Inspire Education Trust

Together we achieve, individually we grow

Code of Governance –

Scheme of Delegation 2026-27

Our Vision

To be the educator and employer of choice, with a first-class education that empowers pupils to flourish, grow and achieve. Where pupils matter to us as much as their academic success and with staff who are valued, supported and developed. Together, we will live life in all its fullness.

Strategic Development Plan

At Inspire Education Trust (the "Trust"), we have a strategic development plan that enables us to progress in order to meet our Vision (the "Strategic Development Plan"). Our key strategies to achieve this are based upon the following:

1. Being the employer of choice within a thriving organization, with thriving individuals being engaged, healthy, developed professionally, and appropriately rewarded in line with our People Strategy.

2. Through outstanding Academy improvement across all phases, stages and ages through evidence-based practice.

3. Trust growth to positively impact life chances and outcomes for more children.

4. Robust governance at Trust and Academy levels providing strategic oversite and accountability.

5. Robust finance management, insightful transparent financial reporting, driving value for money through rigorous procurement and monitoring of our goods and services.

6. Improved and aligned IT infrastructure fit for the future, that supports pupil learning.

7. Through increasing our influence and impact via exciting and engaging networks and partnerships, maximising stakeholder engagement.

Our vision is underpinned by our core Trust values:

Inclusive
We celebrate diversity and difference. All are valued as members of our community knowing they belong.

Nurture
We promote positive wellbeing so all feel safe, cared for and enabled to thrive.

Servanthood
We considerately put the needs of others before our own, recognising that in serving each other we serve all.

Partnership
We work collaboratively, recognising we achieve more together than on our own.

Integrity
We are open, honest and have strong moral principles which we use to guide us.

Respect
We show care, consideration and courtesy for ourselves and all around us.

Excellence
We always strive to be better in order to become first class in all we do.

We will adhere unwaveringly to the 'Nolan Principles' of Public Service ("Nolan Principals"), which is made clear in our commitment to Ethical Leadership.

The Nolan Principals being:

Selflessness – Holders of public office should act solely in terms of the public interest.

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.

Objectivity – Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

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.

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.

Honesty – Holders of public office should be truthful.

Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

About this document

This scheme of delegation is authorised by the Board of Directors and sets out clearly who, within the Trust, has the authority to make decisions: it makes clear who is responsible as well as who is accountable as the two things may not be the same:

- accountability means being ultimately responsible for the task or action, albeit that the group or individual with accountability may delegate the task or action to those responsible; and
- responsibility means a group or individual with responsibility for the delivery of the task or action

(the "Scheme of Delegation" or "SoD").

The Scheme of Delegation is one of the most important documents for our Trust and reflects the size, scale and structure of our Trust. It must be understood and used by all those involved in leadership and governance.

The executive leadership team (the "ELT") and committees of the Trust Board draw their authority, legitimacy and power to make decisions from the Scheme of Delegation.

This Scheme of Delegation is also intended to describe the workings of our governance. It is a formal document which should be referred to in order to resolve any difficulties with regard to the operation of our governance structures.

Publication of the Scheme of Delegation

Following approval by the Directors, a copy of the SoD will be made available to the Chairs of the Local Governing Committees ("LGC"), Chairs of the Trust Committees, the Chief Executive Officer ("CEO"), the ELT and the Headteachers of the Academies. Subsequent revisions to the SoD will be made available before the date the revisions come into force.

Anyone with feedback on the content of the Scheme of Delegation should contact Kay Grainger, Head of Governance, in the first instance – kay.grainger@ietrust.org

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SECTION 1 – OUR GOVERNANCE STRUCTURE

1 About Inspire Education Trust ('IET')

1.1 The Trust is a multi-academy trust which is responsible for operating and maintaining a number of academies in England. The Trust is both a company limited by guarantee and an exempt charity, regulated by the Secretary of State for Education.

1.2 The Trust's constitution and objects are set out in its Memorandum and Articles of Association (the "Articles"). We are also bound by the requirements of our Funding Agreements with the Secretary of State for Education, as well as by the provisions of the Academy Trust Handbook published yearly by the Department for Education ("DfE") and a range of other pieces of government guidance and legislation, such as The Academies Act 2010, The Companies Act 2006 and The Charities Act 2011.

1.3 The purpose of this SoD is to provide operating clarity about the roles, responsibilities, authorities and expectations of those who work within our governance and executive leadership structures. It is subsidiary to the documents described in 1.2 above.

1.4 The SoD is subject to formal review by the Board of Directors on an annual basis, although they may review and amend elements of it more frequently if circumstances require it.

INSPIRE EDUCATION TRUST MASTER AND SUPPLEMENTAL FUNDING AGREEMENTS ("Funding Agreements")

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ARTICLES OF ASSOCIATION

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SCHEME OF DELEGATION

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OPERATIONAL PROCEDURES

2 Our governance and leadership structures

Overview

2.1 The Trust has Directors, Members, LGCs, Trust committees and the ELT, all of whom have an important role to play in the governance of the Trust.

2.2 All Directors, Members, LGC members, Trust committee members and ELT members must adhere to the Trust's Code of Conduct.

Members

2.3 As a company limited by guarantee, the Trust does not have shareholders, but it does have Members, who are the legal owners of the Trust and who provide the highest tier of non-executive oversight.

2.4 The Members are the guardians of the organisation and its ethos: custodians of governance in the Trust and its vision and values. They can appoint and remove Directors in accordance with the Trust's Articles

2.5 The obligations of the Members are as follows. They:

2.5.1 may adopt and amend the Articles subject to any restrictions in the Articles, the funding agreement or charity law;

2.5.2 may, in certain circumstances, appoint new Members or remove existing Members;

2.5.3 have powers to appoint and remove Directors in certain circumstances;

2.5.4 must ensure the objects of the Trust are being met;

2.5.5 appoint the Trust's auditors;

2.5.6 receive the Trust's audited annual accounts (subject to the Companies Act) and annual report at an Annual General Meeting of the Trust;

2.5.7 may, by special resolution, issue direction to the Directors to take a specific action;

2.5.8 have power to change the name of the Trust and, ultimately, wind up the Trust.

2.6 Accordingly, the powers specifically reserved by Members, subject to any consents required by the Secretary of State and or the Charity Commission (and, therefore, not delegated at all) are

2.6.1 to change the name of the Academy Trust;

2.6.2 to change the objects within the Articles of Association (which would require Charity Commission and Secretary of State consent);

2.6.3 to change the structure of the Trust Board;

2.6.4 to amend the Articles of Association;

2.6.5 to pass a resolution to wind up the Trust;

2.6.6 to appoint the auditors (save to the extent that the Directors may make a casual

appointment).

2.7 Member meetings are held annually for the Annual General Meeting (AGM) of the Trust. Member meetings are quorate if three Members are present. Directors keep Members informed throughout the year in addition to the AGM.

Directors

2.8 The Trust has a Board of Directors. Directors may either be appointed by Members or co-opted onto the Board by other Directors.

2.9 It is important to note that, as the Trust is a company, individuals appointed as the Directors are directors in company law, but as the Trust is also a charity the Directors are also considered trustees in charity law. They are therefore referred to as Trustees by the DfE and Charity Commission. They are referred to as Directors in this SoD in line with the terminology referred to in the Trust's Articles.

2.10 Directors have ultimate accountability and decision-making authority for the work of the Trust and its Academies and are accountable for the performance of the Trust and its Academies to the Members, to the Secretary of State and also to the communities served by our Academies. They are required to have systems in place by which they can fulfil the requirements of the documents in 1.2 above, as well as monitoring and scrutinising the work of the ELT.

2.11 Directors are required to act, both collectively and individually, in the best interests of the Trust and its Academies and in line with our Ethical Leadership Statement (see Section 5) and other policies. They, along with all those involved in our governance, have a strictly strategic role.

2.12 Directors may not, therefore, delegate their accountability for the performance of the Trust but, in practice, they do delegate the responsibility for many aspects of our operation as outlined below. Directors then hold to account the bodies and individuals with 'delegated responsibility' on behalf of the Members, the Secretary of State and the communities we serve.

2.13 The Board of Directors delegate responsibility as follows:

2.13.1 to a range of Trust Board committees, each of which consists of a subset of Directors, which may be established either permanently or temporarily and has delegated responsibility for aspects of decision making, monitoring and scrutiny as set out in this SoD. However, the Board recognises ultimate accountability sits with them.

2.13.2 to a LGC for each Academy, the membership of which is drawn from the local community (including two parents and one member of the academy's staff) and

which has delegated responsibility for a small amount of decision making and rather more monitoring and scrutiny of the Academy's performance

2.13.3 to the CEO who is appointed by the Board and who has delegated responsibility for the day-to-day strategic and operational leadership and management of all aspects of the Trust's activity. The CEO, in turn, delegates responsibility for specific aspects of the Trust's operations to members of the ELT. The CEO also delegates responsibility for the day-to-day management of each Academy to the Headteacher of that Academy, in line with the provisions described in this SoD.

2.14 Any delegations must be made in writing in accordance with this SoD.

2.15 The Board of Directors ("Trust Board") has three core functions:

2.15.1 Ensuring clarity of vision, ethos and strategic direction;
2.15.2 Holding executive leaders to account for the educational performance of the Trust and its pupils, and the performance management of staff; and
2.15.3 Overseeing and ensuring effective financial performance.

2.16 The remit of the Trust Board includes:

2.16.1 establishing the vision, mission and values of the Trust;

2.16.2 ensuring the business of the Trust is conducted solely in pursuit of the objects set out in the Articles;

2.16.3 safeguarding the assets of the Trust;

2.16.4 ensuring that financial controls and appropriate financial management is in place in accordance with the provision of the Academy Trust Handbook;

2.16.5 setting out, and monitoring, the overall strategic aims for the Trust, especially in regard to educational outcomes and business operations;

2.16.6 establishing, and monitoring, the risks to the Trust and ensure that mitigating measures are put in place;

2.16.7 ensuring that both the Trust Board and the ELT have the capacity and skill to lead and manage the Trust and that the ELT is appropriately supported and challenged;

2.16.8 delegating authority for the day-to-day operation of the Trust to the CEO and, by extension, to the ELT;

2.16.9 ensuring that the Trust is led and managed in accordance with all applicable law.

2.17 In carrying out their obligations, Directors have a number of statutory duties placed upon them as Directors under the Companies Act 2006 and as Trustees under the Charities Act 2011. These are not set out in full here, but in summary Directors must:

2.17.1 promote the success of the trust company

2.17.2 act within their powers as set out in the Articles

2.17.3 exercise independent judgement

2.17.4. exercise reasonable care, skill and diligence

2.17.5 avoid conflicts of interest

2.17.6 not accept benefits from third parties

2.17.7 declare an interest in any proposed transactions or arrangements

2.18 The Directors must ensure regularity and propriety in use of the Trust's funds, and achieve economy, efficiency and effectiveness – the three elements of value for money. The Trust board signs off the annual accounts and is responsible for ensuring compliance with the Funding Agreement.

2.19 Directors are expected to follow the Nolan Principles in everything they do.

2.20 The Trust Board must appoint annually individuals from among their number to act as Chair and Vice Chair. The Chair and Vice Chair provide leadership to the Trust Board.

2.21 All Directors have an equal voice in meetings and in any necessary voting procedures, although, as provided for in the Articles, in the event a deadlock in voting the Chair has a casting vote.

2.22 The Trust Board must assure itself that it has the right balance of skills to be able to carry out its duties, and regularly review those skills in order to establish where any gaps may lie. The Trust Board should also be mindful of succession planning and ensure that Directors are able to gain a variety of experience by serving on the Board.

2.23 The Trust Board must appoint a Governance Professional who is responsible for ensuring that all meetings of the Trust Board and its committees are well planned in order to allow the Trust Board to fulfil their obligations. The Governance Professional is also responsible for ensuring that all meetings are conducted in accordance with Articles, the law, with the Trust's ethical principles and are appropriately minuted. The Governance Professional, as Company Secretary, must also ensure that statutory return deadlines and other legal obligations are met.

2.24 The Trust Board must ensure that it has mechanisms in place to take account of the views of the Trust's key stakeholders within its decision making. This applies especially, but not exclusively, to the views of pupils and learners, parents and academy staff members. This may be discharged through parental surveys, student voice and visits to schools; please refer to the Director & Governor Visits Policy.

2.25 The Trust Board, along with all those involved in the Trust's governance, must ensure that individuals avoid any situations in which they have (or could have) a conflict of interest. If such a circumstance arises, the individual must declare the nature and extent of any interest in any matter relating to the Trust and avoid any conflict of interest between that interest and the interests of the Trust.

2.26 Notwithstanding any provisions of the Trust's Articles and this Scheme of Delegation, if the chair is of the opinion that a matter of urgency exists and it is not practicable to arrange a board meeting on short notice in the circumstances, the Chair, in consultation with the Vice Chair and CEO, may exercise any function of the Trust which can be delegated to an individual under the Articles, the Trust's Funding Agreement or the Academy Trust Handbook.

2.26 This action by the Chair, to be known as Chair's Actions, may be exercised either:

2.26.1 after receiving a written report from the CEO which clearly states, amongst other things, why the item concerned could not be brought to a regular meeting and why it would qualify for urgent decision under this procedure; or

2.26.2 as a result of other information that is brought to their attention and a delay in exercising the function would likely be seriously detrimental to the interests of the Trust.

2.27 Any decisions made by Chair's Action will be reported to the Trust Board at the next Trust Board meeting.

2.28 The powers specifically reserved by the Trust Board are:

2.28.1 to determine the overall educational character, mission or ethos of the Trust and its academies;

2.28.2 to adopt or alter the Scheme of Delegation and the Terms of Reference of any committee of the Trust Board;

2.28.3 to determine the Trust's plans for growth and investment, including the establishment of any trading companies deemed necessary;

2.28.4 to approve the annual estimates of income and expenditure (budgets) and major projects;

2.28.5 to sign off the annual accounts;

2.28.5.1.1 to appoint or dismiss the CEO, the CFO and the Governance Professional (and the Company Secretary where this is a separate post);

2.28.7 to approve those policies which are deemed by statute or regulation to require full Trust Board approval (Academy trust governance guide - Statutory policies for trusts - Guidance - GOV.UK (www.gov.uk));

2.28.8 to do any other act which the Funding Agreements expressly reserve to the Trust Board;

2.28.9 to do any other act which the Articles expressly reserve to the Trust Board;

2.28.10 to do any other act which the Trust Board determines to be a 'reserved matter.'

2.29 The Trust Board meets at least seven times a year (including the Trust Strategy Day). Trust Board meetings are quorate if any three Directors, or, where greater, any one third (rounded up to a whole number) of the total number of Directors holding office at the date of the meeting are in attendance. This includes virtual attendance e.g. via TEAMS/Zoom.

2.30 Directors normally serve up to two terms of office, each of four years.

3 The Role of Trust Board Committees

The Trust Board decides its committee structure and appoints members of the committees.

The Trust Board may delegate functions to its committees, which include LGCs. LGCs have no separate legal status in a Trust. They are technically and legally committees of the Trust Board. Each committee (other than LGCs) must contain a majority of Directors, but may also include other people the Trust Board chooses to appoint, as per Item 3.5 below. Terms of Reference for all committees are shown later in this SoD.

3.1 The Trust Board has established three committees to oversee specific areas of its work. The members of these committees are confirmed annually.

3.2 The committees are:

3.2.1 Finance Committee;

3.2.2 People Committee; and

3.2.3 Standards Committee.

3.3 The committees meet as timetabled in the meeting calendar.

3.4 The Chair and Vice Chair of each committee are elected by the members of the committee on an annual basis. The Chair must be suitably experienced and/or qualified to undertake the task required.

3.5 The Chair of each committee may direct or invite attendance at meetings by any individuals who may be deemed to provide helpful input to the content of the meeting.

3.6 Except in the case of a LGC, no vote on any matter shall be taken at a meeting of a committee of the Directors unless the majority of members of the committee present are Directors.

3.7 Committee minutes are provided to the Trust Board at its next full meeting, and the Chair of the committee is required to provide a written and/or verbal report to the Trust Board.

3.8 Committees are authorised by the Trust Board to investigate any activity within their Terms of Reference. They are authorised to seek any information they require from any employee and all employees are directed to co-operate with any request made by Committees.

3.9 Detailed Terms of Reference for each committee are included in section 3 of this document.

4 The role of Local Governor Committees

4.1 The Trust Board has established committees to be known as the Local Governor Committees . There is an LGC for each academy within the Trust. It is the decision of the Trust Board about what, if any, governance functions they delegate to LGC's

4.2 Best practice is that the principle of "significant separation" should also apply between the LGCs and the Trust Board. If local governors sit on the Trust Board this may reduce the objectivity with which the Trust board can exercise its powers.

4.3 Local governors may be conflicted in that, for the best possible reasons, they may wish to represent the interests of the school or schools where they serve on the LGC, rather than the interests of all schools in the group. Directors must not be partial – they must make decisions in the interests of all schools and all pupils, they must exercise independent judgement and avoid conflicts of interest. For this reason, the Confederation of School Trusts advises that all or a significant majority of Directors to be independent of local governance.

4.3 The membership of the LGCs must include two parents of pupils currently at the academy and, at a primary school, one member of staff, and at a secondary school, two members of staff (one teaching, one support staff). These positions must be elected. Otherwise, there

should be enough members of each LGC to enable it to do an effective job, with a maximum of 9 members in each primary academy and 12 in a secondary academy.

4.4 LGCs meet four times a year.

4.5 The Chair and Vice Chair of each LGC are elected by the members of the LGC, subject to approval by the Trust Board, on an annual basis. Other LGC members will be appointed by the LGC themselves, with support from the Head of Governance and/or Deputy CEO (as appropriate). All appointments are approved by the Trust Board, with the exception of Diocesan/Foundation representatives who are appointed by the Diocesan Board of Education.

4.6 LGC members serve up to two four-year terms of office, but may leave their post sooner by providing a written resignation to the Head of Governance. LGC members may be asked to leave the LGC by Directors if they fail to abide by the Code of Conduct.

4.7 The Chair of the LGC may direct or invite attendance at meetings by any individuals who may be deemed to provide helpful input to the content of the meeting.

4.8 Meetings of the LGC are quorate if one half of the membership of the committee, excluding any vacancies (rounded up to the nearest whole number) are in attendance (this includes virtual attendance via TEAMS/Zoom) Where a vote is necessary, each member of the LGC has one vote and the Chair may use a casting vote where a vote is split evenly.

4.9 The Head of Governance manages the clerking arrangements for the LGCs. The clerk must provide LGC minutes to the chair and the Head of Governance within 14 days of the meeting. The Chair of the LGC may, on occasion also be invited to provide a verbal or written report to the Trust Board, or any of its committees.

4.10 LGCs also conduct an annual review of their activity and effectiveness and report this to the Trust Board.

4.11 LGCs are important in the Trust's approach to governance in the following ways. They are

4.11.1 responsible for providing assurance to the Trust Board (and to external bodies, such as Ofsted) that the academy's work has been scrutinised with an eye to performance improvement and impact on the local community, and that Trust-wide and statutory policies are being properly followed

4.11.2 accountable for the decisions made as part of a panel within the parameters of our policies on complaints, exclusions, admissions appeals and staff disciplinaries

4.11.3 responsible for engaging with collaborative development or quality assurance activities or supporting the process whereby decisions affecting the academy (such as the appointment of a new Headteacher or an Ofsted inspection) are made

4.11.4 responsible for ensuring that they have the right membership and balance of skills to do an effective job

4.11.5 charged with engaging fully with our communities and championing the Trust and each academy as their 'heartbeat', developing work that will support positive attitudes to learning among future pupils, parents and others and bringing the outside world into the classroom through the use of their own professional networks.

4.12 It is important to note that local governance must not duplicate the activity of the Trust's executive functions in regard to the performance management of the academy's senior leadership. The function of the LGC is to scrutinise rather than to hold to account.

4.13 Detailed Terms of Reference for LGCs are included in section 3 of this document.

5 The role of the CEO and the ELT

5.1 The CEO and the ELT are accountable to Directors for the day-to-day operation of the Trust and for the achievement of its strategic aims. Key executive roles within the Trust currently include:

5.1.1 the CEO who also acts as Accounting Officer and is accountable for fulfilling the expectations of that role. The accounting officer role includes specific responsibilities for financial matters. It includes a personal responsibility to Parliament, and to DfE's accounting officer, for the Trust's financial resources;

The accounting officer has a formal role in relation to the Trust Board. They must execute the strategy and decisions of the Trust Board and are therefore the formal link between the governance and operations of the organisation;

The accounting officer is held to account by the Trust Board for the educational performance of the organisation and its pupils, the performance management of staff, and financial regularity, propriety and value for money. The accounting officer also has responsibilities for keeping proper financial records and accounts, and for the management of opportunities and risks;

The CEO is also responsible for the line management of ICT.

5.1.2 the Deputy CEO who is responsible for the line management of the Executive Leader, Secondary Headteacher, School Improvement team, Finance and Estates;

5.1.3 the Executive Leader who is responsible for providing strategic leadership across the Trust's primary phase, driving school improvement, supporting academy leaders, securing

high standards of education and ensuring the effective implementation of Trust school improvement strategy and priorities;

5.1.4 the Secondary Headteacher who is responsible for the leadership and management of Blue Coat School, including educational standards and outcomes, quality of education, curriculum delivery, pupil welfare and behaviour, safeguarding, staffing, operational management and the implementation of Trust school improvement strategy and policies within the academy

5.1.5 Director of People and Culture who has leadership responsibility for the human resources function including pay, benefits and employee relations and trust people strategy; and trust culture; and

5.1.6 Head of Governance and Senior Executive Assistant who has leadership responsibility for governance and communications, and fulfils the role of company secretary.

5.2 The accountabilities of these roles are detailed within specific job and role descriptors and are not repeated here. The achievement of objectives by members of the ELT is monitored by Directors through the work of committees and also via the professional performance management and development process.

5.3 Members of the ELT attend governance forums. Each governance forum has an 'executive lead' (or 'leads'), as follows:

5.3.1 For Standards, the Deputy CEO, supported by the Executive Leader and Director of School Improvement as required;

5.3.2 For Finance, the CEO and Finance Director, supported by the Leads of ICT and Estates as required;

5.3.3 For People, the CEO and the Director of People and Culture ; and

5.3.4 For each LGC, the relevant Headteacher and Trust representative as required.

5.4 To maintain an appropriate separation between the Trust's executive and non-executive functions, Trust employees may not serve as Directors of the Trust Board. At the school where they are employed, employees may only serve as elected Staff Governors. Employees are not eligible to serve as Co-opted Governors or Foundation Governors at their employing school, although they may do so at another Trust school subject to the Trust's governance arrangements and, where applicable, diocesan requirements.

Section 2 - Our Scheme of Delegation

Set out below is a RACI summary of the Trust's Scheme of Delegation.

R = Responsible	The individual/group that has responsibility for undertaking or completing the task delegated to them and reporting on its delivery at suitable intervals. In the case of the CEO, this reporting will be at Board level. In the case of the Principal/Head, this will be at Academy LCG level.
A = Accountable	The individual/group that has the ultimate or final responsibility for ensuring completion of the task. This will include determining how the Trust and/or Academies (as appropriate) should undertake the task including determining appropriate milestones and targets to be reported against.
S = Support	The individual/group who should provide support during the implementation of the task.
C = Consult	The individual/group that should be consulted as part of the process of the completing the task because they can provide valuable advice and/or input.
I = Inform	The individual/group that should be kept up-to-date about the progress of the task and/or the decisions in the task.

Strategy and Leadership		Directors	CEO/ELT	LGC	Heads
Strategy	Set strategic objectives of the Trust	A	R	I	C
	Set strategic objectives of the Academies	A	R	C	C
	Develop the character, culture, mission & ethos of the Trust	A	R	I	C
Scrutiny	Scrutiny: Performance – review & challenge progress of the Trust against its strategic objectives and KPIs	A	R	C	S
	Scrutiny: Ethos – operation of the Trust & Academies against the agreed character, mission & ethos	A	R	C	S

Compliance	Compliance: Funding Agreement – comply with all obligations including the Academy Trust Handbook	A	R	C	S
	Compliance: Regulatory – with all regulations affecting the Trust (including all charity law, company law, GDPR, employment law and health and safety)	A	R	C	S
	Compliance: Financial Oversight - ensuring that there are appropriate financial controls so that there is regularity, probity and value for money in relation to the management of public funds	A	R	C	S
	Compliance – completing the register of business interests and put in place a procedure to deal with any conflicts of interest and connected party transactions	A	R	C	S
Registers	Register of Interests	A	R	C	S
	Trust Risk Register	A	R	C	S
Appointments	Appointment and removal of Directors– ensuring processes in place for appointment and removal of Directors (including ensuring that the Directors have the skills to run the Trust)	A (and Member approval where required)	R		
	Appointments of Governors – ensuring processes in place for appointment of governors (including ensuring that the Governors have the skills to run the Academies)	A	R	I	S
	Appointment of Company Secretary – Board	A	R		
	Appointment of Governance Professional – Governing Body	C	R	I	I
Policies	Review and approval of Trust wide policies (including admissions, DBS, charging and remissions policies, health & safety and safeguarding)	A	R	S/I	C/S
Committee Delegations	Establish and appoint Trust Board committees	A	S	I	I
	Establish and appoint Academy committees	I	A		R
	Prepare terms of reference for LGC's and Committees	A	R	C	C
Training	Training programme for Directors	A	R	I	I
	Training programme for Governors	A	R	I	I

Education and Leadership		Directors	CEO/ELT	LGC	Heads
Academy Performance (Standards)	Academy Development Plan - for each Academy in line with strategic aims of the Trust	I	A	C	R
	Key Performance Indicators – setting and reviewing performance of the Trust & the Academies	I	A	C	R
	Quality of Teaching - ensuring appropriate levels of support, challenge and intervention to support delivery of education outcomes	I	A	C	R
	Curriculum – setting the curriculum for the Academies and reviewing its effectiveness	I	A	I	C
Student Issues	Student issues (including attendance, exclusions, punctuality and disciplinary matters for each Academy)	I	A	C	R
	Ensure school lunch provided to appropriate nutritional standards	I	A	C	R
Safeguarding	Ensuring each academy has appointed a designated safeguarding lead, ensuring compliance with statutory guidance and maintenance of single central record	A	R	R	S
SEND	Ensuring there is an SEND lead and policy in place, ensuring compliance with statutory guidance	A	R	R	S
Stakeholder Engagement	Promoting partnership working between parents/carers and the Academies (including undertaking consultation with students, parents/carers and other stakeholders and ensuring that such feedback is used to support the development of best practice and to promote the quality of the overall student experience)	A	R	R	R
Academy Calendar and Opening Hours	Setting term dates	A	R	I	S
	Academy Hours -setting the opening and closing times for the Academies	A	R	I	S
Admissions	Set admissions policy	A	R	I	I
	Admissions/appeal decisions	A	R	I	I

Ofsted	Ofsted Inspections Trust Support: (1) Board will liaise with Ofsted where MAT is inspected and will assist with an Academy inspection. (2) CEO/DCEO will ensure Trust is prepared for inspection and manage the process from a Trust perspective where the impact of the Trust is under review (3) CEO/DCEO will support LGCs and Principals/Headteachers for individual Academy inspections	S	A	R	R

Financial		Directors	CEO/ELT	LGC	Heads
Appointments	Appointment of Finance Committee	A	R	I	I
	Appointment of Accounting Officer and Chief Financial Officer	A	R	I	I
	Recommend appointment of External Auditors to Members	A	R		
	Appointment of Internal Auditors	A	R		
Funding Model and Budget	Agreeing a funding model across the Trust and developing an individual funding model for the Academies) so as to the secure the Trust's financial health in the short term and the long term	A	R		
	Formulating and setting the Trust wide budget	A	R	I	C
	Formulating and determining the proportion of the overall budget to be delegated to each Academy (including uses of contingency funds/ balances)	A	R		S
	Expenditure and ensuring delivery of Annual Budgets	A	R	I	R
Financial Delegation	Establishing of policies and procedures to ensure compliance with the Trust's financial and reporting requirements	A	R	S	S
Investments	Agreeing the investment policy in line with the Academy Trust Handbook and the Scheme of Financial Delegation	A	R		

HR and Operations		Directors	CEO/ELT	LGC	Heads
Appointments	Appointment of CEO	A with Member consultation	S	S	S
	Appointment of Principals/ Heads at each Academy	S	A	C	
	Appointment of central Trust staff (in line with recruitment policy)	S	A		
	Appointment of Academy SLT (excluding Headteacher)	I	A/R	I	R
Dismissals	Dismissing CEO (in accordance with the Trust disciplinary and capability policies)	A with Member consultation			
	Dismissing central Trust Staff (in accordance with the Trust disciplinary and capability policies)	I	R		I
	Dismissing Headteachers (in accordance with the Trust disciplinary and capability policies)	A	R	S	I
	Dismissing all other staff (in accordance with the Trust disciplinary and capability policies)	A	R	S	I
Policies and Terms & Conditions	Establishing Trust wide HR Policies (including recruitment , discipline, capability, grievance and absence policies) in accordance with all appropriate regulations	A	R	S	I
	Setting Terms and Conditions of Employment and Staff Handbook	A	R	S	I
	Setting Appraisal Performance Management Policy together with pay reviews (in line with the Trust's pay policy and all statutory regulations)	A	R	S	I
	Reviewing discipline and grievance policy	A	R	S	I
Procurement	Setting trust wide procurement policies (for suppliers including auditors, HR and payroll providers and solicitors) in accordance with the Funding Agreement, Academy Trust Handbook and the Trust's procurement policy	A	R	S	I
	Setting academy specific procurement policies - in accordance with the Funding Agreement, Academy Trust Handbook and the Trust's procurement policy	A	R	S	I

	Enter into contracts – up to limit of delegation set out in Scheme of Financial Delegation	A	R	S	I
Central Services	Determining and allocating central services provided to the Academies by the Trust	C	A	I	S
	Overseeing the effectiveness of services provided centrally by the Trust	C	A	I	S
	Arranging insurance for the Trust	C	A		S
Premises and Assets	Acquiring and disposing of Trust land (with the necessary Diocesan consents)	A	R	I	I
	Changing use of Assets	A	R	I	I
	Asset and Premises Maintenance Strategy – determining use of Academies' premises and ensuring premises are adequately maintained	I	A	C	S
Media and PR	Media and PR - overseeing public relations activities to project the activities of the Trust and the Academies to the wider community	A	R	S	S
	Information management – including adopting and following policies for information security and compliance with FoI and DPA legislation and maintaining accurate records (staff, student)	A	R	S	S

For further detail in respect of the responsibilities set out in the RACI summary are set out at Appendix 1:

SECTION 3 –TERMS OF REFERENCE OF GOVERNANCE BODIES WITH DELEGATED POWERS

Finance Committee

Finance will take action as follows:

1. Finance will determine
   a. the Trust's strategic approach to growth and income generation
   b. the approval of related-party transactions, senior staff settlement payments and the annual capital allocation plan.
   c. the key areas of risk to the Trust, in consultation with ELT – these may be strategic, compliance-related, financial, operational or reputational
   d. a recommendation annually to Members for the appointment of external auditors
   e. the appointment, focus and scope of internal audit activity
   f. the impact of any external or internal audit findings on the rights of the Trust
   g. any non-executive actions required as a result of the findings of external and internal audit processes.

2. Finance will present to the Board for approval
   a. the annual budget which it has reviewed and regular reports on financial performance and the impact of resource deployment
   b. policies in relation to procurement and growth and investment.
   c. policies which it has reviewed in relation to safeguarding, data protection, health and safety, risk management and conflicts of interest.

3. Finance will approve on behalf of the Board.
   a. the annual financial statements on behalf of the Board
   b. policies on behalf of the Board in relation to Freedom of Information and complaints
   c. other finance and resource related policies

Finance will hold the executive to account as follows:

4. Finance will ensure
   a. there is a financial and resource management strategy which will enable the Trust to deliver its strategic objectives and maintain its position as a going concern
   b. the Trust's financial and resource operations are compliant with statutory requirements (such as those in the Academy Trust Handbook) and appropriate financial controls and procedures are put in place
   c. there are plans for financial sustainability, growth and ongoing improvement which have been prepared on a financially reasonable basis (using appropriate and realistic assumptions), reviewed for appropriateness and stress/scenario tested
   d. the deployment of both funding and resources delivers an appropriate return on investment (financially and educationally) for the taxpayer.
   d. the Trust has a robust approach to risk management which informs strategic planning and operational decision making
   e. the Trust has an internal and external audit and scrutiny regime which is compliant with statutory requirements and which drives performance improvements

f. the Trust has a thorough approach to due diligence in regard to growth or to any other activity it proposes to undertake
g. the Trust is legally compliant and following best practice in regard to key areas of risk, including (but not limited to) safeguarding, health and safety, data protection and information sharing
h. the Trust has a robust approach to business contingency planning and crisis management
i. the Trust has an open, transparent and ethical culture and learns from mistakes
j. the Trust maintains adequate insurance and indemnity arrangements (including Director and Officer Insurance).

5. Finance will scrutinise
   a. the operational and educational budget and funding models to ensure they support the strategic plan of the Trust, deliver a balanced budget and are in line with agreed key performance targets
   b. in-year financial performance at Trust and academy level, ensuring costs are in line with the agreed KPI parameters
   c. the budget, planning, delivery and impact of all capital (estates and IT) expenditure
   d. the management of working capital and cashflow; including the repayment of any required ESFA GAG advances.
   e. the annual three-year plan to restore revenue reserves to an agreed level.
   f. plans and projects which deviate from agreed budgets in advance of their commissioning
   g. procurement activity and the efficiency and financial impact of external contracts
   h. the efficiency and effectiveness of the activities to generate additional income (income achieved vs cost of chasing addition income)
   i. the efficient and impactful deployment and management of human resources
   j. the Trust's asset and estates management strategy (including the asset inspection regime)
   k. the Trust's approach to its environmental responsibilities.
   l. the Trust's risk register along with procedures and controls for managing risk
   m. activity and impact reports in regard to key areas of risk, including (but not limited to) safeguarding, health and safety, data protection, cybersecurity, educational trips and visits and formal complaints
   n. the extent to which risk management is embedded across all parts of the Trust (including within governance and individual academies)
   o. the planning for, execution of and response to internal and external audits, including the external auditors' management letter
   p. the approach to due diligence in regard to new business
   q. the Trust's internal control systems to ensure that the are fit for purpose and operating in accordance with the internal financial regulations and procedures.
   r. the Trust's processes in regard to business contingency planning and crisis management.
   s. the financial impacts following the outcomes of the Trust performance management review processes.

People Committee

People will take action as follows:

1. People will determine and recommend to the Board appropriate levels of senior executive remuneration, having due regard to DfE guidance
2. People will lead the convening of Trust-level investigation and review panels where required by Trust policies
3. People will approve on behalf of the Board all HR-related policies, including those relating to equality and diversity and whistleblowing.

People will hold the executive to account as follows:

1. People will ensure
    a. strategies are in place to maximise the efficiency and impact of the Trust's people
    b. there is a strategy in place to recruit and retain the best people through our active talent management processes
    c. there is a robust approach to, and framework for, performance management and reward
    d. there is a focus on professional development and wellbeing which delivers impact on pupils/learners and wellbeing strategies across the Trust for our staff
    e. there is a culture of openness and transparency within the Trust which demonstrates a commitment to the Nolan Principles and the Ethical Leadership Framework.

2. People will scrutinise
    a. the Trust's approach to all HR-related matters, including the recruitment and retention of staff and volunteers and strategies to minimise unnecessary staff turnover
    b. the Trust's approach to performance management, pay awards and other performance rewards
    c. the Trust's approach to staff wellbeing, morale and staff feedback
    d. all work in the area of professional and organisational development
    e. the implementation of the Trust's statement of ethical leadership
    f. all appointments made within the Trust at Headteacher level or above
    g. the Trust's industrial relations.

Standards Committee

Standards will take action as follows:

1. Standards will make recommendations to the Board in regard to the Trust's educational and community ethos, including its approach to curriculum development, the use of technology and aspiration for our pupils/learners and the communities served by our academies.
2. Standards will present to the Board for approval policies which it has reviewed in relation to admissions, SEND and medical conditions.
3. Standards will approve other policies on behalf of the Board in relation to, but not limited to, home-academy agreements, in-year admissions, the pupil premium, sex and relationships education, Careers, Education, Information, Advice & Guidance (CEIAG) and the Early Years Foundation Stage (EYFS). In association with the Trust's policy schedule.

Standards will hold the executive to account as follows:

1. Standards will ensure
    a. there is a vision and framework in place for continuous improvement in educational curriculum, standards & outcomes, a clear curriculum strategy and robust KPIs for monitoring Trust-wide performance
    b. there is an effective educational improvement strategy
    c. academies are responsive to the needs of their communities and take stakeholder views into account
    d. academy leaders ensure full compliance with all legal and statutory requirements, including governance, employment law, safeguarding, financial oversight and regulatory obligations, while maintaining ethical practices and transparency.
    e. there is support in place for the management of Ofsted inspections and other external scrutiny.
    f. there are effective safeguarding arrangements and systems in place across the Trust, including compliance with statutory safeguarding requirements, the maintenance of a strong safeguarding culture and the promotion of the welfare, safety and wellbeing of all pupils.

2. Standards will scrutinise
    a. predicted and actual educational performance against agreed KPIs at academy and Trust-wide level
    b. specific aspects of the Trust's educational performance, such as its impact on pupils/learners with SEND, its use of pupil premium and other designated funding grants and any performance gaps between different groups of pupils/learners
    c. the Trust's approach to ensuring the personal development of pupils/learners
    d. attendance, punctuality and behaviour (including exclusions) and the Trust's impact on developing positive attitudes among pupils/learners
    e. the impact of the Trust's academy improvement activity, including the Primary Termly Review (PTR) and Education Challenge Support Intervention (ECSI) processes
    f. the impact of professional and pedagogic development activity across the Trust
    g. the performance of academies in regard to Ofsted inspections and the delivery of any required academy improvement plans
    h. how stakeholder views are sought and responded to in order to inform academy improvement

i. the Trust's approach to calendar planning, including term dates and the opening hours of its academies.
j. the effectiveness and impact of technology in learning, including digital resources, online platforms, and the integration of educational technology to support teaching, learning and pupil engagement.
k. the effectiveness of safeguarding arrangements across the Trust, including safeguarding culture, statutory compliance, safeguarding audits, training, safeguarding trends and outcomes, the management of safeguarding concerns, and the implementation of local and national safeguarding requirements.
l. reports relating to safeguarding, child protection, online safety, attendance, behaviour, children missing education, vulnerable pupils and any other matters relating to pupil welfare and wellbeing, seeking assurance that appropriate actions are taken where concerns are identified.

3. Standards will oversee
   a. the Trust's strategic approach to safeguarding and child protection, ensuring that appropriate policies, procedures, training and assurance mechanisms are in place and effective across all academies.
   b. regular reporting on safeguarding performance, trends, risks and statutory compliance, providing assurance to the Board that safeguarding arrangements are effective and that pupils are kept safe.

Local Governor Committees (LGCs)

LGCs will take action as follows:

1. LGCs will ensure that their membership is adequate to perform the roles assigned within this Scheme of Delegation and that members of the LGC are appropriately trained for their roles.
2. LGCs will form panels to consider decisions as part of our policies with regard to admissions, exclusions, complaints and staff grievances and disciplinaries.
3. LGCs will appoint a lead member for safeguarding and for the outcomes of pupils with special educational needs or disadvantaged pupils. They may also appoint lead members for other key risk areas or themes identified within the SDP.
4. LGCs will engage proactively with local stakeholders and ensure that their views are represented in the work of the academy.
5. LGCs will engage proactively with Directors and the ELT to ensure that Trust-wide activity is informed by their own work.

LGCs will monitor, scrutinise and support the performance of the academy as follows:

1. LGCs will scrutinise
    a. predicted and actual educational performance against the SDP
    b. specific aspects of the academy's educational performance, such as its impact on pupils/learners with SEND, its use of pupil premium and other designated funding grants and any performance gaps between different groups of pupils/learners
    c. the academy's approach to safeguarding, including compliance with requirements in regard to the Single Central Record
    d. the academy's approach to ensuring the personal development of pupils/learners
    e. attendance, punctuality and behaviour (including exclusions) and the academy's impact on developing positive attitudes among pupils/learners
    f. the impact of academy improvement activity
    g. the impact of professional and pedagogic development activity
    h. the performance of the academy in regard to Ofsted inspections and the delivery of any required academy improvement plans
    i. how stakeholder views are sought and responded to in order to inform academy improvement
    j. the academy's approach to risk management
    k. the local implementation and impact of Trust-wide policies and procedures
    l. the impact of Trust-wide activity on the performance of the academy, for example in regard to finance, health and safety, HR, ICT and other 'centralised' services.

2. LGCs will inform and support by
    a. contributing to senior appointment processes
    b. contributing to Ofsted inspection processes as the representatives of governance
    c. contributing to SIPs processes, including the PTR and regular ECSI meetings
    d. engaging with local and Trust-wide development activities
    e. ensuring the views of local stakeholders are reflected in academy activity
    f. providing strategic input to academy development plans.

SECTION 4 – ROLE DESCRIPTORS

Eligibility

In order to serve in any part of our governance, a person is required to declare that they

- are aged over 18
- are not a current pupil at any of the Trust's academies
- have not been declared bankrupt
- are not the subject of a bankruptcy restrictions order or an interim order
- have not been disqualified from holding office as a governor
- have not been disqualified from being a company director and/or a charity trustee
- have not been removed as a trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of misconduct or mismanagement in administration of the charity
- have not been convicted of a criminal offence (excluding any spent convictions, or any offences for which the maximum sentence was a fine)
- agree to provide a criminal records certificate at an enhanced disclosure level.

Directors

Overall purpose
Directors are accountable for the strategic direction, broad policy framework and oversight of the Trust and all its academies. They take decisions that are in the best interests of the Trust as a whole and are not representative of any one of the constituent academies. The Directors are also Directors of the Trust which is a company limited by guarantee and registered as such at Companies House.

Main duties and responsibilities
1. To ensure that the activities of the Trust fulfil the objectives as described in the Memorandum and Articles of Association
2. To ensure compliance with the Trust's duties under company and charity law
3. To ensure the Trust and its academies are compliant with all statutory obligations
4. To safeguard the assets of the Trust
5. To ensure the solvency of the trust and to abide by the agreements made with the Department for Education and Education and Skills Funding Agency
6. To review the Trust Board's terms of reference on a regular basis and to recommend any changes to the Board of Members
7. To approve the terms of reference of the Board's committees
8. To approve the terms of reference for devolved governance arrangements
9. To, approve the Trust's annual budget and monitor progress through the receipt of regular reports and to commission auditors
10. To approve the annual budget for each academy and monitor expenditure against the budgets
11. To approve the annual and other statutory reports to Members and the ESFA
12. To agree and review from time to time the scheme of delegation to the academies
13. To determine the overall strategic direction and development of the Trust through good governance and clear strategic planning
14. To approve the Trust's strategic plan

15. To challenge and support the Trust's CEO and ELT

16. To oversee the performance of the Trust and its academies and direct change where performance falls short of expectation
17. To agree policies across the academies within the Trust
18. To ensure that risks are mitigated where possible and otherwise effectively managed
19. To review the effectiveness and skill set of the Board and recommend appropriate changes to the Board of Members
20. To appoint and, if deemed necessary, to remove the CEO and/or the CFO.

Person specification

Directors are expected to have experience (and, in some cases, qualifications) which enable them to directly support and scrutinise the three pillars of Trust activity – education, finance and business operations. It is important that the Board as a whole has an appropriate breadth of skill across these areas.

In common with all those involved in our governance, Directors must espouse the values of the Trust, commit themselves to working in accordance with the Nolan Principles and our statement of Ethical Leadership and agree to abide by the Code of Conduct.

They must also maintain a sufficiently deep understanding of the Trust's Articles and Funding Agreements as well as the DfE's Academy Trust Handbook and Governance Handbook to enable them to fulfil their legal duties in regard to both company and charity law.

LGC members

Our LGC members are a vital part of driving improvement and excellence and they are specifically accountable to our Directors.

The role of LGC members is to ensure high standards of achievement for all children and young people in the academy by

1. providing challenge and support to executive leaders in relation to the educational performance of the academy
2. performing the required non-executive functions in relation to staff and student-related panels and appeals processes
3. ensuring at all times that their own skillsets, development needs and programmes of activity are reviewed and their effectiveness appraised.

As part of the LGC team, an LGC member is expected to

1. support and challenge executive leaders by monitoring the academy's educational performance, which includes
    a. monitoring the outcomes from and progress against the academy's annual SDP
    b. considering all relevant data and feedback provided on request by academy leaders and external sources on all aspects of academy performance
    c. asking challenging questions of academy leaders

d. ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits
e. monitoring the impact of the deployment of funding and resources within the academy, including specific grants
f. monitoring the academy's understanding of and approach to risk management
g. acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the LGC on the progress on the relevant academy priority
h. seeking out, listening to and reporting to the academy's stakeholders: pupils, parents, staff, and the wider community, including local employers
i. actively seeking out other sources of information and evidence about the academy's performance, for example, by conducting independent governor visits
j. working to secure the academy's place at the heart of its community

2. conduct investigations and/or serve on panels to
   a. hear formal HR processes including grievances, disciplinary and capability
   b. hear appeals about pupil exclusions
   c. hear admissions appeals
   d. hear stage 3 (or, occasionally, stage 2) complaints

3. contribute actively to, and engage with, self-evaluation and professional development activity to ensure that the LGC has the skillset necessary to perform its role

4. engage with Trust-wide governance activity by communicating proactively and attending Trust-wide governance forums and training opportunities

5. represent local governance if required in official settings, for example, during an Ofsted inspection

6. ensure that, at all times, they represent the needs of their local community.

The role of an LGC member is a thinking and questioning role. It is a strategic role and not an operational role.

Person specification

In order to perform this role well, an LGC member is expected to

- get to know the academy, including visiting during academy hours, and gaining a good understanding of the academy's strengths and weaknesses
- attend induction training and regular relevant training and development events
- attend meetings and read all the papers before the meeting
- act in the best interests of all the pupils of the academy
- behave in a professional manner, as set out in the code of conduct, including acting in strict confidence.

LGC members are expected to have experience (and, in some cases, qualifications) which enable them to directly support and scrutinise the work of the academy. It is important that the LGC as a

whole has an appropriate breadth of skill across these areas. Two members of the LGC must be parents of current pupils at the academy, and there should be one staff LGC member.

In common with all those involved in our governance, LGC members must espouse the values of the Trust, commit themselves to working in accordance with the Nolan Principles and our statement of Ethical Leadership and agree to abide by the Code of Conduct.

SECTION 5 – CODE OF CONDUCT

All those involved in our governance, including members of the ELT, are expected to sign up to the following code of conduct. Failure to abide by it may result in dismissal from a role within our governance.

1 Introduction

1.1 We value the commitment and energy of all those who contribute to our governance. We believe it is important to behave professionally at all times and to ensure that we afford respect to all those with whom we come into contact.

1.2 This Code of Conduct applies to:

- 1.2.1 Trust Members
- 1.2.2 Directors
- 1.2.3 Member of Trust committees
- 1.2.4 Members of Local Academy Committees (LGCs);
- 1.2.5 Members of the ELT

1.3 This Code of Conduct is deemed to have been accepted and agreed by anyone who agrees to serve within any part of our governance.

1.4 Governance is a collective responsibility – hence the use of 'we' throughout section 3. However, we also believe that those involved in governance are individually accountable – as a consequence, those involved in our governance must also abide by the staff code of conduct, which is a separate policy relating to behaviours.

2 The 'Nolan' principles

2.1 All those involved in governance within IET are expected to be aware of, and conduct themselves in accordance with, the Framework for Educational Ethical Leadership, developed by the Ethical Leadership Forum and referenced in our Ethical Leadership statement.

2.2 This makes explicit the expectation to conduct oneself in accordance with the seven 'Nolan Principles' of public life, summarised below.

Selflessness – Holders of public office should act solely in terms of the public interest.

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.

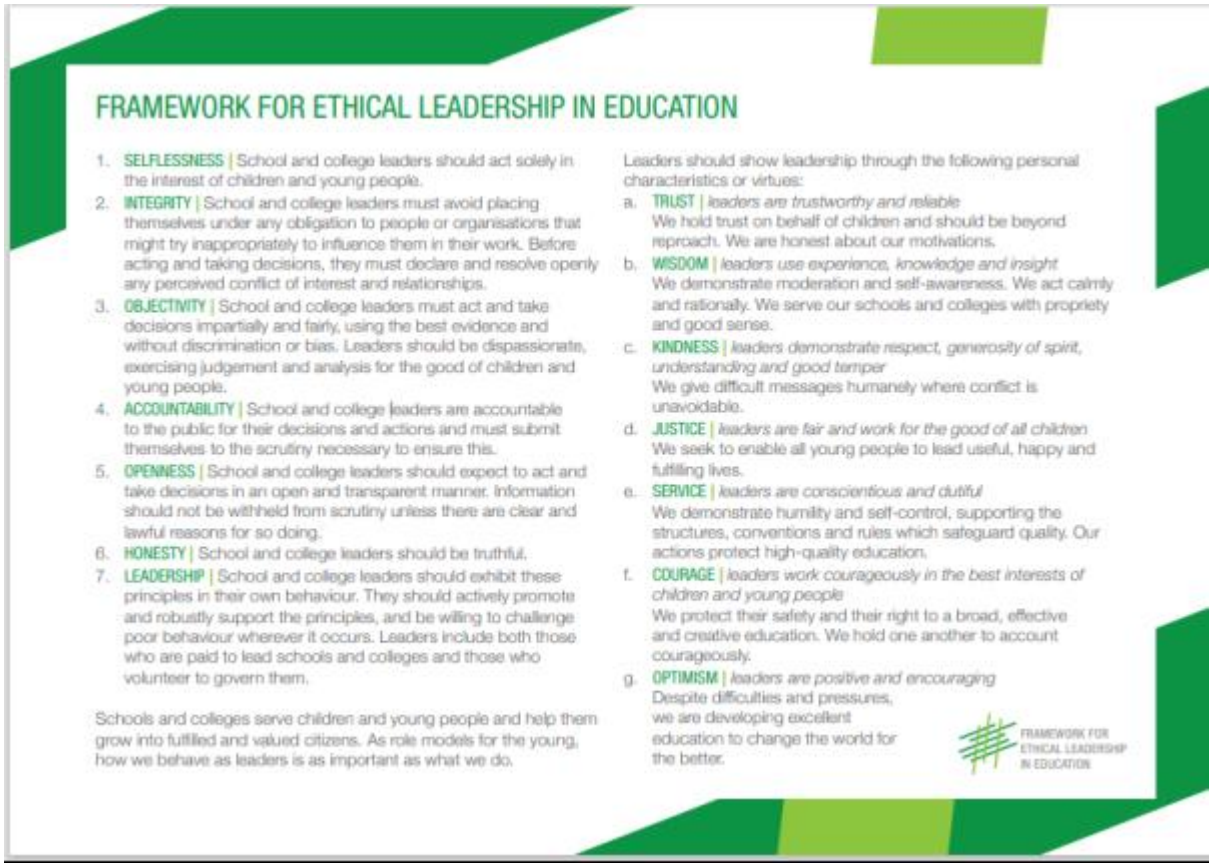
Objectivity – Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

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.

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.

Honesty – Holders of public office should be truthful.

Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.



3 Code of Conduct

Roles and responsibilities

- We understand the purpose of Trust governance and the role of the executive leaders.

- We accept that we have no legal authority to act individually, except when the Board has given us delegated authority to do so, and therefore we will only speak on behalf of Trust governance when we have been specifically authorised to do so.

- We accept collective responsibility for all decisions made. We also accept that we have a duty of confidentiality to keep matters confidential. This means that we will not speak against majority decisions outside meetings, even where, for example, we voted against the decision made.

- We have a duty to act fairly and without prejudice.

- We will encourage open governance and will act appropriately.

- We will consider carefully how decisions may affect the community.

- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of the Trust. Our actions in respect of any one academy will reflect this.

- In making or responding to criticism or complaints we will follow the procedures established by the Trust Board.

- We will actively support and challenge the executive leaders.

- We will accept and respect the difference in roles between the executive and non-executive lines, ensuring that we work collectively for the benefit of the organisation.

- We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements.

- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views.

- When communicating in our private capacity (including online and on social media) we will be mindful of and strive to uphold the reputation of the organisation and will not do anything to bring the Trust into disrepute.

- We will not respond to external events or influences on an individual basis and will always work with executive leaders to determine the most appropriate response.

Commitment

- We acknowledge that accepting office involves the commitment of significant amounts of time and energy.

- We will each involve ourselves actively in the work of governance, and accept our fair share of responsibilities, including active engagement both in and outside of meetings.

- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.

- We will get to know the academy/ies well and respond to opportunities to involve ourselves in activities.

- When working with the academy in a personal capacity (i.e. as a parent or carer), we will continue to act in accordance with this Code of Conduct.

- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.

- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles, attendance records and relevant business and pecuniary interests will be published on the academy's website.

- In the interests of transparency, we accept that information relating to us will be collected and logged on the DfE's national database of governors (Get Information About Schools).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.

- We will express views openly, courteously and respectfully in all our communications with both in and outside of meetings.

- We will support the Chair in their role of ensuring appropriate conduct both at meetings and at all times.

- We will seek to develop effective working relationships with the Trust Board, with executive leaders, staff and parents, with other relevant agencies and with the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside and outside the academy/ies.

- We will exercise the greatest prudence at all times when discussions regarding Trust business arise outside a meeting.

- We will not reveal the details of any governance vote.

- We will ensure all confidential papers are held and disposed of appropriately.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the business of governance in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.

- We accept that the Register of Business Interests will be published on the Trust's or the academy's website.

- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.

- We will act in the best interests of the Trust as a whole and not as a representative of any group.

Ceasing governance activities

- We understand that the requirements relating to confidentiality will continue to apply after ceasing governance activities.

Breach of the Code

- If we believe this Code has been breached, we will raise this issue with the Chair and the Chair (or the Vice Chair if the allegation is against the Chair) will investigate and seek guidance from the Trust's Company Secretary.

- We understand that the Trust Board reserves the right to remove someone from office for breaches of this Code.

SECTION 6 – GOVERNANCE ALLOWANCES

All those involved in our governance are deemed to have understood the policy below in respect of governance allowances.

Those involved in our governance may claim appropriate recompense for certain expenses, as detailed below.

This applies to Members, Directors and members of LGCs.

Our policy in this area has been developed in accordance with the DfE document "The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013". These regulations give academy trusts the discretion to pay allowances from the Trust's budget allocation to governors for certain allowances which they incur in carrying out their duties.

Our Articles of Association state that 'a director of the academy trust/member of a local governing body may at the discretion of the board/local governing body be reimbursed from the property of the academy trust for reasonable expenses properly incurred by him or her when acting on behalf of the academy trust but excluding expenses in connection with foreign travel.'

Our Board believes that paying governance allowances, in specific categories as set out below, is important in ensuring equality of opportunity to serve for all members of the community and so is an appropriate use of academy funds.

Guidelines

Those involved in governance may claim allowances in respect of actual expenditure incurred whilst attending meetings of the Board and its committees, undertaking training and development and otherwise acting on behalf of the Trust.

They may not claim for

- actual or potential of loss of earnings
- attendance allowance.

Eligible expenses

Categories of eligible expenditure are:

- care arrangements, where these are not provided by a relative or current/former partner, for
    - childcare or babysitting expenses
    - an elderly or dependent relative
- extra costs incurred in performing their duties either because a governor has special needs or because English is not their first language
- telephone calls, photocopying and postage (although, wherever possible, these should be undertaken within the academy)
- travel

- subsistence (excluding alcohol).

Allowance rates

Rates at which allowances are payable as follows:

- Care arrangements – actual costs incurred, up to £10 per hour
- Telephone calls and postage – actual costs incurred
- Travel:
    - Mileage rates in accordance with the Inland Revenue Authorised Mileage Rate, currently 55p per mile up to 10,000 miles annually and 25p per mile thereafter
    - For public transport - actual costs incurred for economy/second-class fares
- Subsistence – if additional expenses are incurred because work as a governor requires taking meals (i.e. breakfast, lunch or dinner) away from your local area, reimbursement will be made for the food/non-alcoholic drink items bought on the day claimed subject to the following:
    - One meal rate (5 hour rate) – the rate may be claimed where the governor has been undertaking qualifying travel for a period of at least 5 hours and has incurred the cost of a meal. You may claim up to £5.
    - Two meal rate (10 hour rate) – the rate may be claimed where the governor has been undertaking qualifying travel for a period of at least 10 hours and has incurred the cost of a meal(s). You may claim up to £10.
    - These allowances can be combined up to a total of £20 in any one day. For instance, the ten hour and evening meal allowance could both apply.

Criteria for claims

All claims must be submitted to the Senior Executive Assistant within three months of the expenditure's having been incurred. The latest expenses claim form is available from the Senior Executive Assistant.

Receipts must be supplied to support claims for reimbursement (e.g. bus ticket, phone bill, taxi receipt, till receipt and a fuel receipt). In the case of telephone calls, an itemised phone bill should be provided, identifying the relevant calls.

Claims for reimbursement must be agreed as justifiable by the Chair of the relevant committee before any reimbursable costs are incurred.

Claims will be subject to independent audit and governor claims may be investigated by the Chair of Directors (or by the Finance, Audit and Risk Committee in respect of the Chair of Directors) if they appear excessive or inconsistent.

SECTION 7 –THE QUALITY OF GOVERNANCE – CHALLENGE, SUPPORT AND INTERVENTION

We are committed to ensuring the highest standards within our governance, at all levels. This means ensuring that it is both effective and ethical, going 'above and beyond' the requirements, for example, of the DfE's Governance Handbook or our own Code of Conduct.

In common with the approach taken to all aspects of our work, we will use the evidence-based approach of Challenge, Support and Intervention to drive our governance performance.

The section outlines how we will do this, and who will be responsible for doing it.

What does 'ethical and effective governance' look like?

The elements below will be critical in determining the quality of our governance:

1. Competence and commitment
    a. Do we have the right range of skills engaged?
    b. Are people well trained and developed?
    c. Is there the right level of commitment and engagement from those involved in governance?
    d. Is there a regular review of the impact of governance?

2. Compliance and professionalism
    a. Does activity comply with fundamental requirements (e.g. the declarations of interest or mandatory training)?
    b. Is clerking knowledgeable and effective? Are meetings well planned, conducted and minuted?
    c. Are governance processes (e.g. exclusions, complaints) compliant with policies and legislation?

3. Relationships and communication
    a. Is there regular communication between those involved in governance and executive leaders?
    b. Is the business of governance conducted honestly and robustly in a spirit of mutual support and challenge?
    c. Are those involved in governance valued for all that they bring to the work?
    d. Is there evidence of proactive communication at all levels of governance?

4. Questioning and analysis
    a. Is information provided in a helpful and timely way?
    b. Is information appropriately questioned in a way that enables those involved in governance to form an evidence-based view of performance?
    c. Are questions responded to and acted upon by executive leaders?

5. Independent scrutiny
    a. Is there significant evidence of triangulation of evidence by those involved in governance, for example through visits and the seeking out of stakeholder views?

6. Engagement and collaboration
    a. Do those involved in governance work alongside others in the Trust to improve practice?
    b. Is there evidence of a clear sense of accountability to our communities?

7. Purpose and impact
    a. Is there absolute clarity about the purpose of governance which is shared by all?
    b. Is there evidence that governance is having an impact and is this regularly reviewed?

Challenge

Our approach to challenge as part of the quality assurance of governance includes the following:

External challenge	The views of DfE and Ofsted in relation to our governance Internal audit schedule of governance review Commissioning of external governance reviews
Internal challenge	Internal Challenge Support Intervention (CSI), including the SDP/PTR processes, including governance Compliance audits in regard to statutory procedures Regular reviews of skills and effectiveness led by the Company Secretary Director level review of LGC performance and opportunities for observations of different levels of governance
Planning	Through the process of agreeing this document

Support

All support is firmly rooted in our vision, values and Trust Development Plan and is aligned with our unwavering commitment to collaboration and people development.

External support	Through membership of the Confederation of School Trusts, the NGA, the Key Through the provision of external training and development where needed
Internal support	Through the provision of guidance and easy-access materials such as this document and the Governance Guide Through bespoke training and development Through the support of the Company Secretary and individual advice and guidance Through the online portal (Governor Hub) Through informal networking and communication

Intervention

The activity of challenge and support may provide evidence of serious failures in governance leading to the need for intervention. In such a case, the Company Secretary may advise the Board to take action on behalf of either Members or the Board of Directors.

This may include reviewing or removing any power or responsibility which the Board has delegated or removing individuals from positions within our governance.

This may apply especially in circumstances where serious concerns in the running of an academy (or academies) are identified, including (but not limited to) where

- insufficient progress is being made against educational targets (including where intervention by the Secretary of State is being considered or carried out)
- there has been a breakdown in the way the academy is managed or governed
- the safety of pupils or staff is threatened, including a breakdown of discipline
- there are concerns about financial matters.

Key Roles

The Members are accountable for ensuring that Directors are performing effectively. The Company Secretary keeps this under constant review on behalf of Members and in collaboration with a wide range of external support networks, including those provided by the Confederation of School Trusts and the National Governance Association (NGA).

The Company Secretary is also charged by Directors with leading the quality assurance of governance at other levels within the Trust. The Company Secretary is supported in this work by the clerk of each Local Academy Committee.

All executive leaders have responsibility for ensuring that they play their own part in challenging and supporting those involved in our governance. This applies to Headteachers in regard to LGCs and members of ELT in regard to Director committees.

The Head of Education, Primary and Headteacher of Blue Coat School are responsible for supporting Headteachers in this work and also for ensuring there is coherence and collaboration between LGCs.

Insofar as ensuring effective governance is a part of the responsibility of all those in the executive line, the Chief Executive Officer will hold all executive leaders to account for their part in delivering our governance ambitions.

SECTON 8 – BOARD LEVEL PLANNING

Trust Board

Not all items will be considered at every meeting.

AGENDA	
1	• Apologies • Declarations of interest • Minutes • Matters arising • Chair's action since last meeting
2	*Safeguarding*
3	*Strategic considerations* • (Matters relating to Group strategy requiring consideration by whole Board)
4	*Performance* • (Regular review of Group KPI data) • (Consideration of any high profile specific issues, such as academies in Ofsted 'inadequate' category) *NO HT PRI/SEC REPORTS PRESENTED AS THESE ARE DELEGATED TO LGCs*
5	*Finance* • Minutes, reports and urgent matters
6	*Standards* • Minutes, reports and urgent matters
7	*People* • Minutes, reports and urgent matters
8	*Corporate Matters* • (Matters related to 'reserved matters') • (Matters related to corporate compliance)
9	*Specific Matters* • (Matters of interest to Directors which do not fit anywhere else)
10	*Matters for Approval* • (Specific matters not covered elsewhere requiring a decision)
11	*AOB*

Trust Board sub-committees

AGENDA	
1	• Apologies • Declarations of interest • Minutes • Matters arising • Chair's action since last meeting
2	*Safeguarding*
3	*Performance monitoring* • (Regular review of agreed dataset based upon Terms of Reference and key questions)
4	*Specific Matters* • (Matters determined for in-depth consideration – see annual plan)
5	*Matters for Approval* • (Matters usually related to Trust-wide policies and compliance in accordance with the Scheme of Delegation)
12	*AOB*

Annual plan of agenda items – Board-level meetings					
Meeting	**Members**	**Board (6x per year)**	**FINANCE (6x per year)**	**STANDARDS (5x per year)**	**PEOPLE (4x per year)**
Regular review	N/A	• Trust Dev Plan (annual) • Academy improvement • Policies	• Finance (Operations, Education, Income generation) • Operations (Estates, ICT, Procurement) • Pupil numbers • Grants • Risk register • Health & Safety data • Compliance Data (, data protection) • Internal audit reviews • Finance Related Policies	• Achievement and Progress • Behaviour and Attendance • Exclusions, Suspensions, Internal Suspensions etc. • Ofsted Self Evaluation • ADP • Policies • Strategic Safeguarding	• People KPIs • Employment Policies • Industrial Relations • Employment Relations (Casework) • Organisational Design • Employment Law changes • Change Management
1		• Appoint Chair and Vice Chair • Declarations of Interest • Sub-committee membership	• Capital works impact • Schedule of procurement contracts & Service Level Agreements • Sign off annual accounts and management letter • Review audit findings •	• Strategic Safeguarding Overview • Performance of previous academic year (Statutory Data) • Predictions for current academic year (Submitted via Governor Hub in early November) • Academy Development Plans • Academy SEN reports • Academy PE and Sports Premium strategies • Trust Academy Categorisation	• Pay progression • Professional development • Pay Policy • Executive Pay Policy • Professional Growth Policies

Annual plan of agenda items – Board-level meetings					
Meeting	**Members**	**Board**	**FINANCE (6x per year)**	**STANDARDS (5x per year)**	**PEOPLE (4x per year)**
2	•	• Skills audit analysis and development plan	• Audited financial statements for DfE • ICT strategy • Data protection • Cybersecurity • Health and Safety • Approval of Capital Allocation • Environmental Impact	• Presentation – linked to school development plan • Strategic Safeguarding Overview • Trust SEND/ Pupil & Sports Premium summary report including finance overview • Data drop 1 against end of year predictions • Plan programme of LGC visits for the year. • School Development Plan - Review • QA 360 Process Overview & Academy Reports (submitted before meeting via Governor Hub in early Jan) • Relevant policies for reference to be included (selected by Heads)	• Review of professional development conversations • CPD • Recruitment and Selection Strategy
3	• AGM review accounts • Annual report Confirm external auditors	• Annual report • Audit and management letter • Sign off ESFA submission	• AFH must do review • Scope of internal audit •	• Presentation – linked to school development plan • Strategic Safeguarding Overview • Trust SEND/ Pupil & Sports Premium summary report including finance overview • Data drop 2 against end of year predictions • School Development Plan - Review • QA 360 Process Overview & Academy Reports • Governor Visits including SEND & Safeguarding • Stakeholder views analysis	• Talent Management and Succession Planning • Wellbeing • Staff Survey • Reward and Benefits Strategy •

				• Relevant policies for reference to be included (selected by Heads)	
4		• Admissions Policy • Equality, Diversity & Inclusion (EDI) - Strategy & Action Plan Review	• Proposed draft budget for future years (first cut) •	• Strategic Safeguarding Overview • School Development Plan - Review • QA 360 Process Overview & Academy Reports • Strategic school development planning with feedback input from LGC members for 2026-27 AY • Governor Visits including SEND & Safeguarding • Staffing overview (draft for 2026-27 AY) • Relevant policies for reference to be included (selected by Heads)	• Mandatory training and compliance for following year • ToRs for following year • Staffing update
5		• Complaints • Ethical culture	• • ToRs for following year	• Presentation – linked to school development plan • Strategic Safeguarding Overview • Trust SEND/ Pupil & Sports Premium summary report including finance overview • Data drop 3 against end of year predictions • School Development Plan - Review • QA 360 Process Overview & Academy Reports • Governor Visits including SEND & Safeguarding	

				• Relevant policies for reference to be included (selected by Heads)	

Annual plan of agenda items – Board-level meetings					
Meeting	**Members**	**Board**	**FINANCE (6x per year)**	**STANDARDS (5x per year)**	**PEOPLE (4x per year)**
6		• Approve budget • Approve governance model, Scheme of Delegation and ToRs • Statutory policies for following year			

SECTION 9 – STANDARD LGC AGENDA

AGENDA - LGC	
1	• Apologies • Declarations of interest • Minutes • Matters arising • MEETING 1 ONLY: formal business interest forms, skills audit, mandatory training – safeguarding, data protection, induction of new governors, role of LGC, Chair and Vice Chair
2	*Safeguarding* • Review any urgent issues (verbal) • Safeguarding report
3	*Governor Visits* • *SEND & Safeguarding – each term* • *Wider visits to be reviewed in line with LGC Visits Yearly Overview*
4	*Headteacher's Report to include:* Section A – Whole School Performance Review • Academy Development Plan • Monitoring Plan • Heads QA 360 Notes Sheet • Updated Full SEF (For schools 12 months away from inspection) Section B - Learners • Assessment Data – Outcomes & Commentary (Power BI Data Dashboard and Local Capture) • Safeguarding Rolling Report • Pupil Premium Strategy – Headline Review • Section C - Risk Register
5	*Specific matters (ensure there is consideration of both executive input and evidence from other sources)* • Key areas determined for 'deep dives' • AUTUMN TERM 1: Review Summer Term Statutory Assessments and linkage to Academy Development Planning • AUTUMN 2 TERM: Admissions Policy & Pupil Premium Impact • **SPRING TERM: Data review against targets and ADP check** • SUMMER TERM: Review academy SEND activity • ANNUALLY: Review staff wellbeing and pupil enrichment • ANNUALLY: Specific focus on EYFS (if primary) and sixth form (if needed) • ANNUALLY: Review of finance and operations activity within the academy

6	*Community and stakeholder engagement* • Consideration of ways in which the LGC is engaging with the local community to provide feedback to the academy or to develop its reputation • Use of staff governor as conduit between LGC and stakeholders
7	*Policies and compliance* • Review compliance with Trust-wide policies • Review academy complaints activity
8	*Communication* • Determination of any key issues to communicate
9	*AoB*

Glossary of Acronyms

ADP	Each academy's annual development plan
AGM	Annual General Meeting, convened by the Trust's Members
CEO	Chief Executive Officer (of the Trust), also Accounting Officer
CFO	Chief Financial Officer (of the Trust)
CSI	Challenge, Support and Intervention – the Trust's regular programme of performance monitoring meetings in regard to each academy (additional letters signify different types of CSI: ECSI (education), FCSI (finance), OCSI (operational), SCSI (safeguarding), GCSI (governance))
DfE	Department for Education, the Government department with overall responsibility for national educational performance
ELT	Executive Leadership Team, senior executive team for the Trust
ESFA	Education and Skills Funding Agency, the arm's length DfE body responsible for the allocation and monitoring of funding to the Trust
FAR	Full Academy Review, the Trust's annual peer-to-peer quality assessment of each academy
Finance	Finance Committee, the sub-committee of the Trust Board responsible for the monitoring and oversight of financial, operational performance and management of risk
IET	Inspire Education Trust ('the Trust')
LGC	Local Governor Committee, sub-committee of the Trust Board at academy level
People	People Committee, the sub-committee of the Trust Board responsible for the monitoring and oversight of people-related matters
PTR	Primary Trust Review
SIP	School Improvement Plan
SLT	Senior Leadership Team, within an academy, led by the academy Headteacher
Standards	Standards Committee, the sub-committee of the Trust Board responsible for the monitoring and oversight of educational performance

Appendix 1

	Directors	CEO/ELT	LGC	Heads
Strategy and Leadership				
Strategy	• set the vision and ethos of the Trust and its academies • set the strategic objectives of the Trust • set the Trust culture and values • approve the Trust-wide Scheme of Delegation and Terms of Reference • approve all plans for academy growth	• ensure that activity is designed to meet the strategic objectives of theTrust • be accountable for the delivery of Trust-wide objectives • agree the strategic objectives of individual academies • ensure systems are in place to deliver individual academies' objectives	• expect to be consulted on local strategic knowledge to the vision and objectives of the academy • monitor the effectiveness of the academy in delivering its objectives • ensure the needs of the local community are reflected in the academy's operations • ensure the LGC has the skill set it needs	• set a local vision, ethos and set of objectives which are in line with the expectations of the Trust • ensure that activity is designed to meet these objectives and secure ongoing improvement for the benefit of learners andthe community • be accountable for the performance of the academy
Scrutiny	• monitor the effectiveness of the Trust in delivering its objectives • ensure the Trust Board has the skill set it needs • evaluate the effectiveness of Trust governance • oversight of risk management and decisions			

	around risk for the Trust			
Compliance	• ensure that there is compliance with the requirements of the Academy Trust Handbook and other relevant guidance and legislation • ensure that individual academies are compliant with relevant guidance and legislation, including equalities legislation • appoint a Data Protection Officer • ensure that data protection practice is compliant with legislation • produce objective, high quality and timely data to enable the Board to fulfil their accountability requirements in relation to Trust performance • appoint a lead Director for health and safety • monitor the impact of Trust-wide health and safety activity	• appoint a Data Protection Officer • ensure that data protection practice is compliant with legislation • produce objective, high quality and timely data to enable the Board to fulfil their accountability requirements in relation to Trust performance • ensure that systems are in place to support the effective delivery of health and safety at work • monitor the impact of health and safety work	• monitor the academy's compliance with relevant policies and procedures • ensure there is an academy level register of business interests and conflicts of interest procedure in place • scrutinise the objective, high quality and timely data to enable them to fulfil their responsibilities in relation to Academy performance	• ensure that all aspects of the academy's operation comply with relevant guidance and policies • ensure there is an opportunity for a range of education and training providers to access all pupils in years 8-13 and statutory careers guidance is met • ensure that data protection practices within the academy are compliant • appoint a Data Protection Lead

Registers	• ensure there is a Trust register of business interests and conflict of interest procedure in place			
Appointments	• co-opt Directors if needed • approve the appointment of LGC Chairs and Vice Chairs • appoint the CEO, CFO and Company Secretary • approve all policies required by statute, legislation or good practice • monitor the impact of Trust-wide policies upon our objectives • Chair of Trust Board reviews and approves Trust Board agendas • Sub Committee Chairs review and approve their committee agenda • approve the Trust-wide Meeting Calendar annually to ensure that it will support the delivery of our objectives	• ensure that the policy framework provided is legally compliant and supportive to senior leaders within academies • prepare draft agendas for Board meetings • prepare draft agendas for sub committee meetings of the Board; this includes People, Standards, Finance, LGCs • ensure papers for all committee meetings are issued in a timely manner (aiming for 7 days prior to the meeting)	• propose its Chair and ViceChair to the Board • appoint LGC members asneeded • be consulted on the process forsenior academy appointments • monitor the implementation and impact of policies within the academy • Chair of LGC reviews and approves LGC agenda • notify in writing of Any Other Business for the upcoming meetings	• ensure that policy frameworks are applied consistently within the academy • develop any localised policyelements or procedures required
Policies	• ensure that our policies in relation to exclusions and	• ensure that there are appropriate policies		• ensure that the principles of the health

	complaints are compliant with legislation and guidance • set the Trust-wide academies' admissions policies • be responsible for overall compliance of academies maintaining admission and attendance registers • approve Trust-wide dataprotection policies • review the objective, high quality and timely data • monitor Trust-wide practice in relation to information management • approve the Trust-wide health and safety policy, ensuring it complies with relevant legislation	and systems in place to ensure compliance • ensure that the Trust-wide health and safety policy and activity complies with relevant legislation and best practice		and safety policy are complied with and that health and safety activity is appropriately resourced and embedded
Committee Delegations	• establish and appoint Board committees • establish and appoint Academy committees • approve the appointment of LGC Chairs and Vice Chairs			

Training				
Education and Leadership				
Academy Performance (standards)	• ensure the Trust and individual academies maintain a Single Central Record for each establishment • ensure compliance with delivering careers guidance in line with statutory compliance • set Trust approach to curriculum and assessment, with regard to statutory requirements • establish a curriculum vision and ethos • agree and monitor educational objectives at Trust and academy level • monitor the impact and effectiveness of Trust-wide academy improvement processes • determine and monitor educational objectives at Trust and academy level • set the EYFS policies and procedures in line with	• ensure schools deliver careers guidance for years 8-13	• monitor the delivery of educational objectives at academy level • monitor the delivery of EYFS in line with statutory requirements • promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and Prepare pupils at the school for the opportunities, responsibilities and experiences of later life • scrutinise the pupil premium spend inc. year 7 literacy and numeracy catch up and PE and sports premium. Ensuring funding is being	• ensure that all activity is designed to deliver continuous improvement • ensure the delivery of EYFS in line with statutory requirements • ensure that the requirements of the Trust's curriculum ethos are met • set academy improvement plan in line with Trust priorities • set and deliver school curriculum and assessment in line with trust approach

	the EYFS framework • ensure there are appropriate systems in place to enable continuous academy improvement • approve academy improvement plan in line with Trust priorities • support the setting and delivering school curriculum and assessment in line with trust approach • develop curriculum policies as required by academies i.e. Religious Education and RSE (Relationships and Sex Education)		spent on improving attainment for eligible pupils	
Student issues		• ensure that there is regular training in the implementation of statutory policies relating to admissions, exclusions and complaints		• ensure that policy is followed in relation to student issues • ensure that all staff are aware of their responsibilities within relevant policies • review academy

		• set behaviour, exclusions and welfare policies		admission numbers on an annual basis with a view to ongoing growth where appropriate • promote good behaviour amongst pupils • ensure the Academy keeps admission and attendance registers in accordance with regulations
Safeguarding	• appoint a designated teacher to promote educational achievement of looked after children • setting Trust safeguarding practices with regard to statutory guidance including appointing a safeguarding lead (DSL) • approve the Trust's Academies safeguarding policies, ensuring they comply with relevant legislation • appoint a lead Director	• ensure that the Trust-wide safeguarding policies (safeguarding & child protection, Prevent, Looked After Children, Safer Recruitment) and activity complies with relevant legislation and best practice • ensure that systems are in place to support the effective delivery of safeguarding work • monitor the	• monitor the impact of safeguarding work within the academy • appoint a lead member for monitoring safeguarding respond to any concerns raised about the Headteacher	• ensure that the principles of the safeguarding policy are complied with and that safeguarding activity is appropriately resourced andembedded • appoint an appropriately qualified Designated Safeguarding Lead • ascertain if it is not safe to partially or fully open the Academy for normal operations and seek

	forsafeguarding • monitor the impact of Trust-wide safeguarding activity • receive assurance from the ELT that DBS and Section 128 checks are carried out	impact of safeguarding work • ensure delivery of DBS and section 128 checks in line with Trust requirements advise the Chair of the Board and Chair of LGC of any decision to close/partially close an Academy		approval from their line manager
SEND	• appoint a lead Director for SEND • ensure compliance with the SEND code of practice • ensure compliance and delivery of the SEND code of practice		• appoint a lead member for monitoring the performance of those with SEN and disadvantaged groups	
Stakeholder Engagement	• ensure that the views of all stakeholders inform their own work and that of the Trust • ensure parental engagement takes place	• ensure that the views of allstakeholders are regularly canvassed and used to inform practice • develop meaningful approaches to	• monitor the views of local stakeholders and ensure that they inform their work	• take a proactive approach to canvassing the views of all stakeholders • ensure that actions respond to these views

		reporting to all stakeholders • develop meaningful community engagement activities		• work proactively with the local community to secure the academy's position at its heart • responsible for parental engagement
Academy Calendar and Opening Hours	• approve the Trust-wide Meeting Calendar annually to ensure that it will support the delivery of our objectives	• agree proposals from Headteachers in regard to term dates and academy opening hours	• monitor the impact of practical arrangements for running the academy	• determine term dates and academy opening hours in line with local practice
Admissions		• lead the commissioning of independent panels in respect of either admissions or exclusions	• review any proposed changes to local admissions arrangements • form a panel to take decisions as part of our policies in relation to complaints, exclusions and admissions appeals • monitor the application of our admissions, exclusions and complaints policies within the academy • scrutinise Academy admission and	

			attendance data	
Ofsted	• proactively engage with the DfE, ESFA and Ofsted in regard to external views of performance • monitor external views and ensure that action is taken to improve performance where difficulties are cited	• ensure that our relationships with the DfE, ESFA, Ofsted and others are robust and professional in support of our Trust and academy improvement strategy • ensure that external views are understood and responded to • ensure all relevant persons are in attendance of Academy inspections	• be consulted any external reviews (e.g. by Ofsted) by contributing a governance perspective • attend Academy inspections as required by the Trust Executive	• ensure that sufficient attention is given to the views of Ofsted and others in determining the academy's objectives
Financial				
Appointments	• appointment of CEO and CFO • recommend the appointment of the Trust's auditors to the Members			
Funding Model and Budget	• ensure appropriate financial controls are in place • approve the Trust's annual report and accounts • ensuring finance skill set on Trust Board • agree the Trust-wide	• prepare annual financial statements in line with ESFA Academies accounts direction • determine a Trust-wide and academy	• monitor the impact of financial decisions on the performance of the academy • monitor the impact of specific	• ensure that the academy's budget and financial objectives are met • ensure academy level compliance with financial procedures

	funding model • scrutinise and agree the Trust-wide budget • review monthly management accounts and forecasts of the Trust at least 6 times each year • be responsible for the oversight of cash management across the Trust • agree the Trust's financial scheme of delegation and appropriate finance-related policies • approve any extraordinary financial decisions which areoutside the scope of the agreed budget in line with the financial scheme of delegation • assure themselves that adequate and appropriate insurance and indemnities are in place • agree Trust-wide approaches to income generation • monitor the impact of	level budget which meets the requirements of the Trust-wide funding model and will enable academies to thrive • ensure that financial objectives are met in all that the Trust does • ensure that adequate and appropriate insurance and indemnities are in place • ensure that regular management accounts are provided to Directors and to Trust leadership • ensure that an appropriate programme for internal audit is developed • ensure that audit reports are responded to • ensure that appropriate executive	government and other grants within the academy • consider opportunities to academy level plans for income generation • monitor the academy level risk register • appoint a lead member for key risk areas if appropriate • receive Academy financial reports for their information *it should be noted that LGC's do not have any financial decision making authority*	including cash management processes as applicable. • ensure that specific government grants are directed to the areas wherethey will deliver most impact • consider opportunities for income generation at academy level • ensure that relevant issues within audit reports are addressed • ensure that risks are identified and appropriate mitigation put in place

	specific government grants across the Trust • ensure compliance with ESFA requirements in relation to transactions, disposal of land and assets and use of SCA funding • establish controls framework including internal audit • approve the annual programme of internal scrutiny • determine the focus of audit activity and monitor the response to audit reports • monitor the Trust-wide strategic risk register and ensure that risk is being mitigated • appoint a lead Director for key risk areas if appropriate • all decisions should be within the risk appetite of the Trust and the Directors have to ensure that • Directors have to ensure the risk appetite is right for	audit operations are in place • ensure that risks are appropriately identified and mitigated • prepare an annual programme of internal scrutiny for approval by the Board • deliver the compliance of ESFA requirements in relation to transactions, disposal of land and assets and use of SCA funding		

	the Trust			
Financial delegations	Reference should be made to the Trust's Finance Policy	• ensure appropriate procedures are in place to inform an investment and growth strategy (including due diligence) • ensure appropriate financial policies and procedures are in place		
Investments	• determine the Trust's approach to investment and growth			
HR and Operations				
Appointments	• appoint the CEO • co-opt Directors in accordance with the Articles	• appoint senior leaders (including academy Headteachers) and lead any processes in respect of those individuals		
Dismissals	• Undertake the performance management of the CEO • Support the CEO with the performance management of the Trust Executive as per the Executive Appraisal	• ensure compliance in delivering the approach to staff appointment and dismissal with regard to statutory requirements • undertake the	• be consulted by the Trust Executive on the performance management of the academy Headteachers • form a panel to take decisions as part of our	

	Policy • sign any Academy or Trust staff settlement agreement	performance management of the Headteachers • monitor the performance of staff as part of the professional performance development process	policies in relation to staff grievances and disciplinaries	
Policies and Terms and Conditions	• approve the Trust-wide whistleblowing policy • ensure that whistleblowing concerns can be raised via the Finance, Audit and Risk Committee chair • ensure compliance in setting the approach to staff appointment and dismissal with regard to statutory requirements • establish a vision and ethos for its work as an employer • ensure compliance with relevant legislation and guidance for all HR policies (e.g. appraisal, pay, disciplinary,	• develop a whistleblowing policy which is in line with legislative and best practice requirements • promote an open and transparent culture for all • agree the arrangements for pay progression and staffing structures based on recommendations from the Headteacher • ensure that the people culture within the Trust is in line with the vision and ethos	• ensure they keep their skills and knowledge up to date by completing mandatory and developmental training	• ensure there is an open and transparent culture within the academy and ensure all staff are aware of the whistleblowing policy and procedures • appoint staff to the academy • ensure that Trust-wide employment policies are implemented within the academy • lead all processes relating to staffing structures and pay progression within the academy

	grievance, capability and safer recruitment) • monitor the impact of payprogression decisions on the achievement of strategic objectives • monitor the impact of ourworkforce on strategic objectives • determine CEO and senior executive remuneration in line with compliance and all requirements as laid out in the ATH • Monitor the impact of working relations with professional organisation/trade unions and the Staff Consultation Group • have oversight of a programme of mandatory developmental training for Directors	• ensure that LGCs are properly supported and clerked • ensure positive communications and collaboration is in place to promote partnership working with professional organisation/trade unions and Staff Consultation Group • provide the framework for mandatory developmental staff training • provide regular opportunities for collaborative learning anddevelopment		• ensure that the views of staff and others are taken into account in the work of the academy • robustly monitor the performance of staff as part of the professional performance development process • ensure that there are opportunities for regular staff development • ensure that mandatory anddevelopmental training is completed
Procurement				
Central Services	• approve the Trust-wide digital strategy and monitor its impact	• ensure that our digital strategy will enable us to function dynamically and our learners to be	• monitor the implementation and impact of the digital	• ensure that digital literacy isemphasised within the curriculum

		well prepared for life and work	strategy on their academy	• contribute to Trust-wide thinking on the future of our digital strategy and education technologies
Premises and Assets	• approve the Trust-wide Estates Strategy • determine any change inthe use of assets and approve any disposal or acquisition of land • monitor the impact of the estate's strategy on our strategic objectives • monitor the Trust Environment Strategy	• ensure the Trust maintains and keeps under review a fixed asset register • determine a long-term estates and asset management strategy for the Trust and for individualacademies within it • make applications for grants and other funding which will improve the condition of the Trust's estate • prepare the Trust Environment Strategy	• monitor the impact of health and safety work within the academy be consulted on the local knowledge to the determination of an estate's strategy for the academy	• be responsible for the day- to-day management of the estate and assets, including its upkeep and maintenanceand responding to any urgent matters • be consulted to the determination of a long-term estates strategy for the academy
Media and PR	• be informed of key urgent and critical events and determine our response if within the scope of 'reserved matters'	• ensure a clear communications approach is in place • manage any day-to-day or urgent communications and reputational matters		• ensure that urgent communications or reputation matters are dealtwith in liaison with executive leaders