum, to improve the curriculum.
- Review the Trust's policies as delegated by the Trust Board.
- Ensure that there are effective procedures in place across all schools within the Trust regarding pupil support, attendance, and behaviour.
- Remain informed on the attendance rates of the academies within the Trust and ensure that there are procedures in place to fulfil statutory requirements, especially regarding children missing from education.
- Monitor safeguarding procedures across the Trust to ensure a duty of care.
- Monitor and then advise the Trust board on school improvement work, leadership.
- Standards and governance effectiveness in each school within the Trust.

- Obtain progress reports from schools of post-Ofsted action plans and any other formal evaluation reports related to the quality and effectiveness of learning within the Trust, to further inform and develop the Trust's improvement plans and strategies.
- Ensure that there are effective procedures in place for the quality assurance of teaching and learning, the curriculum, inclusion, and the sharing of good practice across the Trust.
- Ensure that the highest possible standards are set, achieved and maintained across the Trust.
- Ensure that pastoral approach, including the nurture principles, drive all aspects of the school curriculum and monitor the impact of this through progress reports, progress data and personal accounts.
- Monitor and review stakeholder engagement including pupil, parental and staff viewpoints, identifying areas of concern and development.
- Monitor Trust school to school collaboration and the impact that this has on developing first quality teaching.
- Review CPD opportunities and impact across the Trust.
- Liaise with School Governing Committees to garner information about the curriculum impact on the individual school communities and their ongoing needs.
- Review its own progress on a regular basis, taking into account its own performance, constitution and terms of reference to make sure that the committee is operating at its full potential.
- To attend relevant training when appropriate.
- To seek professional advice as necessary.
- To report to the Board of Trustees on the proceedings, recommendations and decisions of the committee.

COMPOSITION AND APPOINTMENT OF THE COMMITTEE

The composition of the Education Committee shall be as follows;

- Trustees with relevant knowledge, skills and expertise in education.
- Chief Executive Officer.
- Further Trustees such that the Committee has a majority of Trustees.
- The membership of the Committee shall be detailed on the Trust website.

TERM OF OFFICE AND RESPONSIBILITIES OF COMMITTEE MEMBERS

The Term of Office for all members is 4 years.

On appointment members are each required to familiarise themselves and to agree to comply with;

- Trust Articles of Association.
- Trust Master and Supplementary Funding Agreements.
- Trust Financial Regulations.
- Academy Trust Handbook.
- School inspection handbook.
- KCSIE.
- These Terms.
- Current relevant educational legislation and guidance for schools.

MEETINGS OF THE COMMITTEE

The Committee shall meet at least once per term and in particular;

- The Committee shall meet at the appropriate times set out in the Trust planning calendar
- The members will receive notice of each meeting seven (7) clear days before the date of the meeting.
- The agenda, papers and minutes of committee meetings will sent to the clerk to the Trustees when they are issued to members.
- Trustees will receive the relevant papers seven (7) clear days before the date of the meeting where possible.
- Minutes will be signed electronically by the Committee' Chair at the next meeting to verify that the minutes are a true record.
- Quorum for a meeting of the Committee will be half the committee members and a majority of members present being Trustees.
- Each question to be decided at a meeting of the Committee shall be determined by a majority of votes of members present and eligible to vote on the question. The Chair shall have the casting vote in the case of equal votes for and against the decision.
- The committee may invite non-members to meetings to assist or advise on a particular matter or issue. These additional attendees shall not be entitled to vote on any matters.
- A register of attendance shall be kept for each meeting and will be published on an annual basis.

APPOINTMENT OF THE COMMITTEE CHAIRS

- The Trust Board shall recommend the appointment of the Chair, noting any recommendation from the Committee to the Members.
- The Members shall have the right to remove the Chair and/or Vice Chair, specifically in circumstances where they have cause for concern.
- The term of office for Chair and Vice-Chair will be 1 year and they shall be appointed at the first meeting of the Trust Board each school year.
- The chair should not be the CEO or headteachers of an academy within the Trust.

APPOINTMENT OF A CLERK

- The Trust Board shall appoint a Clerk to the Committee.

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APPENDIX 6: SCHOOL GOVERNING COMMITTEE TERMS OF REFERENCE

POWERS OF THE TRUSTEES

The Trustees of the Board shall establish a School Governing Committee as empowered by the Trust's Articles of Association (Article 100b).

The Trustees shall determine and approve the Committee' Terms of Reference and shall review the terms at the start of each academic year (Article 101).

The Trustees shall determine and approve the delegation of powers, responsibilities and duties to the Committee and shall review this Scheme of Delegation (within the Governance Framework) at the start of each academic year (Article 105).

The Trustees shall have the right to intervene in the governance of an individual Academy where it has serious cause for concern.

The Trust Governance Framework which includes the Scheme of Delegation is available on the Trust website.

GENERAL RESPONSIBILITIES

The Committee shall exercise the powers, responsibilities and duties delegated by the Trust Board as set out in the Scheme of Delegation. This responsibility is predominantly school level governance functions and includes:

- To observe and comply with the Trust's Code of Conduct for Trustees and Governors at all times.
- Implementing the vision, ethos, beliefs and promises of the Trust.
- Building an understanding of how the school is led and managed.
- Ensuring that the school is working within policies adopted by the Trust.
- Is meeting the agreed Trust targets.
- Engaging with stakeholders.
- Being a point of consultation and representation.
- To report to the Board of Trustees on the proceedings, recommendations and decisions of the committee.
- To seek professional advice as necessary.
- To attend relevant training when appropriate.

COMPOSITION AND APPOINTMENT OF THE COMMITTEE

The composition of the School Governing Committee shall be as follows;

- Governors with relevant local community knowledge.
- Headteacher.
- At least two parents.
- In addition to the Headteacher, two staff members.
- Persons with experience of managing academic standards/primary outcomes.

The membership of the Committee shall be detailed on the school websites.

TERM OF OFFICE AND RESPONSIBILITIES OF COMMITTEE MEMBERS

The Term of Office for all members is 4 years.

On appointment members are each required to familiarise themselves and to agree to comply with;

- Trust Articles of Association.
- Trust Master and Supplementary Funding Agreements.
- Trust Governance Framework including the Scheme of Delegation.
- Academies Trust Handbook.
- These Terms.
- Trust and school policies.
- Current relevant financial legislation and guidance for academies.

MEETINGS OF THE COMMITTEE

The Committee shall meet at least once per term and in particular;

- The Committee shall meet at the appropriate times set out in the Trust Governance Planning Calendar.
- The committee members will receive notice of each meeting seven (7) clear days before the date of the meeting.
- The agenda, papers and minutes of Committee meetings will sent to the Clerk to the Trustees when they are issued to members.
- The committee members will receive the relevant papers seven (7) clear days before the date of the meeting where possible.
- Minutes will be signed electronically by the Committee' Chair at the next meeting to verify that the minutes are a true record.

Quorum for a meeting of the Committee will be half the members.

Each question to be decided at a meeting of the Committee shall be determined by a majority of votes of governors present and eligible to vote on the question. The Chair shall have the casting vote in the case of equal votes for and against the decision.

The committee may invite non-members to meetings to assist or advise on a particular matter or issue. These additional attendees shall not be entitled to vote on any matters.

A register of attendance shall be kept for each meeting and will be published on an annual basis.

APPOINTMENT OF THE COMMITTEE CHAIR

The Trust Board shall appoint the Chair, noting any recommendation from the Committee.

In line with the Articles of Association, the Trust Board shall have the right to remove the Chair and/or Vice Chair, where they have cause for concern.

The term of office for Chair and Vice-Chair will be 1 year and they shall be appointed at the first meeting of the Trust Board each school year.

The chair should not be the CEO or headteachers of an academy within the Trust.

APPOINTMENT OF A CLERK

The Trust Board shall appoint a Clerk to the Committee.

APPENDIX 7: SCHOOL GOVERNOR ROLE DESCRIPTOR

ROLE TITLE: School Governor

ROLE PURPOSE: Carrying out this role **SHOULD:**

- Be FUN, enjoyable and rewarding!
- Make a difference to our community.
- Be an objective voice.
- Develop the skills so you are able to fulfill the remit.
- Share & undertake relevant link roles.
- Make your school community feel they have a voice and are heard.
- Build succession within the local community.

OUR GOVERNANCE STRUCTURE

We are a single governance community with a shared mission, vision, values and culture – our promises and beliefs, achieved by the execution of the strategy set by the Trust Board.

THE TRUST BOARD

The Trust Board is accountable to the Department of Education for all aspects of the Trust. It provides accountability and assurance through:

- The robust and effective oversight of trust operations, and performance including oversight of the Education, Resources and School Governing committees and assessing their relative strengths.
- Strategic oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement.

SCHOOL GOVERNING COMMITTEE

Each school has a representative committee of the Trust Board providing quality assurance, communication and oversight of the long-term development in conjunction with the Trust.

The role of the committee is to:

- Anchor our schools in the community by leveraging knowledge of the community and their specific needs.
- Provide challenge and scrutiny; they do not manage a school day- to-day.
- Focus on the local school community in line with our promises and beliefs.
- Undertake delegated functions in line with their role and responsibilities and set out in the Code of Practice, Terms of Reference and Scheme of Delegation (The Governance Framework).
- Support and challenge the school leadership to ensure every child makes good progress and that parents and carers are involved in their child's education.

ABOUT THE ROLE

Appointment is for a term of 4 years. It is subject to the Trusts recruitment and safeguarding requirements including providing an enhanced Disclosure and Barring Service (DBS) Certificate. Each School Governing Committee is made up of 10 members including parents, staff and members of the local community.

Whilst no prior knowledge is needed our school governors bring a wide range of diversity, skills, perspectives and experience to the role.

COMMITMENT AND CONTRIBUTION

In order to contribute positively to the committee school governors are expected to commit around 10 to 15 hours a term during the school day and evenings in order to:

- Attend meetings – usually 3 or 4 times a year, read the papers in advance of the meeting and prepare questions for the school leadership team.
- Get to know the school and its community, including visiting the school during school hours to monitor specific topics and participate in school life.
- Undertake the role of a ‘Link Governor’, make relevant visits and enquiries, share best practice, common themes and report findings to the local committee.
- Establish and maintain professional relationships with the School Leadership Team (SLT), fellow governors, the school community and other trust school governing bodies through the sharing of best practice and link governor experiences.
- Undertake induction and regular statutory training and engage in ongoing development (training and development is provided at no cost by the National College and 3 annual trust wide development sessions).

If employed, you are entitled to ‘reasonable time off’ to undertake public duties under Section 50 of the Employment Rights Act 1996 and this includes governance. “Reasonable time off” is for you and your employer to negotiate if your employer does not have a clear policy.

Reimbursement of out-of-pocket expenses incurred as a result of fulfilling the role as governor are covered by the trust’s expense policy. Payments can cover incidental expenses, such as travel and dependency care, but not loss of earnings.

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RESPONSIBILITIES AND EXPECTATIONS

School Governors commit to following and modelling the 7 Nolan Principles of Public Life, (see link below) The Trust's Code of Practice for Trustees and Governors, the Terms of Reference for the School Governing Committee and the Governance Framework which includes the Schedule of Delegation.

School governors accept that they have no legal authority to act individually, except when the Trust Board has given the committee delegated authority to do so, and therefore will only speak on behalf of the Trust Board/School Governing Committee when school governors have been specifically authorised to do so.

In addition, we have adopted the Ofsted inspection categories as our broad governance framework. All governors should aim to develop a good understanding of each area. This is supplemented by the 6 Link Governor roles (shown by *)

- Safeguarding which is an overriding responsibility. *
- Quality of education. *
- SEND and vulnerable groups. *
- Behaviour and attitudes.. *
- Personal development including inclusion and wellbeing. *
- Leadership and management. *
- Trust Ambassadors in the Community.
- plus trained Panel Membership.

SAFEGUARDING

School Governors commit to ensuring that :

- Trust safeguarding policies and school procedures reflect the safeguarding challenges and context of the school.
- They monitor the implementation and effectiveness of Trust safeguarding policies and arrangements, including working with the Designated Safeguarding Lead (DSL).
- They foster a culture that prioritises safety and wellbeing of all school pupils and staff.
- School Governors monitor required actions within the Health and Safety policy, and any Health and Safety audit ensuring that the school community is kept safe at all times. This includes highlighting and monitoring local risk including risk assessments on behalf of the Trust Board.
- They share governor findings and experience between Trust Schools.

QUALITY OF EDUCATION - INTENT, IMPLEMENTATION AND IMPACT

School Governors commit to ensuring that:

- The school curriculum design and coverage is being provided to pupils in an appropriate and contextual manner.
- Required policies and procedures are in place and that the school is operating effectively in line with these policies, including for example assessment practice, curriculum delivery and Teaching (pedagogy).
- School performance and improvement is monitored through regular reviews of performance data, including national results, and pupil progress, to ensure that the school is meeting its Attainment and Progress targets.

- They work with senior leaders to identify areas for improvement and develop strategies to address them in line with the Trust's and school's strategic objectives.
- They monitor the destination school's for leavers to ensure equality of opportunity for all pupils.
- They monitor staff development to ensure knowledge and skill development appropriate to the curriculum and staff progression.
- They share governor findings and experience between Trust Schools.

BEHAVIOUR AND ATTITUDES

School Governors commit to ensuring that:

- School behaviour principles and Trust attendance policies are implemented and adapted to the specific school context where necessary.
- Behaviour is monitored, including attitudes to learning, respect, and exclusions through regular reviews of performance data, trends and comparison to national data, to ensure that the school is meeting its targets.
- Pupil and staff attendance and punctuality is monitored through regular reviews of performance data, trends and comparison to national data, to ensure that the school is meeting its targets.
- They share governor findings and experience between Trust Schools.

PERSONAL DEVELOPMENT INCLUDING INCLUSION AND WELLBEING

School Governors commit to ensuring that:

- Relevant Trust and school policies relating to both staff and pupils are implemented and adapted to the specific school context where necessary.
- Opportunities for enrichment are reviewed and monitored to ensure the inclusion and wellbeing of all pupils.
- The overall effectiveness of the PSHE curriculum is monitored to ensure pupils understand citizenship and are prepared for the next steps in their life journey.
- Pupils and their families are well-supported and able to participate in all aspects of school life.
- They monitor staff workload, wellbeing, including recruitment, retention, absence and career progression data.
- They share governor findings and experience between Trust Schools.

LEADERSHIP AND MANAGEMENT

School Governors commit to ensuring that:

- They and school leaders adopt and apply the trust's promises, beliefs, and strategy.
- The school's governance and oversight reflects the Trust policy and that the school benefits from high standards and effectiveness of governance.
- They contribute to the strategic direction of the school (School Plan) by contributing to discussions at School Governing Committee meetings which consider:
 - o Securing, maintaining and improving educational standards.
 - o Reporting to the Trust Board on the overall performance of the school and specifically on any aspects of excellence, concern or risk either to the School Governing Committee or to the Trust Board.

- A strong relationship with the School Leadership Team (SLT) is established in order to provide effective support, challenge, and to hold them to account.
- Feedback is provided to the headteacher's performance management process (Chair).
- The outcomes from the school's self-evaluation (SEF) are reviewed and ensure they are used to inform the priorities in the school plan and that available resources are well managed to deliver the plan.
- Senior leaders have implemented the required policies and procedures and the school is operating effectively according to those policies.
- Stakeholder surveys are reviewed regularly.
- They are a link governor on one of the 6 specific areas of school life, visiting and meeting relevant staff and pupils to experience, enquire and report about the specific area, and share findings, experience and best practice with the School Governing Committee, other Trust schools and Trustees where appropriate.

TRUST AMBASSADORS IN THE COMMUNITY

All School governors anchor our schools in the community by leveraging knowledge of the community and their specific needs. They:

- Consult with and are the voice of pupils, staff, parents and carers and community (build connections and networks) to use these insights to inform advice and decision making
- Help stakeholders to understand the trust's values and vision for the future.
- Build relationships in the community to promote the role of governors and attract potential new governors.
- Provide the trust board with insight into the challenges and opportunities faced by the school's local community.
- Celebrate staff, pupils, parents and carers.
- Monitor and support pupil and staff welfare.
- Highlight areas of excellence and concern including risks.

PANEL AND COMMITTEE MEMBERSHIP

All School governors undertake appropriate training to form a Trust wide pool of panel members able to serve on panels in order to:

- Hear staff grievances and disciplinary matters.
- Review decisions to exclude pupils.
- Deal with formal complaints in line with the trust's complaints procedure.
- Sit on admissions panels if appropriate.
- Ensure fair hearings and no conflict of interest.
- Be part of a selection panel (Chair).

SKILLS (BASED ON DFE GUIDANCE)

COMMITTED

Devoting the required time/energy to the role and ambitious to achieve best possible outcomes for pupils. Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.

CONFIDENT

Be of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the committee.

CURIOUS

Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning.

CHALLENGING

Providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement.

COLLABORATIVE

Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the committee and with the Trust Board, school leaders, staff, parents and carers, pupils/students, the local community and employers.

CRITICAL

Understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursuing learning and development opportunities to improve their own and whole board effectiveness.

CREATIVE

Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success.

REFERENCES

- www.gov.uk/government/publications/the-7-principles-of-public-life

*Happy Children Learn,
Happy Staff Thrive,
Happy People Build A Community*



INCLUSIVE | MULTI ACADEMY TRUST

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