



GREATER MANCHESTER ACADEMIES TRUST

Governance Handbook
2026/2027



Adopted by GMAT's Board of Trustees: **October 2026**

Next review: for **September 2027**

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1 Overview

1.1 The purpose of governance

Governance in the academy sector is the framework of leadership and accountability by which publicly-funded independent academy Trusts are directed and controlled. Good governance ensures Trusts meet their legal and moral duties to provide high-quality education, manage public funds responsibly, and serve their local communities.

Section 2.3 of the Department for Education (DfE) [Academy Trusts Governance Guide](#)¹ sets out the purpose of governance, which “is to provide:

- *strategic leadership;*
- *accountability and assurance; [and]*
- *strategic engagement”.*

Strategic leadership involves defining the Trust vision for high quality and inclusive education in line with the Trust’s charitable objects, establishing and fostering the Trust’s culture, and determining the Trust’s strategy.

Accountability and assurance involves exercising robust and effective oversight of the operations and performance of the Trust. This includes the Trust’s provision of education, its leadership of pupil welfare, the maintenance of its estate and its oversight of funding (ensuring the appropriate use of funding, and the effective financial performance of the Trust).

Strategic engagement involves maintaining strategic oversight of relationships with stakeholders such as parents, staff, schools and communities so that decision-making is supported by meaningful engagement.

Greater Manchester Academies Trust is a legal entity; its Board of Trustees has collective accountability and responsibility for the academy Trust. It must assure itself that the Trust complies with all regulatory, contractual and statutory requirements placed upon it. Although trustees can choose to delegate certain powers, they cannot give up their legal duties to a third party.

This handbook, and particularly the Scheme of Delegation (Section 8), sets out the structure and delegated remit of the Trust’s members, its Board and its committees. The Board of Trustees use this document to allocate roles and responsibilities across a range of operational areas for each layer within the Trust.

1.2 Key documents

As noted above, the Trust must comply with a number of regulatory, contractual and statutory requirements. Some of these are set out in the following documents:

- the DfE’s [Academy Trust Handbook](#) – especially Part 1 (Roles and responsibilities);
- the DfE’s [Academy Trusts Governance Guide](#);
- GMAT’s own [Articles of Association](#) and [Funding Agreement](#);
- Ofsted’s [latest framework](#); and
- the Charity Commission’s [Essential Trustee](#) guide.

If anything in this handbook appears to contradict anything in the above documents, the above documents take precedence.

¹ All links in this handbook point to the current version of the document at the time of writing (June 2026). Readers should ensure any document they access from one of these links has not been updated since. Updates to many DfE documents often happen every September.

2 The ‘three sevens’

Those involved in governance play a significant role in the leadership of education in their community. It is incumbent on all those involved in leadership, whether as governors or as paid school leaders, to lead ethically, remembering both the wider purpose of education and the communities they are privileged to serve.

The attention of all those involved in educational leadership in GMAT is therefore drawn to the ‘three sevens’ of ethical and effective leadership/governance, which set out the principles, virtues and attributes they should demonstrate in the exercise of their duties.

2.1 The Nolan Principles

As stated on [the government’s website](#), “the Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, non-departmental public bodies (NDPBs), and in the health, education, social and care services. All public office-holders are both servants of the public and stewards of public resources.”

The site goes on to list the principles as follows:

- 2.1.1 *Selflessness: Holders of public office should act solely in terms of the public interest.*
- 2.1.2 *Integrity: Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.*
- 2.1.3 *Objectivity: Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.*
- 2.1.4 *Accountability: Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.*
- 2.1.5 *Openness: Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.*
- 2.1.6 *Honesty: Holders of public office should be truthful.*
- 2.1.7 *Leadership: Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.*

2.2 The Ethical Leadership Commission’s virtues

The Association of School and College Leaders (‘ASCL’) announced a commission on ethical leadership in education at their annual conference in March 2017. The commission included senior representatives across the education sector and its final report, [Navigating the educational moral maze](#), was launched at a summit in London in January 2019. Building on the Nolan Principles of Public Service, the Commission developed the Framework for Ethical Leadership in Education.

As part of the framework, the Commission defined seven personal characteristics, or ‘virtues’, which should be evident in educational leadership:

- 2.2.1 *Trust: leaders should be trustworthy and reliable. They hold trust on behalf of children and should be beyond reproach. They should be honest about their motivations.*
- 2.2.2 *Wisdom: leaders should use experience, knowledge and insight, demonstrating moderation and self-awareness. They should act calmly and rationally. They should serve our schools and colleges with propriety and good sense.*
- 2.2.3 *Kindness: leaders should demonstrate respect, generosity of spirit, understanding and good temper, giving difficult messages humanely where conflict is unavoidable.*

- 2.2.4 *Justice*: leaders should be fair and work for the good of all children, seeking to enable all young people to lead useful, happy and fulfilling lives.
- 2.2.5 *Service*: leaders should be conscientious and dutiful, showing humility and self-control, supporting the structures, conventions and rules which safeguard quality. Their actions should protect high-quality education.
- 2.2.6 *Courage*: leaders should work courageously in the best interests of children and young people, protecting their safety and their right to a broad, effective and creative education. They should hold one another to account courageously.
- 2.2.7 *Optimism*: leaders should be positive and encouraging. Despite difficulties and pressures, they should develop excellent education to change the world for the better.

2.3 Attributes of governors

Although it has since been withdrawn, the DfE's [Competency Framework for Governors](#) helpfully lists seven attributes which should characterise the behaviour of those involved in governance. The document sets out that they should be:

- 2.3.1 *Committed*, devoting the required time and energy to the role and ambitious to achieve best possible outcomes for young people. Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.
- 2.3.2 *Confident*, of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the Board.
- 2.3.3 *Curious*, possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning.
- 2.3.4 *Challenging*, providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement.
- 2.3.5 *Collaborative*, prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the Board and with executive leaders, staff, parents and carers, pupils/students, the local community and employers.
- 2.3.6 *Critical*, understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursuing learning and development opportunities to improve their own and whole Board effectiveness.
- 2.3.7 *Creative*, able to challenge conventional wisdom and be open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success.

2.4 Governors' Code of Conduct

The Governors' Code for 2026/2027 is given below.

If anyone has reason to believe that a member, trustee, governor or employee is not acting in accordance with this code, they should raise the matter with the Executive Principal or Chair of Trustees, as appropriate. They should also refer to GMAT's [Whistleblowing Policy](#).

GMAT Members'/Trustees'/Governors' Code of Conduct, 2026/2027

This code sets out the expectations on and commitment required from all those involved in the governance of Greater Manchester Academies Trust to ensure that the Trust is able to carry out its work within the academies and the community in an ethical and transparent manner. It should be read in conjunction with the relevant law and for academy trusts, the Articles of Association and agreed Scheme of Delegation.

We will abide by the Seven Nolan Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We will apply the highest standards and will:

- 1, act within our powers;
- 2, promote the success of the trust;
- 3, exercise independent judgement;
- 4, exercise reasonable care, skill and diligence;
- 5, avoid conflicts of interest;
- 6, not accept benefits from third parties; and
- 7, declare interest in proposed transactions or arrangements

We will focus on our core purpose:

- 1, strategic leadership: defining a vision, fostering a culture and championing the strategy;
- 2, accountability and assurance: providing robust and effective oversight of operations and performance; and
- 3, engagement: strategic oversight of relationships with stakeholders.

As individuals, we agree to:

A, fulfil our role & responsibilities:

- 1, we accept that our role is strategic and so will focus on our core purpose rather than involve ourselves in day-to-day management;
- 2, we will fulfil our role and responsibilities as set out in our scheme of delegation;
- 3, we will develop, share and live the ethos and values of our trust;
- 4, we agree to adhere to trust policies and procedures;

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GMAT Members'/Trustees'/Governors' Code of Conduct, 2026/2027

(continued)

- 5, we shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring or right to work checks;
- 6, we will work collectively for the benefit of the trust;
- 7, we will be candid but constructive and respectful when holding senior leaders to account.
- 8, we will consider how our decisions may affect the trust and local community;
- 9, we will stand by the decisions that we make as a collective;
- 10, where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities;
- 11, we will only speak or act on behalf of the trust board if we have the authority to do so;
- 12, we will fulfil our responsibilities as a good employer, acting fairly and without prejudice (trustees only);
- 13, when making or responding to complaints, we will follow the established procedures;
- 14, we will strive to uphold the trust's reputation in our private communications (including on social media);
- 15, we will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all; and
- 16, we will act as local ambassadors for our trust (governors only);

B, demonstrate our commitment to the role:

- 1, we will involve ourselves actively in the work of the board and accept our fair share of responsibilities, serving on committees, panels or working groups where required;
- 2, we will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to;
- 3, we will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol;
- 4, we will get to know the school/s well and welcome opportunities to be involved in school activities;
- 5, we will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol;
- 6, when visiting a school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code; and
- 7, we will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis;

C, Build and maintain relationships:

- 1, we will develop effective working relationships with leaders, staff, parents and other relevant stakeholders from our local communities;
- 2, we will champion the voices of our school community and stakeholders (governors only);
- 3, we will establish effective working relationships with trustees (governors only);
- 4, we will engage with and be accountable to and for those governing at local level (trustees only);
- 5, we will respect the remit of, and engage constructively with, relevant authorities, sector bodies and other trusts (trustees only)
- 6, we will fulfil our remit in line with the Articles of Association and published scheme of delegation;
- 7, we will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings;
- 8, we will work to create an inclusive environment where each board member's contributions are valued equally; and
- 9, we will support the chair in their role of leading the board and ensuring appropriate conduct;

D, respect confidentiality:

- 1, we will observe complete confidentiality both inside and outside of the trust when matters are deemed confidential or where they concern individual staff, pupils or families;
- 2, we will not reveal the details of any governing board vote;
- 3, we will ensure all confidential papers are held and disposed of appropriately; and

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GMAT Members'/Trustees'/Governors' Code of Conduct, 2026/2027

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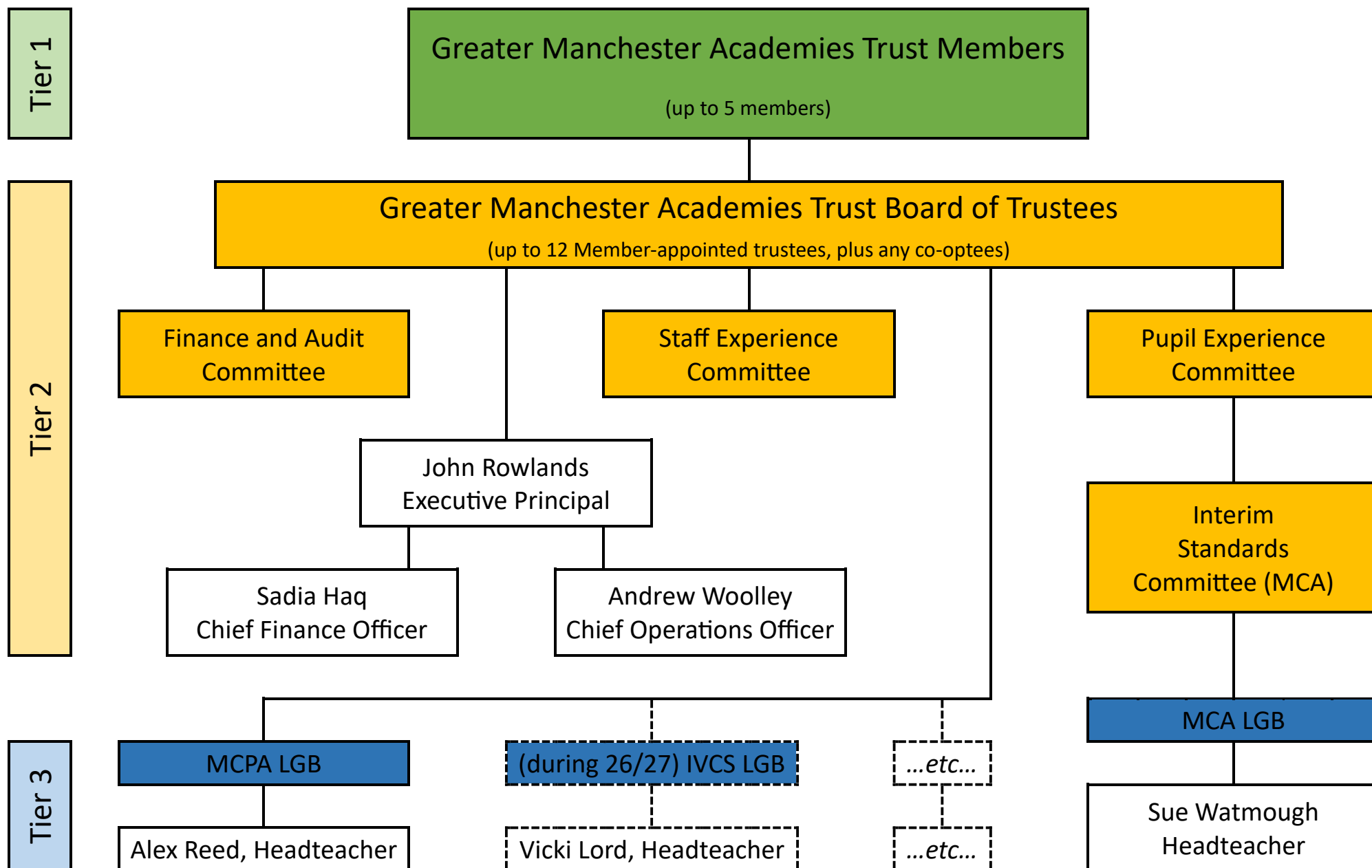
- 4, we will maintain confidentiality even after we leave office;

E, declare conflicts of interest and be transparent:

- 1, we will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the register of business interests;
- 2, we will also declare any conflict of loyalty at the start of any meeting should the need arise;
- 3, if a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote;
- 4, we accept that the Register of Business Interests will be published on the trust's website;
- 5, we will act within the remit of our governance role (as a member, trustee or in the local governance structure), not as a representative of any group;
- 6, we accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the trust board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the trust website;
- 7, we accept that information relating to members, trustees and local governance will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available; and
- 8, we accept that information will be collected and recorded on Companies House, some of which will be publicly available (trustees and members only).

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions, including suspension or removal from the governance role.

3 GMAT Governance Structure, 2026/2027



4 The Members

The members are the guardians of the governance of the Trust. GMAT's [Articles of Association](#) describe how members are recruited and replaced, and how many trustees the members can appoint to the Trust Board (up to 12 trustees). The members appoint trustees to ensure that the Trust's charitable object is carried out and so are able to remove Trustees if they fail to fulfil this responsibility.

Members' powers are set out in the Trust's [Articles of Association](#) and in company law, but their key responsibilities include:

- assurance that the governance of the Trust is effective;
- approval of amendments to GMAT's [Articles of Association](#), subject to any restrictions created by the Funding Agreements or charity law, which define the Trust's charitable objectives and governance structure;
- appointment and removal of Members in accordance with the [Articles of Association](#);
- appointment and removal of Trustees in accordance with the [Articles of Association](#);
- appointment the Trust's External Auditors;
- receipt of the Trust's annual report and audited accounts;
- changing the Trust's name and, ultimately, winding it up.

4.1 Members' Terms of Reference

Members of multi-academy Trusts ('MATs') are akin to the shareholders of a company (except that they do not receive dividends). They have ultimate control over their MAT and have a number of statutory rights, as well as rights set out in GMAT's [Articles of Association](#).

4.1.1 All members of GMAT share equally with the other members the responsibility of being 'guardians' of the governance of the Trust. Whilst the trustees will strategically challenge the operational management of the Trust and exercise all the powers of the Trust on a day-to-day basis, they are ultimately accountable to the members for this; the members should interact with the Trustees to ensure that that role is being fulfilled effectively. The members' role is discrete and one of oversight; there is a distinct separation between the Members' Board and the Trust Board.

4.1.2 Members' Guarantee

The Trust is a company limited by guarantee. As set out in the Articles, the 'guarantee' is that each member guarantees to pay £10 for the debts and liabilities contracted before they cease to be a member in the event that the company is wound up. £10 is the full extent of each individual member's liability under the Members' Guarantee.

4.1.3 Membership

There will be five members of GMAT, appointed in accordance with the Articles. The Chair of the Board of Trustees, the Executive Principal and the Governance and Compliance Officer will attend each meeting; for clarity, they are not members, do not count towards the quorum for the meeting, and do not have voting rights.

4.1.4 Quorum

As stipulated in Article 23, the quorum for members' meetings is "*a majority of members present in person or by proxy*" (ie more than half of the number of members). Articles 40ff deal with proxies.

4.1.5 Chair

At the first meeting of each academic year, the members shall elect one of their number to act as chair until the first meeting of the next academic year. This process will be carried out in accordance with Appendix A. A role description for the chair is also included in this appendix.

4.1.6 Voting

As per the Trust's Articles, approval by at least 75% of the Members is required for special resolutions, whereas ordinary resolutions require a simple majority.

4.1.7 Responsibilities of members

In general terms, the responsibilities of the members are to:

- 4.1.7.1 be a 'guardian' of the Trust by safeguarding and promoting the values and ethos of the Trust;
- 4.1.7.2 ensure that the Trust's charitable objective is being met and that the Trust is acting within its objects;
- 4.1.7.3 as set out in the Articles and, further, to enforce the provisions of the Articles, if necessary, against other members and/or the Trust;
- 4.1.7.4 hold the Trust Board to account for the effective governance of the Trust, appoint trustees as appropriate, and ensure that the trustees are (a) carrying out the purpose of governance (see Section 1.1) and (b) performing well;
- 4.1.7.5 safeguard publicly funded community resources and ensure that the Trust is spending public money wisely;
- 4.1.7.6 support the Trust and be an advocate for it;
- 4.1.7.7 carry out their business effectively, including induction of new members and a commitment to the continued professional development of members;
- 4.1.7.8 direct the Trustees, where deemed appropriate, to take a specific action where trustees are unable or unwilling to act in the best interests of the Trust; and
- 4.1.7.9 meet twice per year, including at the Annual General Meeting (AGM) in each academic year.

Overall, Members have limited practical involvement in the management of the Trust and will be more involved at a strategic level.

4.1.8 Purpose of the members: specific powers and functions reserved to the members

Members will:

- review and amend the Articles of Association of the Trust as and when required;
- change the objects of the Trust as set out in the Articles of Association (which would require Charity Commission and Secretary of State consent);
- step in if governance in the Trust is failing;
- change the name of the Trust;
- appoint (and where necessary remove) trustees to the Trust Board in accordance with the Articles;
- appoint (and where necessary remove) members when required;
- appoint (and where necessary remove) external independent auditors to the Trust;
- receive an annual report from the trustees and the Executive Principal on the Trust's performance, paying particular attention to the governance statement within the annual report; and
- if necessary, wind up the Trust.

4.1.9 Information to members

The information made available to Members during the year and/or at the AGM will include:

- the minutes of all Trust Board meetings, including minutes from committees of the Trust Board;
- the annual accounts and annual return which are submitted to Companies House on behalf of the Trust (*nb* members only have the right to receive the accounts, not to approve them);
- the annual report from the trustees;
- other additional information as the members and trustees may agree to enable the members to carry out their 'guardianship' role, such as financial updates, details of any safeguarding, health and safety, building works or site issues, report on the development of the ethos and values etc. Members will have the opportunity to discuss any matters contained in the information provided and ask questions of the Trust Board/Executive Principal and chair of trustees.

The trustees will keep the members updated on fundamental issues relating to the running of the Trust, including:

- any litigation involving members of staff (*ie* court proceedings/tribunal proceedings/criminal prosecutions) which might reflect adversely on the Trust;
- financial concerns which develop during the course of the financial year and, in particular, any financial concerns that might have an impact on the employment of staff or the delivery of the broad and balanced curriculum which the Trust is under a duty to offer;
- details of any Ofsted Inspections and other related external monitoring of the Trust or the schools within it;
- the resignation or the appointment of the Executive Principal or the Chief Finance Officer of the Trust;
- any vacancies arising on the Trust Board for which the members have responsibility.

In general, when serious issues arise about which the members need to be informed or concerning which the members need take action, it is the responsibility of the chair of trustees to alert them and/or to convene a meeting as appropriate.

4.2 Role description for members

All members are required to:

- complete, before appointment, a Skills Audit;
- follow, and abide by, the 'three sevens' and the Trust Code of Conduct for Governors (see Section 2);
- comply with: the Academy Trust Handbook, the Academy Trust Governance Guide, the Articles of Association for the Trust, this Governance Handbook, and the Trust's Scheme of Delegation;
- ensure they understand their duties, rights and responsibilities, and that they are familiar with the function and role of the Trust;
- attend all relevant meetings;
- act in the best interests of the Trust;
- keep themselves informed about how the Trust Board is performing, and have an awareness of when they may need to exercise their powers to ensure effective governance within the Trust;
- not misuse information gained in the course of their membership for personal gain, nor seek to use the opportunity of service to promote their private interests or those of connected persons, firms, businesses or other organisations; and
- participate actively in the induction process and any relevant training.

4.3 Person specification for members

4.3.1 Generic Person Specification for all those involved in governance

It is an expectation of the Trust that all those involved in governance will have:

- an interest in education and in providing learning and development opportunities;
- a willingness to devote the necessary time and effort to the business of the trust;
- a commitment to the Trust and its objectives, ethos and values;
- a commitment to living out the 'three sevens' and to complying with the Trust's Code of Conduct for those involved in governance (see Section 2);
- a willingness to devote the necessary time and effort to Trust business;
- effective communication skills and a willingness to ensure effective communication within the Trust;
- an ability to hold others to account for their professional practice;
- good independent judgement;
- post-induction (if not before): an understanding (appropriate to their role) and acceptance of the legal duties, responsibilities and liabilities of those involved in governance within company and charitable law;
- an understanding of the role, in particular the distinction between governance and management;
- the ability and willingness to ask probing questions and to participate in robust debate;
- the ability to communicate effectively, to express ideas clearly and listen to others;
- the ability to work as a member of a team and to stand by the collective decisions of the board of trustees;
- the ability to act as a critical friend and to challenge and probe;
- commitment to the principles of equality and diversity;
- an interest in voluntary service to the community (all roles are voluntary and unpaid, although external training and related travel will be paid for); and
- appropriate professional skills and experience – and/or, for governors, appropriate lived experience – to enable them to discharge their duties effectively.

Prospective members'/trustees'/governors' attitudes and understanding in these areas will be evidenced through any pre-appointment conversations, and through their completed Skills Audit.

4.3.2 DfE regulations

The DfE bars certain individuals from serving as members, trustees, or governors. A person shall be ineligible for any appointment as a member, trustee or governor (and, if already appointed, shall immediately cease to serve as such) if the relevant individual:

- is or becomes disqualified from holding office under the Trust's Articles of Association;
- is or becomes disqualified from holding office as a governor of a school or academy elsewhere;
- is included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people;
- is barred from any regulated activity relating to children;
- is or becomes bankrupt or makes any arrangement or composition with his/her creditors generally; or their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced;
- is convicted of any criminal offence (other than minor offences under the Road Traffic Acts or the Road Safety Acts for which a fine or non-custodial penalty is imposed or any conviction which is a spent conviction for the purposes of the Rehabilitation of Offenders Act 1974);
- has been fined for causing a nuisance or disturbance on any school/academy premises during the five years prior to, or since appointment or election, as a member, trustee or governor;
- refuses to an application being made to the Disclosure and Barring Services (DBS) for a criminal records check;
- commits a serious breach of the Trust's Code of Conduct or any standing order or protocol implemented by the Trust;
- resigns his/her office by notice in writing to the relevant Chair;
- in the case of a Headteacher, ceases to be the Headteacher;
- is not reappointed following the expiry of their term of office; or
- meets any other ineligibility criterion which the DfE may from time to time publish.

All members are required to have an enhanced Disclosure and Barring Service (DBS) check, a section 128 direction check and a right to work/identity check prior to their appointment.

4.3.3 Specific Person Specification for Members

Academy trust members should have:

- governance knowledge and experience;
- a good understanding of the charitable aims of the organization;
- a willingness to take action if the need arises;
- no conflicts of interest – members must not be employees of the trust, nor should they occupy any other voluntary roles within the trust; and
- independence from the trust board and so be able to hold it to account.

5 The Board of Trustees

GMAT is a charitable company and therefore trustees are both Charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and Company Directors (within the terms of the Companies Act 2006).

GMAT is the employer of any central or academy staff and has responsibility for the health and safety of those staff, its pupils and any visitors. The trust board has collective accountability and responsibility for the trust on behalf of the members. The board can delegate most operational matters. It can also delegate aspects of decision-making to a committee, but it cannot delegate responsibility and must retain overall control.

To be effective the board must provide confident, strategic leadership in setting the trust's strategy and championing its vision and culture through:

- initiating and leading strategic change and overcoming strategic challenges, acting in the best interests of pupils;
- defining medium and long-term trust-wide strategic goals, including development and improvement priorities;
- monitoring and reviewing progress rigorously against agreed strategic goals and their effective implementation;
- managing risk appetite and tolerance in line with strategic priorities and improvement plans;
- embedding appropriate strategies and risk management at every level of governance;
- making informed decisions on whether to form, join or grow a group of academies, supported by strong due diligence, in line with the trust's strategic plan.

The Trust Board has the right to review and adapt its governance structure at any time, which includes removing delegation. Section 8.2 gives further details about the circumstances under which this might happen.

5.1 Trust Board Terms of Reference

The trustees are responsible for the governance and supervision of the Trust and its committees, including LGBs. The trustees have a number of duties and responsibilities relating to the governance of the trust and its finances.

5.1.1 Membership

As set out in Article 46, the members shall appoint up to 12 trustees for a four-year term of office, at which point, by mutual consent, the members may choose to renew their trusteeship. Articles 68ff set out certain disqualification criteria which prevent some persons serving as a trustee.

In line with Article 57, the members shall determine whether or not the Executive Principal is a trustee. No other person employed by the Trust shall serve as a trustee. There shall be no parent trustees on the trust board as there will be two parent governors on each school's LGB (see Articles 54 to 56).

A trustee may ask to suspend their trusteeship for up to a year (for example, due to maternity or paternity leave); this shall be known as a sabbatical. Their request shall be granted if both the chair (or, in the event that the chair makes the request, the vice-chair) and the Trust's Executive Principal agree. During this time they will officially cease to be a trustee (and their name will be removed from the official record of trustees). At the end of their sabbatical, they will resume their term of office; their time away will not count towards their overall term of office.

5.1.2 Quorum

Articles 117 and 119 set out the quorum for meetings. This is summarized in the table below.

Total number of trustees (excluding vacancies)	Quorum for all matters other than removing a trustee or the chair
9 or less	3
10, 11 or 12	4
13, 14 or 15 ²	5

² Included for completeness. Article 50 states that the members shall appoint "up to 12 trustees"; Article 58 allows for the Trust Board to co-opt additional trustees.

The quorum is two-thirds of the total number of trustees (rounded up to a whole number) where there is a vote to remove a trustee or the chair.

5.1.3 Chair

At the first meeting of each academic year, the members shall elect one of their number to act as chair, and another of their number to act as vice-chair, until the first meeting of the next academic year. This process will be carried out in accordance with Appendix A. A role description for the chair is also included in this appendix.

The chair has authority, under limited circumstances, to take Chair's Action – see Section 5.3.4.

The vice-chair may assume the duties of the chair in the event of the chair's unavailability (for example due to incapacity, or due to a conflict of interests).

5.1.4 Voting

As outlined in Articles 120ff, matters shall be decided by a majority of the votes of the trustees present and voting. In the end of a tie, the chair has a second and casting vote.

Voting shall be undertaken by a show of hands unless the chair determines a secret ballot is necessary.

5.1.5 Main responsibilities

In summary, the trustees are responsible for:

- 5.1.5.1 carrying on the Trust in accordance with the objects of the Trust as set out in the Articles of Association and safeguarding the assets of the Trust;
- 5.1.5.2 establishing and maintaining the vision, mission and values for the Trust;
- 5.1.5.3 creating an effective trust board which provides strategic governance in line with the Trust's aims and values and acts with integrity;
- 5.1.5.4 determining clear and ambitious strategic priorities and targets for the Trust;
- 5.1.5.5 ensuring the trust board leads the Trust in being transparent and accountable;
- 5.1.5.6 monitoring trust performance against the strategic objectives through termly Executive Principal reports;
- 5.1.5.7 controlling the overall strategic management, development and administration of our member schools;
- 5.1.5.8 delegating the running of our member schools and the direction of the education, pastoral care and other policies of the member schools to the Executive Principal and the central team;
- 5.1.5.9 monitoring and evaluating the work, progress and performance of our member schools;
- 5.1.5.10 ensuring sound management and administration of the Trust by the Executive Principal and the central team, and ensuring that they are equipped with the relevant skills and guidance;
- 5.1.5.11 implementing effective financial management and other controls across the Trust in accordance with the provisions of the Academy Trust Handbook, which sets out in detail the governance and financial responsibilities of academy trusts reflecting their status as charitable companies acting in the public interest;
- 5.1.5.12 reporting to the members through an annual performance report for the Trust;
- 5.1.5.13 determining, monitoring, scrutinising and approving the Trust's budgets, and ensuring regularity, propriety and value for money through efficiency, effectiveness and economy;
- 5.1.5.14 setting standards of conduct and values, monitoring and evaluating performance and the achievement of objectives, and ensuring that plans for improvement are acted upon;
- 5.1.5.15 managing risk, that is identifying, quantifying and devising systems to minimise the major risks affecting the Trust;
- 5.1.5.16 reviewing and determining the Trust's admissions arrangements, including the Admissions Policy, oversubscription criteria and Published Admission Number (PAN) for our member schools (as the Trust is the Admission Authority for all the Trust's member schools); and
- 5.1.5.17 ensuring the Trust and its member schools are conducted in compliance with the general law.

5.1.6 Accountability of Trustees

The Trustees are chiefly accountable to:

- the beneficiaries of the Trust (children at GMAT's member schools, their parents and the local communities) for the quality of education and pastoral care at our member schools, for matters of health and safety and for safeguarding and promoting the welfare of the children;
- GMAT's members;

- the DfE, and specifically the Secretary of State for Education, under the terms of the Trust's Funding Agreement;
- the Charity Commission and the Secretary of State (in their role as principal regulator in respect of charity matters) for operating the Trust for the public benefit, for the prudent management of the Trust and its financial efficiency, and for compliance with legislation including charities legislation;
- the employees of the Trust for their working environment, and for compliance with the contract of employment and employment law requirements and matters of health and safety; and
- other regulatory authorities for compliance with regulated responsibilities to which the Trust and our member schools are subject (such as Ofsted and Ofqual).

5.1.7 Conducting Trustees' business

The Trustees are required to:

- act together and in person, and not delegate responsibility of the Trust to others;
- act strictly in accordance with GMAT's Articles of Association;
- act in the Trust's interests only and without regard to their own private interests;
- manage the Trust's affairs prudently;
- not take personal benefit from the Trust unless expressly authorised by the Articles of Association or the Charity Commission; and
- take proper professional advice on matters on which they are not themselves competent.

The Trust Board should also hold the Executive Principal to account and act as a critical friend. The trustees should offer support, constructive advice, be a sounding board for ideas, a second opinion on proposals and help where needed, but will also challenge, ask questions, seek information and improve proposals where appropriate, and, at all times, act in the best interests of the Trust.

5.1.8 Stakeholder voices

Trustees must have regard to the voices of their various stakeholders; they must therefore put in place arrangements to receive feedback and to respond appropriately. Stakeholders include the following:

- the communities served by the Trust's schools;
- pupils and students in the Trust's schools;
- their parents and carers;
- all those employed by the Trust;
- those who use the Trust's facilities; and
- other external partners.

5.1.9 Risk management

The Charities Statements of Recommended Practice set out requirements for reporting on the risks to a charity. The trustees must identify specific risks and determine ways to combat all significant risks, rather than making general statements regarding risk management.

The Trustees are therefore responsible for:

- identifying the major risks that apply to the Trust, including: operational risks (employment issues, health and safety, fraud, service quality and development *etc*), financial risks (accuracy of financial information, cash flow, reserves, over-reliance on funding sources *etc*), external risks (changes in government policy, economic factors, demographic changes, adverse publicity *etc*) and regulatory risks (compliance with legislation, changes in policies of the regulators *etc*);
- making decisions (based where appropriate on advice from professional advisors) as to how to respond to those risks;
- direct internal scrutiny, including making sure risks are being addressed appropriately;
- oversight of external audit; and
- making appropriate statements regarding the management of risks in the annual report.

5.2 Role description/person specification for trustees

5.2.1 Role description

Strategic Responsibilities

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

- determining the mission, values and long-term vision for the trust
- deciding the principles that guide trust policies and approving key policies
- appointing and appraising the Executive Principal and determining their pay
- working with Trust leaders to develop a strategy for achieving the vision
- ensuring that stakeholders are involved, consulted and informed as appropriate
- ensuring that all schools in the trust deliver a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- taking ownership of the trust's financial sustainability and ensuring effective resource management across the trust
- agreeing the trust's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- ensuring robust risk management, policy and procedures are in place and that risk control measures are appropriate and effective

Monitoring and evaluating trust performance

Trustees monitor the priorities set and ensure progress is being made by:

- measuring the trust's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the trust is operating effectively in line with these policies
- holding the Trust leaders to account for standards, financial probity and compliance with agreed policies
- evaluating relevant data and feedback provided by Trust leaders and external reporting on all aspects of trust performance
- asking challenging questions of Trust leaders in order to hold them to account

Contribution to the trust board

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

- attending meetings, reading papers and preparing questions for Trust leaders in advance
- establishing and maintaining professional relationships with Trust leaders and colleagues on the trust board
- getting to know the schools in the trust, including visiting occasionally during school hours
- undertaking induction training and developing knowledge and skills on an ongoing basis

Governance arrangements

GMAT has a local tier of governance in its schools. Trustees are therefore responsible for:

- ensuring that the trust's governance structure meets the needs of the trust
- agreeing clear schemes of delegation, outlining the responsibilities delegated to the senior executive leader and the responsibilities of the board, its committees and any academy committees
- ensuring effective communication channels are in place

5.2.2 Person Specification

In addition to the generic person specification for all involved in governance (section 4.3.1) and the DfE prohibitions (section 4.3.2), trustees should have:

- a commitment to GMAT and its objects;
- a commitment to raising standards and seeking the highest quality provision for learners;
- a commitment to mitigating the impact of social disadvantage in the communities served by the Trust;
- strategic vision;
- a willingness to undertake appropriate training to develop an understanding of the schools, GMAT and the role of a trustee; and
- appropriate skills and experience to enable them to be able to contribute meaningfully to one or more of the areas in which the Trust works (*eg* legal, Human Resources, estates, education, finance *etc*).

5.3 How the trustees operate

5.3.1 Meetings

There will be a minimum of four meetings of the Trust Board each academic year, convened and conducted as provided for in GMAT's Articles of Association. The Trust Board may meet more frequently if required, again as provided for in GMAT's Articles of Association.

Notice of, and all relevant paperwork for, Board and Committee meetings shall be sent out at least 7 calendar days before each meeting except in the case of an emergency.

5.3.2 Committees

For 2026/2027, the Trust Board will set up four committees, viz:

- a Finance and Audit Committee;
- a Pupil Experience Committee (formerly the Quality of Education Committee);
- a Staff Experience Committee (formerly the Pay and Personnel Committee); and
- an Interim Standards Committee (to oversee Quality of Education issues at MCA). Membership of this committee will comprise the Pupil Experience Committee and MCA's LGB; meetings will be on the same afternoon as the PEC.

Terms of reference for each committee are given in Section 6.

5.3.3 Link Trustees

The board can decide whether trustees will have a focus on certain areas to support its strategic decision-making, often referred to as link trustees. For 2026/2027, the board has determined there will be three link trustees:

- a Safeguarding link trustee;
- a Special Educational Needs and Disabilities ('SEND') link trustee, and
- a Personal Development and Careers link trustee.

Role descriptors for all three link roles can be found in Section 5.4. (The board has also determined that the LGBs will also have the same three link roles – see Section 7.3.2).

Link trustees lead the Board's monitoring in these areas but do not assume individual responsibility for them. Accountability remains collective, and operational responsibility remains with the Executive Principal and designated members of staff. Link trustees are expected to meet with the designated Trust leader at least twice a year.

5.3.4 Chair's Action

Chair's action is the procedure by which the chair of the board can take unilateral decisions, bypassing usual processes, in specific circumstances of urgency. It should only be used when a delay would be likely to be seriously detrimental to the interests of

- (a) the Trust, or
- (b) an academy within the Trust, or
- (c) any pupil at any academy in the Trust (or their parent), or
- (d) a member of staff employed by the Trust.

Before it is used, careful consideration should be given to the possibility of calling an extraordinary meeting of the relevant governing group instead of using chair's action, so that the decision can be taken by a quorum of directors rather than by an individual.

Chair's Action may only be taken if there is written confirmation from two other trustees that they support the action being proposed.

The chair should report back any use of chair's action to the rest of the board at the next meeting. Consideration should be given to the possibility of updating governing board members *via* e-mail in order to maximise transparency, but this does not obviate the need to report back to the rest of the board at the next meeting. The Board of Trustees retain the powers of suspension and removal of governors/trustees if they feel the chair is using their powers inappropriately.

5.3.5 Interests

The Trust will maintain and publish as required a register of the business and pecuniary interests of Members, Trustees, governors, committee members and senior leadership staff members. All those involved in

governance, including Trust leaders, are required to declare any business, pecuniary or other interests in any item being discussed at any meeting. There is a standing agenda item at each meeting, which provides opportunity for committee members to declare these.

Where there has been a declared interest, the committee member must absent themselves from discussion and must not vote on a matter if:

- there may be a conflict between their interests and the interests of any of the academies or institutes within the Trust;
- there is reasonable doubt about their ability to act impartially in relation to a matter; or
- they have a personal interest in a matter and/or where they and/or a close relative, friend or business associate will be directly affected by the decision of the Committee in relation to the matter at hand.

See also GMAT's 'Conflict of Interests' Policy.

5.3.6 Reporting

All meetings shall be clerked, and minutes produced. The chair and the Governance and Compliance Officer shall ensure that minutes are available to all members of the Trust Board (subject to the need to protect matters of individuals' confidentiality – see below).

Should confidential matters be discussed at any meeting of any governance group, these shall be noted in the Confidential Part Two of the minutes. The Chair, in consultation with the Governance and Compliance Officer, will decide whether a matter is to be considered confidential. The following is a non-exhaustive list of matters that will generally be regarded as confidential:

- those concerning specific members of staff or pupils;
- courses of action that might lead to redundancies, disciplinary action or dismissal;
- consideration of legal advice, of estimates or tenders for work or supplies or valuations;
- matter which would be regarded as being commercially sensitive;
- proposals to suspend or remove a Governor;
- formal complaints, depending on the nature of the complaint;
- matters regarded and identified by the group as being confidential.

5.4 **Link Trustees: role descriptions**

As set out in section 5.3.3, the Trust Board will appoint three link trustees. Role descriptions for each link position are set out below. In all cases, please note that the Trust Board retains overall collective responsibility.

5.4.1 Safeguarding Link

The Safeguarding Link will:

- make sure that suitable and up-to-date policies are in place for:
 - child protection;
 - staff code of conduct/staff behaviour; and
 - handling allegations of abuse against staff and volunteers, including allegations that do not meet the harm threshold (low-level concerns);
- monitor safeguarding systems and procedures;
- make sure there is an appropriate safeguarding response to children who are absent from education, particularly on repeat occasions and/or for prolonged periods;
- make sure appropriate online filters and monitoring systems are in place;
- make sure a designated safeguarding lead (DSL) from the senior team has been appointed, with the appropriate status and authority to carry out their duties;
- meet regularly with the DSL to monitor whether policies and procedures are effective, and whether all staff and governors have had the appropriate level of training (as applicable);
- make sure the DSL has the time, funding, training, resources and support needed to carry out the role effectively;
- make sure there is an employee has been designated to promote the educational achievement of looked-after and previously looked-after children, and that this person has received appropriate training;
- make sure the curriculum covers safeguarding, including online safety, which should be a running and interrelated theme in safeguarding and related policies/procedures;

- monitor the use and impact of Off-Site Directions;
- make sure that checks to the single central record (SCR) are happening;
- keep others in governance up to date with statutory guidance relating to safeguarding and child protection, and any advice issued locally by other agencies;
- inform others in governance when it is necessary to make any changes to policies or procedures (*eg* in light of new regulations or guidance);
- update others in governance on how monitoring activities are going;
- attend training and regular meetings for safeguarding links across the Trust; and
- make sure all governors and trustees receive safeguarding and child protection (including online) training at induction, which is regularly updated.

The Safeguarding Link will not:

- write safeguarding reports, as this is done by the headteacher or DSL; or
- deal with major safeguarding incidents, although they will be notified by Trust leaders when they happen (in general terms).

5.4.2 SEND Link

The SEND link will:

- understand:
 - the trustees' and governors' responsibilities under the SEND Code of Practice;
 - the different special educational needs and disabilities represented; and
 - the local and national policy context for SEND;
- make sure those responsible for leading SEND provision:
 - make the necessary special educational provision for any pupil with SEND;
 - meet the needs of pupils with SEND;
 - make reasonable adjustments in line with the Equality Act 2010;
 - ensure that all pupils with SEND join in with the everyday activities together with children without SEND;
 - have appointed a SEND Co-ordinator ('SENDCo') who has received appropriate training; and
 - has a suitable and up-to-date SEN information report/policy, published on the relevant website;
- meet the SEND leaders on a termly basis to monitor:
 - all aspects of SEND provision;
 - that leaders make good use of its SEND budget and resources;
 - the progress of pupils with SEND;
- report to others in governance on the monitoring work carried out, ensuring that they:
 - are up to date about issues related to SEND;
 - consider SEND in any budget discussions;
 - ask challenging questions about SEND provision and strategies; and
- attend training on the role of the SEND link, and the Trust's meetings for SEND links, as appropriate.

5.4.3 Careers and Personal Development Link

The Careers and Personal Development link will understand the Trust's aims for careers and personal development. They will seek assurance that provision is coherent, progressive and resourced, with clear leadership, training and evaluation. They will also ensure that other trustees understand statutory requirements, risks and improvement priorities. In practice this means that the Careers link should:

- be familiar with the DfE statutory guidance for careers³ (there is a section which sets out the expectations for governing boards). Guidance from the national Governance Association⁴ also provides an overview of governing board responsibilities;
- work constructively with the Careers Leader and Personal Development Lead;
- review relevant careers and personal development programmes, ensuring that they are broad, progressive and responsive to pupils' ages, needs and circumstances;

³ <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>

⁴ <https://www.nga.org.uk/knowledge-centre/good-careers-guidance-monitoring-toolkit/>

- monitor progress against the Gatsby Benchmarks and compliance with provider-access requirements;
- seek assurance that pupils receive impartial careers information and qualified guidance covering academic, technical, vocational and apprenticeship routes;
- monitor the quality of employer and provider encounters, workplace experiences, curriculum links, labour-market information and external partnerships;
- check that statutory careers information is accurate, accessible and regularly reviewed on the academy website.
- consider pupils' intended and sustained destinations and how effectively they are prepared for their next stage;
- seek assurance that pupils develop character, confidence, resilience, independence and the ability to cooperate with others;
- monitor how pupils learn about citizenship, British values, equality, diversity and protected characteristics;
- seek assurance that pupils develop the knowledge needed to maintain healthy relationships and protect their physical and mental well-being;
- consider how pupils are taught to recognise online and offline risks, manage emotions and seek help when needed;
- review the quality and accessibility of enrichment, cultural, sporting, artistic, leadership and volunteering opportunities;
- consider how pupil voice informs the development and evaluation of provision in this area; and
- ensure that pupils with SEND, disadvantaged pupils, vulnerable pupils and those at risk of disengagement are able to access the programmes on offer.

5.5 Cross-cutting themes

Some areas of the Trust's operations cut across various levels of governance. For example, the Full Board, the Pupil Experience Committee and the Local Governing Bodies all have responsibility for overseeing safeguarding. The table on the next page outlines each group's role in four such areas, summarising the detail that can be found in the Scheme of Delegation and the various groups' Terms of Reference.

Due to the creation of an Interim Standards Committee ('ISC') for MCA, most aspects that would ordinarily be overseen by the LGB will, in 2026/2027, be overseen by a Board Committee (the ISC).

Cross-cutting themes: what sits where?

	Safeguarding	SEND	Stakeholders	Standards
Board of Trustees	- Safeguarding vision, strategy, targets, key performance indicators - Horizon-scanning: DfE policies, Ofsted requirements, national trends <i>etc</i> and their impact on GMAT - Leadership structure across GMAT - Training – for members, trustees, governors and staff - Safeguarding policy	- SEND vision, strategy, targets, key performance indicators - Horizon-scanning: DfE policies, Ofsted requirements, national trends <i>etc</i> and their impact on GMAT - Leadership structure across GMAT - Training – for members, trustees, governors and staff - SEND policy	- Overview of external relations – with (<i>eg</i>) DfE, Local Authority, community groups <i>etc</i> - Overview of family, community and partnership work (including the old FCP Working Party remit) - Assurance that stakeholder and community views are (a) captured and (b) influential in vision and strategy formulation	- Determination of trust-wide curriculum and pedagogy policies, ensuring that the direct influence of educational research is clear - Overview of pupil outcomes and post-16 destination data across each phase - Overview of the quality of teaching in each phase
Board Committee	- Progress towards trust-wide targets (and challenge for trust leaders around these) - Analysis of trust-wide trends - Response to emerging issues (a) across the trust and (b) locally - Liaison with local safeguarding agencies - Assurance of effectiveness of safeguarding within each school	- Progress towards trust-wide targets (and challenge for trust leaders around these) - Analysis of trust-wide trends - Response to emerging issues (a) across the trust and (b) locally - Liaison with the LA SEND team and other SEND providers - Assurance of effectiveness of SEND provision within each school	The following groups have particular responsibilities to oversee stakeholder groups: - The Trust Board: local communities; LGBs - Pupil Experience Committee: all pupils - Staff Experience Committee: all employees, regardless of type of contract or place of work	- Scrutiny of outcomes across each phase, including school-by-school - Scrutiny of post-16 destination data, including school-by-school - Overview of phase-wide improvement plans (<i>eg</i> through sharing good practice) - Assurance (<i>eg</i> through minutes) that each LGB is providing strong challenge to leaders <i>re</i> outcomes
Local Governing Body	- Consideration of how the trust strategy and policy is landing locally - Detailed consideration of the effectiveness of safeguarding within the school context - Analysis of school trends; support and challenge for school leaders' responses	- Consideration of how the trust strategy and policy is landing locally - Detailed consideration of the effectiveness of the school's SEND provision - Analysis of school trends; support and challenge for school leaders' responses	- Direct responsibility for ascertaining the views of pupils and parents/carers, <i>eg</i> through surveys <i>etc</i> - Responsibility for sharing these with the Board of Trustees - Responsibility for ensuring pupils' and parents' views directly influence the school's vision and strategy	- Detailed scrutiny of outcomes (including by groups) at each Key Stage - Detailed scrutiny of plans to improve outcomes - Scrutiny of post-16 destination data - Overview of the quality of teaching in the school, and of any plans to improve it

6 Board Committees

As set out in Section 5.3.2, the Board of Trustees has four committees. There are general Terms of Reference for all four committees, and specific terms of reference for each one, as outlined below.

6.1 General Terms of Reference

6.1.1 Authority

Committees are authorised by the Board to:

- investigate any matter within its terms of reference, or explicitly delegated to it by the Board;
- request reports, data and information from Trust leaders;
- make recommendations to the Board.

Committees have no authority to commit expenditure beyond delegated limits, or to amend Trust strategy without Board approval.

6.1.2 Composition

The Trust Board shall appoint at least three trustees to the membership of each committee. Where deemed necessary, the Trust Board may also appoint non-trustee Associate members to each committee to provide additional expertise. Such associate members shall have voting rights at their committee, provided the majority of voters are trustees.

6.1.3 Quorum

The quorum for each committee shall be two trustees. The trustees need not be members of the committee to count towards the quorum. Associate members of the committee, and paid members of the Trust staff, shall not count towards the quorum.

6.1.4 Chair of Committee

The chair of each committee shall be elected at the first meeting of the committee each academic year (or as the need arises) using the process outlined in Appendix A. Their term of office shall be until the first committee meeting in the subsequent academic year. The chair should have the necessary background, knowledge, experience and/or qualifications to undertake the role effectively.

6.1.5 Interests

For the avoidance of doubt, Section 5.3.5 also applies to all Board Committees.

6.1.6 Voting

Where voting is required, all trustees in attendance at the meeting shall have one vote. Absent members of the committee may submit a vote in writing to the committee clerk before the start of the meeting, or may vote by written proxy. Where votes are tied, the chair may exercise a second, casting vote.

6.1.7 Frequency of, and Notice for, Meetings

Meetings of each committee shall be held at least 3 times per academic year. Extraordinary meetings may be called at two or more trustees' request. All committee members must be notified of any meeting of the committee, and all may attend. Notice of each meeting, and relevant paperwork, shall be sent out at least 7 calendar days before each meeting, except in the case of an emergency.

6.1.8 Attendance at Meetings

The Executive Principal, and other Trust leaders, may attend (at the invitation of the committee) any or all meetings of each committee. Trustees who are not members of the committee may attend subject to appropriate management of any conflicts of interest.

6.1.9 Reporting

All meetings shall be clerked, and minutes produced. The chair and Governance and the Governance and Compliance Officer shall ensure that minutes are available to all members of the Trust Board (subject to the need to protect matters of individuals' confidentiality; confidential matters may be recorded in a separate "Part Two" of the minutes, as per Section 5.3.6).

If required, the meeting chair shall report about the discussions held and the decisions made verbally to the next available meeting of the Trust Board.

6.1.10 Specific duties

In addition to the general duties outlined in this section, each committee shall have additional specific duties, as outlined in the following sections.

6.2 Specific Terms of Reference: Finance and Audit Committee ('FAC')

The principal objective of the FAC is to protect our learners, our staff, Trustees and Governors, and our assets. This protection is executed through the appropriate review, challenge scrutiny of the Trust's financial control, financial planning, financial reporting, risk management, procurement, asset management planning, resolution of audit actions and other finance- and estates-related matters.

The FAC has other objectives as follows:

- 6.2.1 to further develop and embed a culture of incurring expenditure on behalf of the Trust with the maximum degree of forethought, prudence, care and due diligence;
- 6.2.2 to properly facilitate the management of short, medium and longer-term cash flows of the Trust;
- 6.2.3 to ensure that the Trust complies fully with the requirements of the Academy Trust Handbook;
- 6.2.4 to agree a robust and suitable internal audit plan each year (known as the internal audit 'book of work') and to ensure that financial and wider risks are being appropriately addressed by the internal audit work;
- 6.2.5 to oversee the Trust's consolidated master audit action tracker;
- 6.2.6 to report to the Trust Board on the suitability and adequacy of the internal control framework, and the management of financial and wider risks;
- 6.2.7 to review, challenge and scrutinise all the Trust's financial reporting;
- 6.2.8 to review, challenge and scrutinise the Trust's annual budget, and rolling three-year financial plan;
- 6.2.9 to review, challenge and scrutinise the Trust's risk register and wider risk management strategy;
- 6.2.10 to ensure the Trust has a robust asset management plan;
- 6.2.11 to oversee all capital projects undertaken within the Trust;
- 6.2.12 to recommend that the Trust Board approve any budget, investment, policy or other item as described in the Trust's Scheme of Delegation once the appropriate review, challenge and scrutiny has been carried out;
- 6.2.13 to escalate any issues or items of risk to the Trust Board;
- 6.2.14 to highlight any achievements or positive accomplishments to the Trust Board;
- 6.2.15 to review, challenge and scrutinise the Trust's estates and health and safety management reporting;
- 6.2.16 to meet annually with the external auditors; and
- 6.2.17 to review, monitor and approve the Trust's Finance policies;

6.3 Specific Terms of Reference: Pupil Experience Committee

The objective of the Pupil Impact Committee is to oversee and monitor the Trust's approach to school improvement.

The Pupil Impact Committee has the following duties to oversee and monitor the following areas:

- 6.3.1 pupil progress and achievement (including looked after, and previously looked after, children; SEND; and pupil premium groups) at Key Stages 1 and 2;
- 6.3.2 pre-11 school performance data (eg phonics, KS1 outcomes, KS2 outcomes);
- 6.3.3 impact of strategies being used to support underperforming groups of primary pupils;
- 6.3.4 the use and impact of strategies for primary pupil premium groups;
- 6.3.5 impact of primary school development/improvement strategies and plans;
- 6.3.6 impact of primary schools' curricula; and
- 6.3.7 primary pupil wellbeing and experience.

The committee shall seek assurance on behalf of the Board that:

- 6.3.8 primary schools have statutory curriculum policies in place;
- 6.3.9 primary schools have effective relationship and sex education (RSE) and personal, social and health education (PSHE) curricula in place; and
- 6.3.10 primary schools regularly review and update, as necessary, their pupil premium strategies, and publish statutory information relating to this on the respective websites.

The committee will:

- 6.3.11 monitor and ensure that primary schools within the Trust are complying with relevant legislation and guidance related to safeguarding;
- 6.3.12 consider and recommend to the Board relevant policies and procedures for Safeguarding that shall be applicable within primary schools in the Trust and will monitor their application and ensure that they are effective in protecting students from harm; and
- 6.3.13 review and ensure that appropriate Safeguarding training for staff and volunteers is deployed effectively within primary schools the Trust.

6.4 Specific Terms of Reference: Staff Experience Committee

The objective of the Staff Impact Committee is to ensure the Trust's policies and procedures and policies in relation to pay and Human Resources are effective, transparent and in line with legal and best practice.

The Staff Impact Committee has the following duties:

- 6.4.1 to review the annual pay decisions made for staff within the Trust central team and individual schools;
- 6.4.2 to review, monitor and approve the Trust's Pay Policy, at least annually;
- 6.4.3 to review, monitor and approve the Trust's HR policies;
- 6.4.4 to manage the CEO's performance management, and ensure the performance of all other Trust employees is managed effectively;
- 6.4.5 to review, benchmark and make recommendations to the Full Board about the pay for the Trust's Executive officers;
- 6.4.6 to monitor, review and scrutinise reports relating to staff absence;
- 6.4.7 to monitor, review and scrutinise reports relating to staff wellbeing;
- 6.4.8 to agree, monitor and scrutinise the results of the Trust's Annual Staff Survey;
- 6.4.9 to monitor, review and scrutinise reports relating to
 - (a) staff performance;
 - (b) staff development;
 - (c) staff recruitment; and
 - (d) staff retention;
- 6.4.10 to oversee GMAT's relationship with recognised Trade Unions; and
- 6.4.11 to oversee the Trust's work in promoting the Equality, Diversity and Inclusion agenda, and in ensuring the Trust's compliance with the Public Sector Equality Duty ('PSED').

6.5 Specific Terms of Reference: Interim Standards Committee (MCA)

As at 1st September 2026, MCA's LGB will have only five members who are not employed by the Trust, and three of those members were only able to attend one meeting between them during 2025/2026. In order to ensure effective governance at MCA, under the powers reserved to it in Section 9.2, the Trust Board has determined to set up an Interim Standards Committee for 2026/2027. The Committee shall comprise:

- the members of the Pupil Experience Committee; and
- the members of MCA's LGB.

In addition the Trust reserves the right to appoint one Associate member with full voting rights (and who will count towards the quorum). The quorum of this committee shall be three. The committee shall be chaired by the chair of MCA's previous LGB.

The Interim Standards Committee shall have the following duties **for MCA only**:

- 6.5.1 to recruit, induct and train at least two trust-appointed governors for MCA's LGB (which, it is anticipated, will be reinstated in September 2027).

Safeguarding

- 6.5.2 to oversee and monitor safeguarding procedures are in place to ensure these are robust and in line with statutory requirements and best practice;
- 6.5.3 to ensure safeguarding procedures are well understood by all staff and that appropriate training has taken place;
- 6.5.4 to monitor the equality and diversity dimensions of learning and teaching and admissions (recognising that the Trust retains responsibility for acting as the school's Admissions Authority);
- 6.5.5 to ensure that the school deals fairly and legally with disciplinary issues, particularly when related to exclusion;

- 6.5.6 to monitor the development of behaviour and safety in the school, including receiving regular reports on attendance, punctuality, exclusions (fixed term and permanent), behaviour trends, and child protection referrals;
- 6.5.7 to ensure that Health and Safety is well understood by all staff, and appropriate training has taken place;
- 6.5.8 to maintain an overview of, and scrutinise, all instances where a student is being educated other than on the school's site (eg Off-Site Directions, Safeguarding Separations);

SEND

- 6.5.9 to ensure that the requirements of pupils with Special Educational Needs and Disability (SEND) are met, including ensuring that a register of students with special educational needs is compiled and maintained and that all students on the register have an individual education plan which is monitored, reviewed and updated in accordance with the SEND Code of Practice;

Standards

- 6.5.10 to formulate, approve and monitor policy and strategy for curriculum, learning, teaching, assessment and student welfare;
- 6.5.11 to monitor the development of the curriculum in accordance with the Curriculum Policy and all statutory obligations laid down by the government;
- 6.5.12 to promote a culture of the best possible professional practice in learning, teaching and assessment, and to ensure the development of quality and effectiveness in the curriculum. This includes ensuring that school staff are provided with regular opportunities for continuing professional development, and approving and monitoring policies which ensure that all staff (teaching and support staff) achieve and maintain up-to-date skills, knowledge and qualifications as appropriate;
- 6.5.13 to monitor the implementation of relevant points from any Action Plan resulting from Ofsted Inspections; and

Stakeholders

- 6.5.14 to be actively engaged in promoting good relationships and communication with pupils, parents, the local community, the Trust Board and other stakeholders.
- 6.5.15 It should be noted that Equality, Diversity and Inclusion considerations impact all four areas above, and should be considered by the LGB whenever appropriate.

7 Local Governing Bodies

Each school will have a Local Governing Body (LGB) that has been nominated as having governance oversight for the school. These LGBs are, in fact, sub-committees of the Trust Board.

Working with the Headteacher, the LGB will ensure the Trust's vision, values, strategies and policies are effectively implemented in the context of their individual school; they will provide feedback to the Trust (for example through the termly chairs' and vice-chairs' meetings) about this implementation.

At the same time, the LGB is the guardian of their school's identity; they are best-placed to understand the local community and to engage with local stakeholders; and their knowledge and understanding of that context means they are uniquely qualified to understand how best to deliver the Trust's priorities in their school.

7.1 Terms of Reference for LGBs

7.1.1 Membership

The membership of each LGB shall include:

- at least five Trust Appointed governors, appointed by the Board of Trustees;
- two parent governors, elected by the parents (see Appendix B);
- one staff governor, elected by the staff members (see Appendix B); and
- the Headteacher of the school.

A governor may ask to suspend their governorship for up to a year (for example, due to maternity or paternity leave); this shall be known as a sabbatical. Their request shall be granted if both the chair (or, in the event that the chair makes the request, the vice-chair) and the school's Headteacher agree. During this time they will officially cease to be a governor (and their name will be removed from the official record of governors). At the end of their sabbatical, they will resume their term of office; their time away will not count towards their overall term of office.

7.1.2 Membership of a new LGB when a school joins the Trust

Unless significant risks have been identified through the due diligence process, the Trust will appoint most of a school's existing LGB to the new LGB of the new school. The only exceptions to this are the parent and staff governor positions, as these are not appointed by the Trust but are elected by their respective stakeholder groups. When a school joins the Trust, therefore, there will need to be fresh staff and parent governor elections, in line with Appendix B.

If significant risks have been identified through due diligence, the Trust Board reserves the right to appoint either some, or a complete set of, fresh governors in the first category outlined in Section 7.1.1. They also reserve the right to appoint the LGB's first chair.

7.1.3 Quorum

The quorum for a LGB will be the same as for the Board of Trustees (see Articles 117 to 119). In practice, this means the quorum will be as follows:

Total number of governors (excluding vacancies)	Quorum for all matters other than removing the chair
9 or less	3
10, 11 or 12	4
13, 14 or 15	5

The quorum is two-thirds of the total number of governors (rounded up to a whole number) where there is a vote to remove the chair.

7.1.4 Chair

At the first meeting of each academic year, the members shall elect one of their number to act as chair, and another of their number to act as vice-chair, until the first meeting of the next academic year. This process will be carried out in accordance with Appendix A. A role description for the chair is also included in this appendix.

The provision for chairs to take Chair's Action (see Section 5.3.4) applies to LGB chairs too.

The vice-chair may assume the duties of the chair in the event of the chair's unavailability (for example due to incapacity, or due to a conflict of interests).

7.1.5 Voting

Matters shall be decided by a majority of the votes of the governors present and voting. In the event of a tie, the chair has a second and casting vote.

Voting shall be undertaken by a show of hands unless the chair determines a secret ballot is necessary.

7.1.6 Committees and panels

LGBs may establish committees (or working parties) only when authorised to do so by the Trust Board.

From time to time, an LGB may be required to set up a panel (for example, to review a permanent exclusion). Such a panel must have at least three members. Exceptionally, if a panel member is unable to attend the meeting at short notice and (a) the relevant Trust policy/DfE guidance does not forbid it, and (b) all parties are content to proceed, a panel may hear a case with just two members; but if so, the decision of the panel must be unanimous.

In general, such panels can be drawn from the trustees or from governors in other schools in the Trust – provided that at least one panel member is a governor of the school in question.

For Complaints Panels, by law one member of the panel must be independent of the school/Trust. In such cases it would be acceptable to use a governor of another school in the Trust, but not a GMAT trustee, as the independent member. Alternatively, a trustee from another Trust or a governor from a non-GMAT school can be appointed to the panel.

7.1.7 Main responsibilities

In addition to overseeing the production and impact of a School Self-Evaluation and Improvement Plan, the duties of LGB governors are:

Safeguarding

- 7.1.7.1 to oversee and monitor safeguarding procedures are in place to ensure these are robust and in line with statutory requirements and best practice;
- 7.1.7.2 to ensure safeguarding procedures are well understood by all staff and that appropriate training has taken place;
- 7.1.7.3 to monitor the equality and diversity dimensions of learning and teaching and admissions (recognising that the Trust retains responsibility for acting as the school's Admissions Authority);
- 7.1.7.4 to ensure that the school deals fairly and legally with disciplinary issues, particularly when related to exclusion;
- 7.1.7.5 to monitor the development of behaviour and safety in the school, including receiving regular reports on attendance, punctuality, exclusions (fixed term and permanent), behaviour trends, and child protection referrals;
- 7.1.7.6 to ensure that Health and Safety is well understood by all staff, and appropriate training has taken place;
- 7.1.7.7 to maintain an overview of, and scrutinise, all instances where a student is being educated other than on the school's site (eg Off-Site Directions, Safeguarding Separations);

SEND

- 7.1.7.8 to ensure that the requirements of pupils with Special Educational Needs and Disability (SEND) are met, including ensuring that a register of students with special educational needs is compiled and maintained and that all students on the register have an individual education plan which is monitored, reviewed and updated in accordance with the SEND Code of Practice;

Standards

- 7.1.7.9 to formulate, approve and monitor policy and strategy for curriculum, learning, teaching, assessment and student welfare;
- 7.1.7.10 to monitor the development of the curriculum in accordance with the Curriculum Policy and all statutory obligations laid down by the government;
- 7.1.7.11 to promote a culture of the best possible professional practice in learning, teaching and assessment, and to ensure the development of quality and effectiveness in the curriculum. This includes ensuring that school staff are provided with regular opportunities for continuing professional development, and

approving and monitoring policies which ensure that all staff (teaching and support staff) achieve and maintain up-to-date skills, knowledge and qualifications as appropriate;

7.1.7.12 to monitor the implementation of relevant points from any Action Plan resulting from Ofsted Inspections; and

Stakeholders

7.1.7.13 to be actively engaged in promoting good relationships and communication with pupils, parents, the local community, the Trust Board and other stakeholders.

7.1.7.14 It should be noted that Equality, Diversity and Inclusion considerations impact all four areas above, and should be considered by the LGB whenever appropriate.

Note: for 2026/2027, the duties 7.1.7.1 to 7.1.7.14 have transferred from MCA's LGB to the ISC.

7.1.8 Other matters

Section 5.1.7 also applies to LGBs.

7.2 **Role description/person specification for governors**

7.2.1 Role description

Responsibilities are delegated to LGBs to help the trust board fulfil its purpose and to strengthen MAT governance. NGA⁵ research highlights the '4Ss' (safeguarding, SEND, standards and stakeholder engagement) detailed below as the minimum functions typically delegated to the local tier.

Governors should:

Safeguarding

- ensure that the adopted safeguarding policies and procedures reflect the challenges and context of the school;
- monitor the implementation of safeguarding policies and the effectiveness of safeguarding arrangements;
- foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school;
- work with the Designated Safeguarding Lead (DSL) to ensure that safeguarding procedures are effective;
- monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe;

SEND

- ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary;
- seek assurance that staff are trained to implement pupil strategies and support plans;
- ensure pupils with SEND have the resources they need to succeed;
- work in partnership with the Special Educational Needs Coordinator (SENCO) as well as other stakeholders and the wider MAT community, to ensure that pupils with SEND are well-supported and included in all aspects of school life;
- monitor overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data;

Standards

- ensure that the trust's vision, ethos and strategy is adopted and applied by school leaders;
- work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives;
- monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress, to ensure that the school is meeting its targets;
- ensure that the trust's curriculum is being provided to pupils in an appropriate manner for the school's context;
- ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies;

⁵ The National Governance Association

- establish a strong relationship with the headteacher in order to provide effective support and challenge, including contributing to the headteacher's performance management process;

Stakeholder engagement

- consult stakeholders such as parents, staff and pupils, and use these insights to inform decision-making;
- help stakeholders to understand the trust's values and vision for the future; and
- provide the trust board with insight into the challenges and opportunities faced by the school's local community.

Panels

When required, local governors may be expected to serve on panels in order to:

- hear staff grievances and disciplinary matters;
- review decisions to exclude pupils; and
- deal with formal complaints in line with the trust's complaints procedure.

Contribution to the LGB

Local governors should ensure that they are making a positive and meaningful contribution to the committee by:

- attending meetings, reading papers, and preparing questions for senior leaders in advance;
- establishing and maintaining professional relationships with senior leaders and colleagues on the committee;
- getting to know the school, including visiting the school occasionally during school hours (this could be in a link governor capacity); and
- undertaking induction training and engaging in ongoing development.

7.2.2 Person specification

In addition to the generic person specification for all involved in governance (section 4.3.1) and the DfE prohibitions (section 4.3.2), governors should have:

- a commitment to GMAT and its objects;
- a commitment to the school and the community it serves;
- a commitment to mitigating the impact of social disadvantage in the community served by the Trust;
- knowledge of the school;
- a willingness to undertake appropriate training to deepen their understanding of school and the role of a governor; and
- appropriate skills and/or experience to enable them to be able to contribute meaningfully to one or more of the areas in which the LGB works (*ie* SEND, Safeguarding, Standards and Stakeholders).

7.3 How LGB governors operate

7.3.1 Meetings

The LGB may meet as often as is necessary to fulfil their responsibilities, but at least six times a year. Any Governor can request that the Chair convenes a meeting of the LGB by giving reason and reasonable notice. An agenda, agreed by the Chair, and papers in support of the agenda will be sent to all attendees at least one week before the date of the meeting. Governors may invite one-off attendance at meetings from persons who are not Governors to assist or advise on a particular matter or range of issues. Such persons may speak at the invitation of the Chair but shall not be entitled to vote.

7.3.2 Link Governors

LGBs shall have three link governors, focussing on Safeguarding, SEND and Careers. Role Descriptions for the link roles are the same as for the equivalent trustee roles (as outlined in Section 5.4).

Link governors lead the LGB's monitoring in these areas but do not assume individual responsibility for them. Accountability remains collective, and operational responsibility remains with the Headteacher and designated members of staff. Link governors are expected to meet with the designated school leader at least twice a year.

7.3.3 Other matters

Sections 5.3.4 (Chair's Action), 5.3.5 (Interests) and 5.3.6 (Reporting) also apply to LGBs.

7.4 The chairs'/vice-chairs' group ('CVCG'): terms of reference

7.4.1 Constitution and purpose

The CVCG acts as a consultative and collaborative forum rather than a statutory sub-committee of the Trust Board with delegated voting or decision-making powers. Its primary purpose is to provide a mechanism for chairs and vice-chairs:

- to network;
- to share best practice;
- to discuss Trust-wide strategy; and
- to provide feedback to the Board of Trustees and Executive Team.

Importantly, the CVCG also plays an invaluable role in facilitating communication between the different tiers of governance within GMAT.

7.4.2 Membership

Membership shall comprise:

- the chair (and, in his/her absence, the vice-chair) of the Trust Board;
- the chair (and, in his/her absence, the vice-chair) of each LGB within GMAT; and
- the Executive Principal or his/her nominee.

The Governance and Compliance Officer shall attend CVCG as clerk. Notes from the meetings shall be shared with CVCG members and, through them, with the wider Trust governance community.

The CVCG shall be chaired by the chair of the Trust Board, or (in their absence) by the vice-chair of the Trust Board.

7.4.3 Responsibilities

The responsibilities of the CVCG are as follows:

- **strategic alignment:** keeping LGB chairs and vice-chairs informed of developing Trust strategy, government policy changes, financial challenges in the sector, and other relevant information;
- **feedback loop:** acting as a sounding board for new trust-wide policies and initiatives, allowing LGB chairs and vice-chairs to voice a local perspective and share how trust decisions impact individual schools;
- **best practice:** facilitating the sharing of good governance practices, curriculum/community initiatives, and peer support across GMAT's academies; and
- **training needs:** advising the trust about the training and development requirements for local governors.

7.4.4 Meetings and procedures

Meetings shall be held at least twice per year. Since the group is non-executive and does not vote on Trust business, a strict quorum is not required. However, LGBs should ensure that they are represented by at least one person (the chair or vice-chair) in order to facilitate effective representation. Agendas shall be set in advance by the Governance and Compliance Officer (who shall liaise with the chair of the Trust Board and the Executive Principal), and shall be aligned with the MAT's annual governance calendar (see Section 8.1). Again, since the CVCG is non-executive, detailed minutes are not required, but high-level notes or recommendations shall be recorded by the clerk and submitted to the main Board of Trustees.

7.4.5 Accountability and reporting

The CVCG advises the Board of Trustees and executive leaders. Any formal advice, guidance, or concerns raised by the CVCG will be formally noted and considered by the relevant trust committee or by the full Board, as appropriate.

8 Arrangements for 2026/2027

8.1 Calendar

In the table below, the letter indicates the day of the week when the meeting will be held. Generally, meetings start at 3pm, with the exception of:

- the Interim Improvement Body for MCA and the board of Trustees, both of which start at 2pm, and
- the members, whose meetings start at 5pm.

Group	Term	Date	Time	Papers out	In person/Teams	Notes	
GMAT Members	Spring	Wednesday 13th January	5:00pm	Wednesday 6th January	In person	AGM	Note: Meeting <i>notice</i> to be given 14 days prior (Art 21)
	Summer	Wednesday 5th May	5:00pm	Wednesday 28th April	In person		
GMAT Trustees	Autumn	Monday 14th September	1:00pm	Monday 7th September	In person	See page 33 for timings	
	Autumn	Monday 14th December	2:00pm	Monday 7th December	In person		
	Spring	Monday 18th January	12:30pm	Monday 11th January	In person	Away Day	
	Summer	Monday 19th April	2:00pm	Monday 12th April	In person		
	Summer	Monday 5th July	2:00pm	Monday 28th June	In person		
Finance and Audit Committee	Autumn	Wednesday 25th November	3:00pm	Wednesday 18th November	In person		
	Spring	Wednesday 10th February	3:00pm	Wednesday 3rd February	In person		
	Summer	Tuesday 13th April	3:00pm	Tuesday 6th April	In person	Papers due out in Easter holidays	
	Summer	Tuesday 13th July	3:00pm	Tuesday 6th July	In person		
Staff Experience Committee	Autumn	Thursday 19th November	3:00pm	Thursday 12th November	In person		
	Spring	Thursday 18th March	3:00pm	Thursday 11th March	In person		
	Summer	To be arranged	3:00pm		In person		
Pupil Experience Committee, Interim Standards Committee ('ISC'), MCA's LGB	Autumn	Monday 14th September	1:00pm	Monday 7th September	In person	4:30pm	MCA LGB (see above too)
	Autumn	Monday 9th November	2:00pm	Monday 2nd November	In person	2:00pm 3:00pm 4:00pm	MCA LGB ISC (= MCA LGB + PEC) Pupil Experience Cttee
	Spring	Monday 11th January	2:00pm	Monday 4th January	In person		
	Spring	Monday 8th March	2:00pm	Monday 1st March	In person		
	Summer	Monday 26th April	2:00pm	Monday 19th April	In person		
	Summer	Monday 19th July	2:00pm	Monday 12th July	In person	2:00pm 2:45pm 3:30pm	Pupil Exp and MCPA LGB Pupil Exp and MCA LGB Pupil Exp and IVCS LGB
MCPA LGB	Autumn	Monday 14th September	1:00pm	Monday 7th September	In person	3:30pm	MCPA LGB (see above too)
	Autumn	Thursday 12th November	3:00pm	Thursday 5th November	In person		
	Spring	Wednesday 27th January	3:00pm	Wednesday 20th January	In person		
	Spring	Monday 22nd March	3:00pm	Monday 15th March	In person		
	Summer	Tuesday 18th May	3:00pm	Tuesday 11th May	In person		
	Summer	Monday 19th July	2:00pm	Monday 12th July	In person	2:00pm	Pupil Exp and MCPA LGB

Timings for the meetings on Monday 14.09.26:

1:00pm to 1:30pm	Tour of the new Transition Centre
1:30pm to 2:00pm	Lunch
2:00pm to 3:30pm	Training: Vision for the year (JR); Safeguarding (JM); Governance (JR/SB)
3:30pm to 4:30pm	Joint meeting of the Board of Trustees and the Interim Standards Committee
3:30pm to 5:00pm	MCPA LGB
4:30pm to 5:10pm	MCA LGB
4:30pm to 6:00pm	Board of Trustees

Timings for the meetings on Monday 16.11.26, Monday 11.01.27, Monday 08.03.27 and Monday 26.04.27:

2:00pm to 3:00pm	MCA's LGB
3:00pm to 4:00pm	ISC (= MCA LGB + PEC)
4:00pm to 5:00pm	PEC

Timings for the meetings on Monday 19.07.27:

2:00pm to 2:45pm	Joint meeting: Pupil Experience Committee and MCPA's LGB
2:45pm to 4:00pm	MCPA LGB
2:45pm to 3:30pm	Joint meeting: Pupil Experience Committee and MCA's LGB
3:30pm to 4:45pm	MCA's LGB
3:30pm to 4:15pm	Joint meeting: Pupil Experience Committee and IVCS's LGB
4:15pm to 5:30pm	ICVS's LGB

8.2 Business Plans for all governance groups

Finance and Audit Committee					
Business items	Relevant section in Terms of Reference	3:00pm Wed 25.11	3:00pm Wed 10.02	3:00pm Tue 13.04	3:00pm Tue 13.07
Election of chair	6.1.4	✓			
CFO report, to include update on IVCS onboarding	6.2.1	✓	✓	✓	✓
Scrutiny of the School Resource Management Self-Assessment Tool	6.2.6				
Budget for the upcoming financial year	6.2.8				✓
Agree internal audit 'book of work'	6.2.4	✓			
Management accounts	6.2.7	✓	✓	✓	✓
Capital projects update	6.2.11	✓	✓	✓	✓
Asset Management Plan review	6.2.10		✓		✓
Health and Safety report, with any audit outcomes	6.2.15	✓	✓	✓	✓
Audit actions	6.2.5	✓	✓		✓
End-of-year accounts	6.2.7				✓
Meeting with external auditors	6.2.16	✓			
Auditors' management letter	6.2.4	✓			
Year-end internal audit report	6.2.4	✓			
Risk register	6.2.9	✓		✓	
Academy Trust Handbook: updates and compliance	6.2.3	✓			
Approval of policies	6.2.17	As required			

Trust Board						
Business items	Relevant section in Terms of Reference	4:30pm Mon 14.09.26	3pm Mon 14.12.26	Away Day 20.01.27	3pm Mon 19.04.27	3pm Mon 05.07.27
Election of chair and vice-chair	5.1.3	✓				
Vision, Mission and Values	5.1.5.2			✓		
Safeguarding Vision	5.5		✓			
SEND Vision	5.5		✓			
Community engagement work	5.5		✓			✓
Executive Principal report, to include Strategy and KPI update, and overall performance of Trust schools	5.1.5.4, 5.1.5.6, 5.1.5.9, 5.5	✓ to include outcomes overview	✓	✓	✓	✓
Quality of teaching: overview	5.5					✓
Acceptance of Annual Report and Financial Statements	5.1.5.11, 5.1.5.12		✓			
Management of risk	5.1.5.15		✓			✓
Approval of policies	5.1.5.10	As required				
Admission arrangements	5.1.5.16		✓			
Governance report, including communication between tiers	5.1.5.1	✓	✓		✓	✓
Committee minutes/feedback	5.1.5.3	✓	✓		✓	✓
Determine executive pay, and ensure trustees are aware of the pay determination process	5.1.5.11		✓			
Adopt a succession-planning strategy for key postholders	5.1.5.1				✓	
Adoption of Governance Handbook, including committee structure, allocation of trustees to committees, appointment of link trustees, meeting dates etc	5.1.5.3, 5.1.5.14	✓				
Trustee training	5.1.5.3					✓
Appointment of governors	5.1.5.1	As required				

Members			
Business items	Relevant section in Terms of Reference	5:00pm, Wednesday 13.01.27 (Annual General Meeting)	5pm, Wednesday 05.05.27
Election of chair	4.1.5	✓	
Members' training update	4.1.7.7		✓
Executive update	4.1.7.2 <i>inter alia</i>	✓	✓ to include Growth Strategy
Required reporting (if any)	4.1.9	✓	✓
Receipt of Accounts	4.1.7.5	✓	
External Auditor update and Letter of Engagement	4.1.7.5	✓	
Governance update	4.1.7.4	✓ to include Skills Audit and Register of Interests update	✓
Appointment of trustees	4.1.7.4	As required	
Trust Board and Committee minutes	4.1.7.4	✓	✓

Pupil Experience Committee Committee						
Business items	Relevant section in Terms of Reference	4.00pm Mon 09.11	4:00pm Mon 11.01	4:00pm Mon 08.03	4:00pm Mon 26.04	2:00pm Mon 19.07
Election of chair	6.1.4	✓				
Pupil progress and achievement	6.3.1	✓			✓	
School performance data: overview, and scrutiny of LGB minutes in this area	6.3.2, 5.5	✓ (MCPA)		✓ (MCPA)	✓ (IVCS)	✓ (all)
Impact of general School Improvement strategies	6.3.5, 5.5	✓		✓		
Impact of strategies to improve underperformance, including pupil premium	6.3.4		✓			✓
Curriculum: intention, implementation, impact	6.3.8		✓			
Review of Relationship and Sex Education, and of Personal, Social and Health Education	6.3.9				✓	
Review of Personal Development across the Trust, including Careers Education provision	6.3.7					✓
Destinations data (MCA only)	6.3.7	✓				
Safeguarding report, including delivery and impact of training	6.3.11, 6.3.13	✓	✓	✓	✓	✓
Pupil well-being report, including how pupil views (i) are gathered and (ii) impact provision	6.3.7, 5.5		✓			
SEND report, to consider Trust-wide trends, and how effective provision is in each school	5.5	✓			✓	

Interim Standards Committee: MCA							
Business items	Relevant section in Terms of Reference	3:30pm Mon 14.09.26	3:00pm Mon 09.11.26	3:00pm Mon 11.01.27	3:00pm Mon 08.03.27	3:00pm Mon 26.04.27	2:45pm Mon 19.07.27
Election of chair	6.1.4	✓					
MCA LGB recruitment	6.5.1	✓	✓	✓	✓	✓	✓
School Self-Evaluation and Improvement Plan	6.5	✓ approved	✓ School Improvement Plan monitored at each meeting				
School safeguarding, including trends analysis, training impact, use of off-site directions etc	6.5.2, 6.5.3, 6.5.6, 6.5.7		✓		✓		✓
School attendance, including impact of improvement strategies	6.5.6		✓		✓		✓
School behaviour, including data analysis	6.5.5, 6.5.6		✓		✓		✓
Pupil progress report	6.5.10	✓		✓		✓	
Quality of teaching	6.5.12	✓		✓		✓	
Curriculum development	6.5.11	✓		✓		✓	
Learning from pupil voice; impact on strategy	6.5.14			✓			✓
Focus on EDI ⁶ work	6.5.15				✓		
School SEND provision, including trends analysis	6.5.9		✓			✓	
Communication to/from the Board of Trustees	6.5.14		✓	✓	✓	✓	✓
Approval of policies	6.5	As required					

Staff Experience Committee				
Business items	Relevant section in Terms of Reference	3:00pm Thu 19.11.26	3:00pm Thu 18.03.27	3:00pm tbc
Election of chair	6.1.4	✓		
HR report, to include: - updates on IVCS onboarding and TUPE implications - staff absence - staff well-being, including Annual Staff Survey results - staff resignations, retention and recruitment - staff development	6.4.6, 6.4.7/6.4.8, 6.4.9(c) and (d), 6.4.9(b)	✓	✓	✓
Equality, Diversity and Inclusion	6.4.11		✓	
JCC minutes/report	6.4.10	✓	✓	✓
Approval of Pay Policy, and Pay Awards, 2026/2027	6.4.1, 6.4.2	✓		
Risk register	6.4			✓
Pay gap reports	6.4.1	✓		
CEO Performance Management	6.4.9(a)	✓		
Performance Management of all other staff	6.4.9(a)	✓		
Review and make recommendations to the Full Board about Executive Pay	6.4.1	✓		
Approval of policies	6.4.3	As required		

⁶ EDI: Equalities, Diversity and Inclusion

MCPA LGB							
Business items	Relevant section in Terms of Reference	3:30pm Mon 14.09.26	3:00pm Thu 12.11.26	3:00pm Wed 27.01.27	3:00pm Mon 22.03.27	3:00pm Tue 18.05.27	2:00pm Mon 19.07.27
Election of chair	6.1.4	✓					
School Self-Evaluation and Improvement Plan	7.1.7	✓ approved	✓ School Improvement Plan monitored at each meeting				
School safeguarding, including trends analysis, training impact, use of off-site directions <i>etc</i>	7.1.7.1, 7.1.7.2, 7.1.7.5, 7.1.7.7		✓		✓		✓
School attendance, including impact of improvement strategies	7.1.7.5		✓		✓		✓
School behaviour, including data analysis	7.1.7.4, 7.1.7.5		✓		✓		✓
Pupil progress report	7.1.7.9	✓		✓		✓	
Quality of teaching	7.1.7.11	✓		✓		✓	
Curriculum development	7.1.7.10	✓		✓		✓	
Pupil/parent voice; impact on strategy	7.1.7.13			✓			✓
Focus on EDI work	7.1.7.14				✓		
School SEND provision, including trends analysis	7.1.7.8		✓			✓	
Communication to/from the Board of Trustees	7.1.7.13		✓	✓	✓	✓	✓
Approval of policies	7.1	As required					

9 Scheme of Delegation

9.1 Overview

The scheme of delegation sets out the structure and delegated remit of the trust's members, its board and committees. The Board of Trustees use this document to allocate roles and responsibilities across a range of operational areas for each layer within the trust (members, trustees, executive team, school leaders, and local governance).

In determining this Scheme, the Trustees have been mindful that:

- the academy trust is the legal entity with the board having collective accountability and responsibility for the academy trust and assuring itself that there is compliance with regulatory, contractual, and statutory requirements; and
- although trustees can choose to delegate certain powers, they cannot give up their legal duties to a third party – even to the members.

The Scheme will be subject to annual formal review. However, if the Trust Board deems it appropriate, changes may be made at any time the Board sees fit. The Trust Board has the absolute discretion to review, amend and/or terminate parts of the Scheme at any time and as it sees fit (subject to complying with the legal requirements upon it). As the Trust and the academies develop, so may the governance arrangements and accordingly the delegations that are in place. For example (and without limitation):

- changes may need to be made as a result of lessons learned and development of best practice;
- where weaknesses develop in an academy's leadership and governance, or in particular areas, the Trust Board may need to intervene and remove delegations (see section 8.2).

The Trust Board would welcome comments on the operation of the Scheme where it is felt that revisions should be made.

The delegation matrix that applies in respect of the Trust and its academies is set out below (in Appendix D). It is structured in accordance with the following index:

- **Accountable:** Ultimately answerable for the task being delivered. Delegates the task to those responsible. There should be only one group/person accountable for each task/decision.
- **Responsible:** Responsible for the delivery. Does the work to achieve the task. Can be shared between groups/individuals.
- **Consulted:** Needs to be involved before the decision is made. Communication is two-way – these are important stakeholders or have relevant specialist knowledge in the subject.
- **Informed:** Those to be kept up to date on progress. Communication is one-way and may be updated only when the decision has been taken or the task completed.

9.2 Additional support

The Trust Board and the LGBs share a common goal: the success and well-being of our students. Local delegation is the default, providing LGBs with the agency to shape their school's provision and identity.

Both the Trust Board and the LGBs recognise that academies may experience periods of challenge where additional expertise or oversight is required. In these circumstances, the Trust Board may move from a model of delegated governance to one of support.

This support model should be seen as a temporary, remedial, collaborative arrangement. It will not necessarily result in the withdrawal of delegated powers from the LGB; rather, it is intended to provide the academy with the additional capacity, specialist resource, and focused leadership oversight required to navigate complex issues and return to a stable, high-performing position. Central to this support will be a 'Review and Return' timeline, ensuring that as soon as the identified challenges are satisfactorily addressed, the full original scope of delegated powers is restored.

Circumstances under which this additional support might be triggered include:

- significant adverse findings in a safeguarding audit, or a serious breach of statutory health and safety requirements;
- a sustained downward trend in student outcomes or a significant, sustained drop in key progress indicators;
- an adverse Ofsted judgement (for example, a judgement of 'Urgent Improvement' in one or more areas);
- a deficit budget forecast or a failure over time to adhere to the Trust's financial management standards; or

- difficulties in governance (for example, challenges in recruiting to the LGB) that cannot reasonably be addressed through other means.

The nature of the support that will be put in place will be both proportional and bespoke. Examples that could be put in place as part of this support model at governance level include:

- pairing an experienced governor or Trustee with an LGB member to provide peer-to-peer coaching and skill development;
- high-intensity training sessions for the LGB focused on the specific area of challenge, ensuring the local team is empowered to manage the issue independently in the future;
- increased access to the Trust's Central Team to support the LGB to support the group as it navigates the identified challenges; and/or
- establishing a temporary 'Interim Improvement Body' with its own delegated powers to focus on the area of concern (in which case, this document will be amended to outline the new body's powers).

Appendix A Role description, and procedure for the election, for chairs and vice-chairs

A1 Role description for a chair

Unless otherwise stated, this role description applies to the chairs of all governance groups – the members, the Trust Board, Trust committees and Local Governing Bodies.

The chair must ensure effective and efficient conduct of the group's business, in particular by:

A1.1 Before a meeting

- agreeing with relevant staff the agenda for all the committee's meetings, with timings;
- through the Governance and Compliance Officer, inviting members of staff and professional advisors to Committee meetings to comment/advise on committee business as appropriate;

A1.2 During a meeting

- guiding each meeting through the items on the agenda, ensuring that adequate time is allowed for discussion on each item, and that the meeting finishes on time;
- giving definitive rulings on complaints and queries relating to the procedure and conduct of the meeting (the chair's decision being final);
- ensuring that only those who are entitled to speak (*ie*, those without a conflict of interest) are invited to do so;
- ensuring that all members are given the opportunity to express their views before decisions are taken, if necessary by asking individuals for their views;
- being aware of issues of unconscious bias, and how/why some groups (for example, those who are new to governance, or some groups with protected characteristics) may need particular encouragement to ensure their voice is heard;
- ensuring that there is a strong level of both challenge and support for Trust leaders;
- ensuring that all views are considered appropriately before decisions are made;
- ensuring there is clarity at the point of decision-making, particularly around who is responsible for any agreed actions, and in what timescales the action will be completed;
- assisting the clerk in ensuring an accurate record both of the challenge and of the agreed actions can be captured in the minutes;
- determining at meetings whether any late items will be accepted on to the agenda;

A1.3 After a meeting

- checking that the draft minutes accurately reflect the challenge, support and actions from the meeting;

A1.4 Between meetings

- reporting back at Trust Board meetings (a) the key themes of discussion at committee meetings, and (b) any issues arising or decisions required (LGB chairs if required, and Trust Board Committee chairs, only);
- attending, and contributing to the development of vice-chairs'/chairs' meetings⁷, and other meetings as appropriate;
- liaising with the vice-chair, so that they are involved in the group's business, and to facilitate succession planning;
- establishing a constructive relationship with relevant Trust leaders;
- liaising with Trust leaders to keep an overview of the affairs related to the terms of reference of the committee as appropriate;
- attending meetings with the Executive Principal on a sufficiently regular basis (Trust Board chair only);
- in line with agreed policy, reviewing and appraising the performance of, and dealing with disciplinary and any other personal matters concerning, the Executive Principal (Trust Board chair only);
- ensuring, when a vacancy arises, that the Executive Principal is replaced in a timely and orderly fashion (Trust Board chair only); and
- representing the Trust at public occasions (Trust Board chair only); and
- representing the relevant academy at public occasions (LGB chairs only).

⁷ Currently only the Members' chair, the Board of Trustees chair/vice-chair and LGB chairs/vice-chairs are invited to these meetings

A2 Role description for a vice-chair

This role description applies to the vice-chairs of all governance groups – the members, the Trust Board, Trust committees and Local Governing Bodies.

The vice-chair's specific duties are to:

- deputise for the chair in his or her absence;
- set the agenda for group meetings with the chair, if requested (see A1.1); and to
- attend Trust chairs'/vice-chairs' meetings (see A1.4).

A3 Procedure for the election of chairs and vice-chairs

The chair and vice-chair terms of office will run for one year, from the first meeting of the group in one academic year to the first meeting of the group in the subsequent academic year. The procedure for electing a member, trustee or governor to either position is as follows:

A3.1 Nominations

- At a meeting where a chair or vice-chair is to be elected, the clerk shall alert group members to the vacancy when the papers for the meeting are distributed. The clerk shall invite nominations from any serving member of the group except for those who are employed by the Trust (self-nomination being permitted). This must be done privately; the clerk must stress, when giving notice for such an election, that nominations should be sent to them alone, and not copied to the whole group. Board Committees must be chaired by trustees.
- At the meeting, the election shall be the first item on the agenda for the meeting. If the election is for the position of chair, the clerk shall chair this part of the meeting. The person chairing this part of the meeting shall state if any nominations have been received, and then ask those present at the meeting if there are any further nominations.
- Those nominated to serve as chair or vice-chair, and the Executive Principal (for elections at Trust level) or Headteacher (for elections at school level), must leave the meeting during the discussion about their appointment, even if they are the only candidates.
- Any unsuccessful candidates for the position of chair may, after the election, permit their names to go forward for consideration as vice-chair (if the position is open to election).

A3.2 Voting

- If more than one candidate has been nominated, a vote shall be held. The person chairing this part of the meeting shall determine whether this is done by a show of hands, or whether ballot papers shall be used. All members/trustees/governors present at the meeting, including those standing for office, shall be entitled to vote, unless they have a financial or pecuniary interest in the outcome.
- In the event of a tie, lots shall be drawn.

A3.3 Mid-year vacancies

If the position of chair falls vacant mid-year, the vice-chair shall act as chair until the next meeting (when a new chair will be elected). If the position of vice-chair falls vacant mid-year, an election shall be held at the next meeting. In both cases the term of office of the successful candidate shall be until the first meeting of the group in the subsequent academic year.

Appendix B Procedures for the election of a staff or parent governor (LGBs only)

B1 Election of Staff Governors

The staff governor's role is not to represent staff, nor to stand alongside school leaders in being held to account by the LGB, but to operate as part of the LGB to provide strategic leadership and to hold school leaders to account. LGB staff governors shall be elected for a four-year term by the staff based at the relevant academy in accordance with the process set out below.

B1.1 Nominations

When a vacancy arises, the clerk (or Headteacher) will write to all staff who are employed at the academy seeking nominees for the vacancy. Nominees will be asked to provide a short statement about why they are interested in being a staff governor, and how their background and experience makes them suitable for the role.

B1.2 Voting

If there are more nominees than places available, the clerk (or Headteacher) will write to all employed staff at the academy asking them to vote for their preferred candidate. Copies of the nominees' statements about their interest in the position must be included. In the event of a tied vote, lots will be drawn.

B2 Election of Parent Governors

Likewise, the parent governor's role is not to represent parents, but to operate as part of the LGB to provide strategic leadership and to hold school leaders to account. LGB parent governors shall be elected for a four-year term of office; if their child leaves the school during this four-year period, they shall be entitled to serve the remainder of their term of office. They shall be elected by those with parental responsibility for a child on roll at the relevant academy in accordance with the process set out below.

B2.1 Nominations

- When a vacancy arises, the clerk (or Headteacher) shall take reasonable steps to write to all those with parental responsibility for a child on roll at the academy seeking nominees for the vacancy. The letter must include details of what the role of academy governor entails, and the skills required for the post. The Trust is keen to ensure parents with the right skill-set serve on the LGB.
- Nominees will be asked to provide a short statement about why they are interested in being a parent governor, and how their background and experience makes them suitable for the role.

B2.2 Voting

- If there are more nominees than places available, the clerk (or Headteacher) will take reasonable steps to write to all those with parental responsibility for a child on roll at the academy, asking them to vote for their preferred candidate. If there both parent governor positions are being contested, voters may cast two votes. Copies of the nominees' statements about their interest in the position must be included with the ballot papers.
- An adult with parental responsibility for more than one child on roll at the academy is only entitled to one vote. For votes to be counted, the name of a child for which the voter has parental responsibility must be recorded on an envelope into which the voting paper is placed.
- Subject to the approval of the Executive Principal, voting may take place electronically, providing sufficient safeguards are in place to protect the integrity of the vote.
- In the event of a tied vote, lots will be drawn.

Appendix C Style guide for reports

This appendix sets out a 'house-style' for written reports to the Board of Trustees and Local Governing Bodies. Adopting a house style ensures greater consistency between reports, and helps maintain the already high standards of professionalism evident in such reports.

- As part of our sustainability drive, margins of report documents should be set to "Narrow" (1.27cm for Top, Bottom, Left and Right).
- Reports do not need a front page, but if authors wish to use one, a template is available in the Shared Area/General Admin/Corporate ID/Report Front Pages folder.
- Reports should have a clear title at the start, and the author, their role and the date at the end.
- If the report is confidential, please use a diagonal watermark 'CONFIDENTIAL'. If the report is not confidential, authors may wish to use the GMAT logo as a watermark. The graphic is available at Shared Area/General Admin/Corporate ID/Logos folder.
- Reports should use Calibri font. The font-size should be 11. Again, this is for reasons of sustainability.
- For Data Protection reasons, students must not be referred to by name, or even by initials (unless the papers are for a student disciplinary hearing, in which case the student in question should be referred to by name, and all other students as Student A, Student B etc, sequentially through the alphabet). Staff, on the other hand, may be referred to by name.
- If pictures of students are used in reports, they must not be recognisable – in particular, their faces should not be visible.
- Reports should not be written personally ("*Since the last meeting, I have...*"); actions should be reported factually, and if necessary using the passive voice.
- Where a specific decision is required by governors/trustees, this should be highlighted in the text (for example by using bold, or by using a text box).
- All abbreviations should be spelt out in full the first time they are used. The only exceptions are listed below:

➤ AI	➤ GMAT, IVCS, MCA, MCPA	➤ MAT
➤ BoT (Board of Trustees)	➤ GCSE	➤ Ofsted
➤ CEO, CFO, COO	➤ KPI	➤ SEND
➤ DfE	➤ KS (including KS1 <i>etc</i>)	➤ SATs
➤ EY and EYFS	➤ LGB	

...and standard committee names (*eg* FAC).
- All pages should be numbered, preferably at the bottom of each page. 'Page 1' or 'Page 1 of 1' are both acceptable.
- When passing documents to the clerk for publication to the Board, they should be sent as Word documents. This will enable the clerk to make any stylistic changes (or minor spelling corrections) if necessary – although please note that clerks do not offer a full proof-reading service. Documents will be converted to pdfs for publication on the Trust's governance platform (currently GovernorHub).

Appendix D Scheme of delegation matrix

Section A: Overarching governance

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
A1	Amending Articles of Association	A	C		R			- Trust Board consent required - Must be filed at Companies House along with copy of special resolution and any required forms
A2	Calling members' Meetings	A, R						Extraordinary meetings may be called by the BoT
A3	Appointing/removing members	A, R						- Process outlined within the Articles of Association – members can appoint/remove fellow members - Formal recruitment process includes interview, application form and suitability and due diligence checks (including DBS and related checks) - Details of each member and their business interests published on Trust website and GIAS, and filed with Companies House - Appropriate induction to be provided
A4	Managing member Register of Interests/Related Party Transactions and keep under regular review	A			R			- Governance Professional to co-ordinate and ensure relevant checks are completed Governance - Professional to ensure relevant statutory information is published on the Trust's website
A5	Holding Trustees to account for achieving the Trust's objectives, effective governance and working with the law and any guidance on the governance of MATs	A	R					- The Chair of the Board of Trustees attends members' meetings - Members invited to join the Trust Board Strategy meeting to discuss the key priorities for the year ahead
A6	Receiving the Statutory Accounts	A		C	R			Chief Financial Officer (CFO) responsible for presenting at the members' AGM
A7	Dissolving the company	A, R	C		C	C	C	In consultation with the BoT, Executive Principal, LGBs and Headteachers, the members can dissolve the company
A8	Reports to members	A	R		C			
A9	Appointing/removing member-appointed trustees	A, R	C		C			- Process outlined in Articles - Recruitment process, checks and induction are needed

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
A10	Appointing/removing co-opted trustees	I	A, R		C			- Process outlined in Articles - Recruitment process, checks and induction are needed
A11	Reviewing Trust Board skills, effectiveness and training	I	A		R			- Skills Audits to be completed annually and results presented to Trust Board meeting - Skills gaps to be taken into consideration when appointing
A12	Appointing/removing Chair of Trustees	I	A, R		I	I	I	- The term of office for both offices is one year - Trustees are able to nominate themselves to be elected for both positions - See Appendix A, section 3
A13	Appointing Vice Chair of Trustees	I	A, R		I			
A14	Appointing Governance Professional	I	A		R			
A15	Appointing Accounting Officer	I	A, R			I	I	- The Accounting Officer must be the head of the line management executive chain – ie the Executive Principal - S/he ensures regularity, propriety, value for money and that proper financial records and accounts are kept
A16	Allocating specific Trustee lead roles	I	A, R					- See Section 5.4 - All trustees continue to have responsibility for these areas, despite any allocation of specific roles
A17	Agreeing the Scheme of Delegation ('SoD') (annual review)	I	A, R		C	C	C	- The document will be reviewed annually or more frequently if there has been a change in management. - Where practicable, the Trust Board will consult with Committees and LGBs before determining the SoD - SoD to comply with the Memorandum and Articles of Association and other legal requirements, including any matters that are reserved to members - SoD to be published on the Trust website.
A18	Managing Trustee Register of Interests/Related Party Transactions and keeping under regular review		A		R			- Governance Professional to co-ordinate and ensure relevant checks are completed - Governance Professional to ensure relevant statutory information is published on the Trust's website
A19	Approving Trust Board's Annual Schedule of Business, and that of its committees		A, R		C	I	I	- To be shared with LGBs to inform their work - Chair of Board to lead, with governance advice and support with process, and appropriate advice and input from the Executive Principal

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
A20	Setting up any subsidiary company or linked charity		A, R		C	C	C	- Trust Board to keep the need for a subsidiary company under review, based on the Trust's trading and related activities - Legal and financial advice required
A21	Establishing and appointing Board Committees		A, R		C	I	I	- The Trust must have an Audit Committee – this can either be a dedicated Audit Committee or can be combined with another Committee. - Under the Articles of Association: ➤ the constitution, membership and proceedings of any Committee must be determined by the Trustees; ➤ the establishment, terms of reference, constitution and membership of any Committee shall be reviewed at least once in every twelve months; and ➤ the membership of any Committee of the Trustees may include persons who are not Trustees, provided that a Trustee Chairs such Committees; - Executive Principal to advise and support
A22	Establishing and appointing Local Governing Bodies		A		C	R		- Trust Board to delegate some matters (Safeguarding, SEND, Standards and Stakeholders) to LGBs - LGB composition to be agreed by the Trust Board - Formal recruitment process includes interview, application form and suitability and due diligence checks (including DBS and related checks) - Details of each Governor and their business interests to be published on academy's website, and appointments registered on GIAS - Appropriate induction to be provided
A23	Ensuring appointment checks, induction and training are provided to new members, trustees and governors		A		R	I		Governance and Compliance Officer to oversee
A24	Appointing LGB Chair		A		C	R		- Chair elected in line with the process given in Appendix A - The term of office for the LGB Chair is one year

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
A25	Appointing LGB Vice Chair					A, R		- The term of office for is one year - Governors are able to nominate themselves to be elected - See Appendix A, section 3
A26	Managing elections for the appointment of Parent Governors and Staff Governors of the LGB		I		I	A	R	Governance Professional and Headteacher to complete the process using the procedure set out in Appendix B
A27	Allocating specific lead Governor roles				C	A, R		- See Section 7.3.2 - Link governors should work with respective BoT links - All governors continue to have responsibility for these areas, despite any allocation of specific roles
A28	Managing Governor Register of Interests/Related Party Transactions and keep under regular review					A	R	- Governance Professional to co-ordinate and ensure relevant checks are completed - Governance Professional to ensure relevant statutory information is published on the school's website
A29	Reviewing LGB effectiveness		A		R		C	- This should dovetail with the Trust Board's reviews of their own effectiveness; trustees may set a template - Conclusions to be fed into the BoT's review of governance effectiveness and may affect future levels of delegation - LGBs to participate as required in any external review of governance required by the Trustees. - Chair of LGB and Clerk to advise and support with process
A30	Completing LGB skills audit		I			A, R		- Skills Audits to be completed annually and results presented to both Trust Board and LGB - Skills gaps to be taken into consideration when appointing and when determining delegation
A31	Ensuring effectiveness of leadership and management in individual academies		A		R	C	C	LGB Chair to support performance management of the Head
A32	Ensuring the quality of teaching, learning and assessment, personal development and best outcomes for pupils		A		R	C	R	

Section B: Strategy and Leadership

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
B1	Ensuring the Trust is financially viable, run in accordance with its Articles and law, and meeting its charitable objectives		A	C	R			Trust's finances to be scrutinised through the Finance and Audit Committee providing reassurance to the Trust Board.
B2	Setting Trust vision and ethos statement		A		R	C	C	- Trust Board responsible for setting the Trust's overall vision and strategy. - Executive Team responsible for implementation.
B3	Setting strategic objectives and KPIs of Trust and determine Trust Development Plan and review process		A		R	C	C	- Trust Board responsible for setting the strategic objectives and determining the Trust Development Plan - Executive Team responsible for ensuring objectives are met and for reporting progress against Development Plan. - Development Plan must be in line with strategic objectives.
B4	Determining Trust Self Evaluation Form (or equivalent)		A		R	C	C	- SEF to reflect progress against Development Plan - Executive Principal to prepare based on Academy SEF
B5	Setting academy vision and ethos statement		A		C	C	R	- Must fit with Trust vision and ethos (Executive Team and Heads' Group to ensure) - Headteachers responsible for implementation - Headteachers to lead in formulating for LGB scrutiny
B6	Setting academy strategic objectives and KPIs		A		C	C	R	- Must fit with Trust strategic objectives, KPIs and Development Plan (Executive Principal to ensure) and reflect OfSTED outcomes - Development Plan must be in line with strategic objectives - Headteacher (in conjunction with the Executive Principal) to lead in formulating for LGB scrutiny
B7	Determining Academy Development Plan and review process		I		C	A	R	- Development Plan must be in line with strategic objectives - Headteacher (in conjunction with the Executive Principal) to lead in formulating for LGB scrutiny
B8	Completing Academy Self Evaluation Form (or equivalent)		I		C	A	R	- SEF to reflect progress against Development Plan. - Executive Principal to scrutinise and report on outcomes to the Trust Board

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
B9	Involvement in OFSTED inspections		As required				A	- Trustees and/or governors and/or to be involved as appropriate in OfSTED inspections - The Headteacher will notify the Executive Team, Chair of the Board and the Chair of the LGB when an inspection has been notified, and what involvement is needed from the Board and the LGB, according to agreed procedures
B10	Ensuring statutory policies are in place, approved and reviewed in line with statute and guidance		A	C	R	C	C	- Needs to dovetail with Annual Schedule of Business - An internal Policy Tracker is managed by the Associate Vice Principal and the Governance Professional - Relevant policies to be consulted with LGB or Board Committee prior to approval by the Trust Board, as appropriate
B11	Ensuring compliance with all regulation, policies and other statutory obligations		A	All involved are responsible for ensuring compliance in their area				- Trust Board is ultimately accountable - All others are responsible for compliance
B12	Reviewing/challenging the spend of pupil premium/sports funding and recovery funding in terms of educational outcomes and narrowing the achievement gap				C	A	R	- Challenge provided by the LGB during LGB meetings - LGB to progress any substantial issues to the Trust Board
B13	Setting the growth model and determine protocol for considering taking on new academies/Free Schools (including due diligence arrangements)	I	A	C	R		C	- Executive Team to manage process in accordance with agreed protocol - This should include the need for a conversion plan to deal with pre- and post-conversion matters, with an overall Project Manager identified, and the need for appropriate HR, finance, buildings, legal, governance advice. Full due diligence to be carried out for potential new academies
B14	Deciding to take on a new academy/open a new Free School	I	A	C	R			- Trustees must look carefully at all aspects of a potential academy prior to recommending an academy is taken on/new Free School established, given the impact that the decision may have on the academies already in the Trust - Finance and Audit Committee to review and challenge any financial impact on the Trust

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
B15	Approving legal documentation associated with academy conversions	I	A	C	R			- Trustees must understand the documentary framework and what is being agreed to by entering into it - Trustees will obtain appropriate HR, legal, finance, buildings, governance advice as appropriate
B16	Agreeing structural collaboration and partnership agreements		A		R	C	C	- Trust level collaboration/partnership agreements to be entered into by trustees with advice from Executive Team - Academy level collaboration/partnership agreements to be entered into by trustees following a recommendation from LGB or committee
B17	Academy closure or re-brokerage (termination of Funding Agreement)	I	A	C	R			- DfE consent required - DfE may enforce closure or re-brokerage in appropriate circumstances - Trustees to obtain appropriate advice
B18	Academy amalgamation/merger	I	A	C	R	C	C	DfE consent required.
B19	Agreeing other significant changes to an academy (<i>eg</i> potentially contentious proposals, changes to premises, change of age range)		A		R	C	C	DfE consent may be required
B20	Setting the framework for the times of academy sessions and academy term dates				C	A	R	
B21	Approving and maintaining risk process and approving the risk appetite		A	R	C			- Trust Board approves the Trust Risk Register annually - The Finance and Audit Committee holds oversight of strategic risks across the Trust and reports to the BoT - Chief Financial Officer (CFO) is supported by the Central Executive Team
B22	Reviewing and completing Trust Risk Register			A	R			- Chief Financial Officer (CFO) is responsible with support from the Central Executive Team - Finance and Audit Committee accountable for review and scrutiny of Trust level risks.
B23	Reviewing and completing academy level Risk Register				C	A	R	- Headteacher is responsible with support from the Central Executive Team - LGB accountable for review/scrutiny of academy level risks

Section C: Staffing

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
C1	Approving Trust staff structure framework		A	C	R			- To be approved within budget and with due regard for HR and Finance policies and procedures - HR to ensure all recruitment is in accordance with key regulations and a fair process - Executive Principal to agree and approve staffing appointments from pre-recruitment to appointment - CFO to prepare costed staffing structure to be consulted with FAC and approved by Trust Board - FAC to critically appraise staffing structure of academies, Central Executive Team and community staff
C2	Approving academy staff structure framework				A	C	R	- Headteacher to lead, with Executive Principal approval - Central Executive Team HR and finance to advise - LGBs to be consulted and to check that staff structure aligns to curriculum requirements
C3	Setting terms and conditions of employment, Trust wide HR policies and procedures and Staff Handbook		A	C	R	C	C	- Trust Board holds accountability for ensuring compliance, with delivery carried out by the Executive Principal, and where required, delegated to the Headteacher. - Policies to include: Appraisal, Pay, Disciplinary, Grievance, Capability, Safer Recruitment
C4	Carrying out DBS Checks and maintaining the Trust level and academy level Single Central Records		A		R for Trust staff	I	R for Academy staff	- Trust Board hold overall accountability for compliance - Delivery carried out by Central Executive Team (trust level) and Headteacher (academy level) - LGB informed of any issues at academy level
C5	Maintaining Register of Interests for staff members with significant financial control – for both Trust level and academy level		A		R for Trust staff	I	R for Academy staff	- Trust Board hold overall accountability for compliance. - Delivery carried out by Central Executive Team (Trust level) and Headteacher (academy level) - LGB informed of any issues at academy level
C6	Appointing, suspending and dismissing of the Executive Principal		A					In accordance with Trust approved HR policies. The Trust Board are responsible for the process delivery

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
C7	Performance management of the Executive Principal/approving Executive pay		A, R					- Trust Board responsible for ensuring compliance will all requirements as laid out in the Academy Trust Handbook - Trust Board must ensure its decisions about levels of executive pay follow the Trust's robust evidence-based process
C8	Agreeing staff appointments to Central Team		I	I	A, R			- Trust Board holds overall responsibility for ensuring compliance, with the appointment delegated to the Executive Principal. who may delegate to appropriate line managers - Pay and Personnel Committee informed within HR Reports presented at meetings
C9	Performance management and pay review of Central Team staff members			I	A, R			- The Executive Principal is accountable for all Central Team performance management and pay reviews, but may delegate responsibility to appropriate line managers - Pay and Personnel Committee informed within HR Reports presented at meetings - Must be in accordance with Trust-approved HR policies
C10	Suspending Central Team staff members		I	I	A, R			- Trust Board holds overall responsibility for ensuring compliance, with the decision delegated to the Executive Principal., who may delegate to appropriate line managers - Pay and Personnel Committee informed within HR Reports presented at meetings - Must be in accordance with Trust approved HR policies
C11	Dismissing Central Team staff members		I	I	A, R			- Trust Board holds overall responsibility for ensuring policy compliance, with the decision delegated to the Executive Principal, who may delegate to appropriate line managers. - Pay and Personnel Committee informed within HR Reports presented at meetings - Must be in accordance with Trust approved HR policies - Trust Board to determine any termination/settlement agreement payments of Central Team staff members.
C12	Approving applications for early retirement			I	A, R			- Must be in accordance with Trust approved HR policies - Pay and Personnel Committee informed within HR Reports presented at meetings

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
C13	Approving applications for secondment			I	A, R			• Must be in accordance with Trust approved HR policies. • Pay and Personnel Committee informed within HR Reports presented at meetings.
C14	Appointing, suspending and dismissing of Headteacher		I		A, R	C		• Trust Board holds overall responsibility for ensuring compliance, with the appointment delegated to the Executive Principal. • Must be in accordance with Trust approved HR policies. • Central Executive Team and LGB members to interview. • Trust Board informed within HR Reports presented at meetings. • Line managed by Executive Principal.
C15	Determination of headship arrangements in an emergency/interim situation		I		A, R	C		• LGB to participate as appropriate depending upon urgency • Trust Board informed within HR Reports presented at meetings
C16	Performance management and pay review of Headteacher				A, R	C		• The Executive Principal is accountable for all Headteachers' performance management and pay reviews with support from the LGB Chair • Must be in accordance with Trust approved HR policies
C17	Setting approach to academy staff structure, including appointments and dismissals, with regard to statutory requirements				A, R	I	R	• Executive Principal holds overall accountability for ensuring compliance, with delivery carried out by the Headteacher • To be undertaken with due regard for the budget and in line with Trust approved HR policies and procedures • LGB informed within HR Reports presented at meetings
C18	Appointing academy Senior Leadership Team				C	I	A, R	• Headteacher holds overall accountability for ensuring compliance with Trust approved HR policies and procedures • Process is managed by the Headteacher
C19	Appointing academy staff members				C	I	A, R	• Headteacher holds overall accountability for ensuring compliance with delivery carried out by the appropriate line manager (in line with approved policy) • Must be in accordance with Trust approved HR policies and procedures • Process is by Headteacher or other SLT member

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
C20	Performance management and pay review of academy staff members (excluding the Headteacher)				C	I	A, R	- Headteacher holds overall accountability for ensuring compliance, with delivery carried out by the appropriate line manager (in line with approved policy) - Must be in accordance with Trust approved HR policies and procedures
C21	Certifying changes in contracts				A	C	R	- Integrated HR and payroll system ensures all amendments and changes are done electronically - Executive Principal accountable with Headteacher responsible for delivery - Must be in accordance with Trust approved HR policies and procedures - LGB/Headteacher: Ensures in year contractual/salary changes are within approved budget
C22	Suspending academy staff members (excluding the Headteacher)				C	I	A, R	- Headteacher holds overall accountability for ensuring compliance, with delivery carried out by the appropriate line manager (in line with approved policy) - Must be in accordance with Trust approved HR policies and procedures
C23	Dismissing academy staff members (excluding the Headteacher)		C		C	C	A, R	- Headteacher holds overall accountability for ensuring compliance, with delivery carried out by the appropriate line manager (in line with approved policy) - Two Committees required: one to decide, and one to hear any appeal - LGB and Executive Principal to determine any termination/settlement agreement payments - Trust Board receive/process appeals, as per policy
C24	Ensuring Safer Recruitment practices are followed in academy level appointments		A		C	I	R	- Trust Board holds overall accountability for ensuring compliance, with delivery carried out by the Headteacher - Must be in accordance with Trust approved HR policies and procedures
C25	Oversee compliance with equality legislation		A		R		R	

Section D: Pupil matters

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
D1	Setting Trust approach to curriculum and assessment in line with national curriculum and context of the academy		A	C	R		C	- The Trust Board is accountable for ensuring statutory requirements are met - Curriculum must be balanced and broadly based and comply with the terms of any curriculum policy/requirements determined by the Trust Board
D2	Setting and delivering academy curriculum and assessment in line with Trust approach		I		C	A	R	Headteacher is accountable for implementation in consultation with Executive Principal.
D3	Maintaining standards of teaching		I		A	I	R	- Headteacher responsible for observing and evaluating performance at academy level and securing improvement under oversight of Executive Principal - Trustees and members to receive agreed level of reporting - Analysis of standards information to be provided by Headteacher to LGB
D4	Oversight of pupil progress and attainment		I		A	I	R	- Trust Board must have access to objective, high quality and timely data to ensure robust accountability - Headteacher responsible for pupil progress and attainment at academy level and securing improvement under oversight of Executive Principal - Analysis of standards information to be provided by Headteacher to LGB
D5	Approving Religious Education Policy and ensuring provision in line with policy		I		C	A	R	- Although the Trust Board remains accountable for ensuring statutory requirements are met, the LGB have the delegated function to approve the policy - Headteacher is responsible for implementation with oversight from Executive Principal - Must be delivered in line with curriculum / Funding Agreement and any emerging areas of government guidance
D6	Arranging examinations		I		C	A	R	Headteacher to ensure appropriate arrangements put in place for examinations

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
D7	Approving Collective Worship Policy and ensuring provision in line with policy		I		C	A	R	In all three cases: - Trust Board is accountable for ensuring statutory requirements are met; LGB approve the policy - Headteacher is responsible for implementation with oversight from Executive Principal
D8	Approving SMSC Policy and ensuring provision in line with policy		I		C	A	R	
D9	Approving Sex and Relationships Policy and ensuring provision in line with policy		I		C	A	R	
D10	Approving Off-site Visits Policy and ensuring provision in line with policy		I		C	A	R	- Trust Board is accountable for ensuring statutory requirements are met; LGB approve the policy - Headteacher is responsible for implementation with oversight from Executive Principal - Must comply with Trust Health and Safety policies - Annual health and safety checks will quality assure that academies are following Evolve procedures - All residential trips to be approved by the LGB
D11	Delivering careers guidance		I		C	A	R	LGB to ensure compliance is achieved with the Head responsible for ensuring careers guidance is delivered
D12	Extended services: Determining the framework for community and after academy provision			I	C	A	R	- LGB delegated function to approve framework - Headteacher is responsible for implementation with oversight from Executive Principal
D13	Approving Pupil Premium Strategy for publication		I		C	A	R	- Headteacher to prepare, review and publish Pupil Premium Strategy (including costing) as required - Reviewed and approved by LGB annually
D14	Delivering Early Years Foundation Stage (EYFS)		I		C	A	R	- EYFS policies/procedures set in line with EYFS framework - LGB accountable for approving the EYFS Policy/framework - Headteacher responsible for monitoring the academy's evaluation of the quality of EYFS provision - Trust Board receive annual reports on compliance, standards and proposed actions to address any issues

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
D15	Setting and approving behaviour and welfare policies (behaviour, exclusions)		I		C	A	R	- Trust Board is accountable for ensuring statutory requirements are met; LGB approve the policy - Headteacher is responsible for implementation with oversight from Executive Principal
D16	Determining off-site directions		A		C		R	Headteacher makes the decision but must have sign-off from the Executive Principal or their nominee
D17	Reviewing off-site directions		A		C		R	- Headteacher is responsible for arranging review meetings at least every 10 weeks (frequency depends on individual circumstances, and is determined by Headteacher and Executive Principal or their nominee) - Review meeting has delegated power (a) to continue an off-site direction and (b) if it is continued, for how long
D18	Agreeing Home School Agreements (if required)				C	I	A, R	Headteacher is responsible for implementation with oversight from Executive Principal and LGB
D19	Pupil Exclusions: ensuring correct responsibilities for determining exclusions in line with DfE guidance				C	A	R	Academies must follow the standard operating procedure/statutory guidance set out by the DfE
D20	Keeping pupil attendance registers, monitoring patterns of attendance		I		C	A	R	- Trust Board holds accountability for ensuring overall compliance, with delivery carried out by the Headteacher and overseen by the Executive Principal - Deep dive focus at one LGB per year - Trustees to receive agreed level of reporting
D21	Ensuring Annual Safeguarding Report is filed with the Trust Board		A		R (Trust)	C	R (Academy)	Headteacher to present Annual Safeguarding Report to LGB; Executive Principal to present Annual Safeguarding Report to Trust Board
D22	Approving Safeguarding and Child Protection Policy		A (all), R (Trust)		C	R (Academy)	C	

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
D23	Ensuring effective safeguarding procedures and setting additional safeguarding policies		A		R (Trust)	C	R (Academy)	- Trust Board to ensure safeguarding arrangements are in place having regard to the statutory guidance 'Keeping Children Safe in Education' - Headteacher to implement at academy level, overseen by Executive Principal - Additional policies include: Prevent/Looked after Children/Safer Recruitment.
D24	Monitoring safeguarding issues within an academy		I		C	A	R	- LGB accountable for monitoring safeguarding issues in an academy. Headteacher to take responsibility, with oversight from the Executive Principal - Trust Board to be informed of any issues
D25	Provision of school meals		I		C	A	R	- Must include provision of Free School Meals to those eligible - Must be in accordance with nutritional standards
D26	Determining Admissions Policy		I		C	A	R	LGB to approve all relevant admission arrangements, and the Admissions Policy, in line with the Code
D27	Admissions application decisions		I		C	A	R	- Headteacher responsible for coordinating and managing process - Must be in accordance with published admission arrangements/Local Authority - Must co-ordinate with the Local Authority as appropriate
D28	Setting up an independent admission appeals panel				C	A	R	Governance Professional to advise

Section E: Accessibility

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
E1	Approving and implementing Accessibility Plan		I		C	A	R	- Plan for increasing accessibility to disabled pupils (curriculum, physical environment, information) - Headteacher responsible for implementation, with oversight from Executive Principal
E2	Determining equality information and objectives statement and equality objectives		A, R		C	C	C	- Trust Board accountable for ensuring for approval and overall compliance - Requirement to draw up and publish equality objectives every four years and annually publish information demonstrating how meeting the aims of the general public sector equality duty
E3	Determining SEND and inclusion policies		I		C	A	R	- LGB accountable for ensuring for approval and overall compliance - Inclusion policies to include social disadvantage, equality, disability discrimination, looked after children, pupil premiums - LGBs to have an SEND link governor (see Section 7.3.2) - Headteacher to implement at Academy level (overseen by Executive Principal)
E4	Reviewing and challenging effectiveness of SEND and inclusion policies and decisions		A		R (Trust)	A	R (Academy)	
E5	Approving the SEND Information Report		I		C	A	R	- SEND Information Report to be updated annually; any changes occurring during the year should be updated as soon as possible - Information Report to contain details about the implementation of the SEND Policy in line with DfE guidance

Section F: Finance

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
F1	Appointing the Chief Financial Officer (CFO)	I	A		R			- The Trust must appoint a CFO to act as the Trust's Finance Director, business professional or equivalent - The Trust Board appoints the CFO with the Executive Principal responsible for the delivery of the recruitment process
F2	Appointing / removing external auditor	A	R	C	C			- Statutory auditor to be appointed by the members with recommendation provided BoT in consultation with FAC and CFO - CFO to advise and manage process
F3	Ensuring compliance with ESFA requirements		A	C	R			- Compliance must be ensured in areas including novel, contentious and repercussive transactions, disposal of land and assets and use of Academy Allocation Fund, use of academy premises - BoT to ensure compliance with the Central Executive Team delivering on all requirements
F4	Delivering annual report and accounts with regard to accounts consolidation exercises required by DfE	I	A	C	R			- BoT to approve the annual report and accounts. - Annual report and accounts to be filed with the DfE and Companies House, and published on the Trust's website - External Auditors to review and sign off - Trustees and Accounting Officer to approve/sign relevant sections - Members scrutinise annual report and accounts at the AGM
F5	Setting delegated authority limits for financial transactions	I	A	C	R			The Trust Board approves the delegated authority limits
F6	Establishing financial policies, procedures and regulations	I	A	C	R			- BoT to approve finance policies as developed by the CFO in consultation with FAC - Polices to include: Investment Policy, Procurement Policy, Charging and Remissions Policy, Reserves Policy. - CFO to report to Trustees on any material concerns about operation of policies.

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
F7	Agreeing the financial charging model for Trust (including academies)	I	A	C	R		C	The Trust Board approves the financial charging model as developed by the CFO in consultation with FAC
F8	Overseeing the planning and preparation of the Trust budget and academy budget, ensuring it links to the Trust Strategy and Asset Management Plan.			A	R	I	C	- CFO to develop a budget timescale in accordance with Trust reporting deadlines - CFO/Finance Team to prepare budgets with the help of Heads, and in consultation with the Executive Principal - FAC to oversee the preparation.
F9	Approving a balanced budget for the Trust	I	A	C	R			BoT to approve the budget which has been developed by the CFO/Central Executive Team and in consultation with the Finance and audit Committee
F10	Monitoring Trust-wide cash position	I	A	C	R			BoT accountable for holding oversight of cash management across the Trust in consultation with FAC
F11	Approving a balanced budget at academy level	I	A	C	R	C	C	- This is a key role for FAC, and must be done in line with overall Trust budget - Chief Finance Officer to support and advise - LGBs to make recommendations with support and advice from academy Finance Manager
F12	Monitoring academy cash position	I	I	I	C	A	R	- LGB are accountable for holding oversight of cash position for the academy in consultation with the CFO - Headteacher responsible for monitoring academy cash position - Expenditure must be in line with agreed budget
F13	Monitoring Pupil Premium spend including Year 7 literacy and numeracy catch-up and PE and sport premium		I		C	A	R	The LGB is accountable for the monitoring with information provided to the Trust Board as required
F14	Approving transfer between budgets headings (virements) within agreed limits.		A, R (over £50k)	C	A, R (between £10k and £50k)	C	A, R (under £10k)	- All virements in aggregate exceeding £10,000 in any one term between departments must be reported to FAC - Headteacher in conjunction with LGB has authority for virements up to £10,000.

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
F15	Sharing regular management accounts and forecasts		A	C	R			• CFO to prepare management accounts every month setting out its financial performance and position • BoT to ensure budget forecasts for the current year and beyond are compiled accurately • BoT review management accounts that have been prepared by the CFO at least six times each year • CFO to share monthly management accounts with the BoT Chair
F16	Agreeing the annual audit programme		A	C	R			• BoT, in consultation with FAC, are responsible for approving the annual programme of internal scrutiny as put forward by the CFO
F17	Receiving External and Internal Audit Management letters and findings reports / ensuring recommendations are actioned		A	C	R			• FAC receive letters and findings for scrutiny and provide recommendation to the BoT for approval • External and Internet Auditors invited to FAC to present findings • Actions to be implemented by CFO
F18	Ensuring security and maintaining inventory of all Trust assets (lands and buildings stock and cash)		A	C	R			• CFO to prepare and update Trust Asset Register/Asset Management Plan ('AMP') • FAC to review of AMP regularly • BoT to approve Trust-wide medium- to long-term AMP
F19	Checking annually the inventory to verify the location and condition of each asset with Trust policy		A	C	R			
F20	Authorising the disposal of unusable or obsolete equipment included in the inventory		A, R (over £20k)	C	A, R (between £10k and £20k)	C	A, R (under £10k)	• CFO to obtain written ESFA approval for disposal of an asset for which capital grant of £20k+ was paid • Headteacher/CFO to sign off any disposals up to £10k • Executive Principal to sign off any disposals between £10k and £20k • FAC to review and approve disposals over £20k

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
F21	Acquisition and disposal of freehold land & buildings, heritage asset and write-offs and liabilities (subject to £250,000 ceiling)		A	C	R			• CFO to present any proposed write-offs to FAC • Trustees to receive and approve in accordance with the Academy Trust Handbook ('ATH') • FAC to review and recommend to BoT on all major acquisitions and write-offs in excess of either 1% of annual income or £45,000 individually; or 2.5% or 5% of annual income cumulatively • CFO to review Write-off Policy and process and authorise and under ESFA threshold, and to ensure compliance with regulations
F22	Approving a Lettings Policy and fees		A	C	R			• BoT, in consultation with FAC, are responsible for approving the Lettings Policy as put forward by the CFO • Annual review of Lettings Policy and business plan to be part of budget cycle
F23	Ensuring that all contracts and agreements conform with finance policies and procedures		A	A, R (over £25k)	A, R (between £10k and £25k)	C	A, R (between £2.5k and £10k)	• Finance Team to review all orders prior to any commitment being given and approve • Financial levels of approval: ➢ Headteacher in conjunction with LGB to authorise all orders between £2.5k and up to £10k ➢ Executive Principal to authorise over £10k and up to £25k ➢ FAC to approve orders over £25k (tenders required) • All Capital expenditure requires prior approval as part of Trust AMP and budgetary process • LGB to review/approve Academy specific agreements in accordance with GMAT financial and procurement policies
F24	Investment: Setting aside funds in cash reserves		A	C	R			• CFO to ensure Trust investments are in compliance with funding documents, such as Funding Agreements and Trust Risk and Investment Policy • FAC review and make annual recommendation to BoT
F25	Approving a scheme for paying Trustee / Governor allowances		A	C	R	I	I	• Trust Board, in consultation with the FAC, are responsible for approving the scheme as put forward by the CFO • LGBs/Headteachers informed of the Trust-wide scheme.

Section G: Health and Safety, Insurance, Use of Buildings

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
G1	Setting and approving health and safety policies and procedures		A		R	I	C	- BoT to ensure compliance with health and safety legislation, including food safety, supporting pupils with additional health needs, first aid and fire safety - Central Executive Team responsible for ensuring appropriate health and safety procedures are in place in line with approved policy and are operating effectively - Headteachers to implement policy at academy level and oversee operation of procedures - Trust to be covered under the DfE's Risk Protection Arrangement
G2	Ensuring adequate insurance cover is in place		A		R			BoT to ensure that adequate insurance cover in compliance with their legal obligations is in place
G3	Approving capital projects / building works		A		R	C	C	- LA lease should be checked prior to any works on LA land and any necessary consents obtained - All necessary DfE approvals must be obtained
G4	Delivering academy capital projects / building works / maintenance		I	C	A	C	R	All necessary DfE processes must be followed
G5	Arranging and implementing site security		I		A	I	R	- Central Executive Team to oversee overarching arrangements Trust-wide - Headteacher responsible for delivery at academy level
G6	Determining Permissible External and Community Use Policy (letting / licencing / shared use arrangements)		I		A, R		C	- Central Executive Team accountable for establishing and implementing policy - Annual review of Lettings Policy and business plan to be part of budget cycle - Policy to determine how income is allocated
G7	Managing external and community use				A	I	R	Must be in accordance with agreed policy

Section H: Communication, Information and Complaints

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
H1	Preparing and publishing Trust prospectus		A		R	C	C	
H2	Preparing and publishing academy prospectus				A	C	R	
H3	Preparing and publishing the Trust website		I		A, R			Central Executive Team to ensure legal compliance and that it dovetails appropriately with academy websites
H4	Preparing and publishing the academy website				C	I	A, R	Headteacher to ensure legal compliance, supported by Central Executive Team
H5	Establishing Freedom of Information Policy and publication scheme		A, R		~~R~~			BoT approves the Freedom of Information Policy which has been developed by the Data Protection Officer ('DPO')/Central Executive Team.
H6	Approving press statements		A (Trust)		A (Academy) R (Trust)		R (Academy)	- All press statements to be overseen by Central Executive Team - Press statements referring to Trust as a whole or of a controversial nature to be referred to the Trust Board for approval, or to the Chair where a statement is time critical
H7	Approving Complaints Policy and Procedure Statement		A		R			- Policy to provide for local management of complaints, with escalation to Trust Board where necessary - Policy to include appropriate reporting at Executive Principal and LGB level.
H8	Implementing Complaints Policy and Procedure Statement				A (All) R (Trust)		R (Academy)	- Executive Principal to implement in relation to Trust-wide complaints - Headteacher to implement in relation to academy complaints, overseen by Central Executive Team. - Executive Principal to report to Trust Board on any material concerns about operation of policy
H9	Approving Data Protection Policy		A		R			BoT to approve policy which has been developed by the DPO/Central Executive Team

Decision		Members	BoT	BoT Committee	Executive Principal	LGB	Academy Head	Comment/Note
H10	Implementing Data Protection Policy				A	C	R	• DPO to implement Trust-wide • Headteacher to notify LGB and DPO of any material concerns/breaches • DPO to report any material concerns/breaches to BoT • Headteacher to oversee any FOIs
H11	Implementing GDPR compliance: controlling systems, security and privacy of data		A	C	R (Trust)	C	R (Academy)	• BoT to ensure GDPR compliance, in consultation with LGBs, at academy level • CFO, DPO and IT Manager responsibility for Trust-wide implementation • FAC to complete annual review of GDPR compliance and report to BoT • Headteacher responsible for academy level implementation
H12	Retaining personal data and financial information in a secure way		A		R (Trust)	C	R (Academy)	• BoT to ensure GDPR compliance, in consultation with LGBs at academy level • DPO responsible to ensure that personal data and financial information management and storage is compliant • Headteacher responsible for academy level implementation
H13	Retaining pupil records (including attendance register)				I	I	A, R	
H14	Approving an ICT Strategy		A		R	C	C	• BoT to approve strategy which has been developed by the Central Executive Team • ICT Strategy to align with long term Trust Business plan/strategy and form part of Trust AMP • Headteacher and LGBs consulted, to facilitate link to medium- and long-term ICT plan for teaching and learning