



Governance Handbook 2025-2026

Document control

Date Approved	September 2026
Date for Review	September 2027
Authorised By	Trust Board
Published Location	Trust Website
Document Owner	Trust Board / CEO
Version	Vs7

Contents

Contents.....	2
1. Welcome.....	5
2. Our Vision	6
3. Our Mission	6
4. Our Shared Ethos	6
5. Our Trust Behaviours	6
6. Our Universal Sikh Values	7
7. Purpose of the Trust	7
8. Excellence and Equity for All Children in A Sikh Context	9
8. Strategic Objectives 2023-2026	11
9. Introduction.....	15
10. Trust Governance Structure.....	15
11. Governance Roles & Responsibilities.....	16
10.1 Members	16
10.2 Trustees	17
10.3 Trust Board Committees.....	18
10.4 Annual Requirements:.....	18
10.5 Chief Executive Officer (CEO), /Executive Team and Principals	19
10.5 Role of the Accounting Officer.....	19
10.6 Local Advisory Boards (LABs).....	20
11. Responsibilities of the Local Advisory Board	22
11.1 Our LAB Governors monitor:	22
11.2 Skills and Characteristics of Governors of the LAB:.....	23
11.3 Local Advisory Boards Structure	24
11.4 Principal.....	24
11.5 Parent Governors	24
11.6 Appointment and Removal of Governors	25
12.0 Terms of Reference.	25
12.1 Membership of the Trust's Committees.....	25
12.2 Quorum	25
12.3 Attendance at Meetings	25
12.4 Frequency of Meetings	26
12.5 Purpose	26
12.6 Minutes	26
12.7 Ethos, Vision, and Values	26
12.8 Key Governance Activities	26
12.9 Avoiding Duplication	28

12.10	Trustee Monitoring Visits	28
12.11	Local Advisory Boards	29
12.12	Recommended Model Local Advisory Board Agenda	30
12.13	Clerking Arrangements	30
	Agenda:	31
	Minutes:	31
	Additional annual activities:	31
12.14	Recommended Governance Annual Work Plan	32
12.	Annex 1 – Appointment and Removal of Governors.....	34
13.	Annex 2 – Proceedings of the LAB.....	37
Annex 3	Local Advisor Board Governor Role Description	40
	LAB Governors work together to carry out their core functions:	40
	Monitoring and evaluating Academy performance	40
	Panels and committees	41
	Contribution to the Local Advisor Board	41
	Expenses	41

About this Handbook

This Handbook is designed to give general advice on Trust Governance, and information specific to One Multi Academies Trust.

The handbook should be read in conjunction with the following documents:

- [Academy Trust Handbook](#)
- [The Academy Trust Governance Guide](#)
- [Financial Support and Oversight for Academy Trusts](#)
- [Trust's Articles of Association](#)
- [Scheme of Delegation](#)

Many of those involved in governance may be experienced Governors, Leaders, or Academy staff, and are familiar with general governance practices. However, they may not be fully aware of the specific responsibilities within a Multi-Academy Trust (MAT) or the distinct roles of MAT Trustees and Members.

This Handbook serves both as an introduction and a reference guide, regardless of your current role or level of experience. It is underpinned by the Department for Education's Governance Handbook, Role Descriptors, and the Academy Trust Handbook 2026.

At One Multi Academies Trust, we believe that effective governance should draw on the knowledge and insight of the whole community in which each Academy operates. As such, the delegation of responsibilities to Local Advisory Boards focuses on what matters most: safeguarding, pupil outcomes, the quality of teaching, the curriculum, and the overall quality of education, alongside meaningful engagement with the local community.

1. Welcome

Dear Members, Trustees and Governors,

Thank you for putting your time and expertise to good use the Trust and its Academies really could not exist without your commitment to the role.

As a Trust, we aim to become the leading provider of inclusive Sikh Academies with an enviable reputation for academic achievement, personal development and breadth of enrichment opportunities set within a spiritual and caring environment.

The Trust provides support to Academies within our Trust and beyond our gates as part of our civic duty and commitment to service of others. Education remains our core business, and is at the heart of what we do, through school improvement, staff development, and enabling our young people to excel.

The Trust also takes responsibility for financial and resource management that delivers efficiency, effectiveness, and economies of scale so that our Academies can concentrate on what matters: the education and welfare of young people. Thirdly, all our Academies are based on the Sikh ethos and universal Sikh values. We support our Academies in nurturing the distinctive ethos and culture of "Together As One" family.

This ethos and our universal Sikh values will ensure that our young people will be poised to make a positive contribution in multi-cultural Britain.

All successful Academies share the presence of effective governance; it is a vital ingredient in the long-term achievement of an Academy and a Trust. We hope the information contained within this Handbook will be helpful to you. Throughout the year, we encourage you to share your thoughts and experiences.

Thank you once again for your ongoing commitment to our Academies and the educational experience our children receive.

Susan Jackson and Manmeet Singh
Co-Chairs, One Multi Academies Trust

Mrs Anita Kaur Notta
CEO/ Accounting Officer, One Multi Academies Trust

2. Our Vision

Together as ONE, we cultivate a nurturing and inspiring environment where every individual can achieve and thrive. We ignite a passion for learning while shaping well-rounded, wholesome young people. United as a family, we empower everyone to strive towards becoming the best version of themselves.

3. Our Mission

Opportunity for every individual to succeed through inspiring teaching, high expectations, and a supportive environment. **Nurturing** growth through values-driven education that fosters character, faith, and a love of learning. **Empowering** our community to excel by providing the tools, skills, and encouragement to achieve and thrive in all aspects of life.

4. Our Shared Ethos

We pride ourselves in the strong community ethos that exists within our Academies, allowing all stakeholders to have the opportunity to flourish. Our ethos is based on the following principles:

- Kirat Karni means to live and earn through an honest life
- Naam Japna means to meditate and recite God's name.
- Vand Chakna means to contribute and share within our wider community.

We have taken inspiration from these principles to mean:

TOGETHER AS ONE; WE LIVE TO LEARN AND LEARN TO SHARE.

5. Our Trust Behaviours

- Truth: We stand in Truth
- Humility: We practice Humility
- Excellence: We strive to Excel
- Service: We exist to Serve

6. Our Universal Sikh Values

Our values are the foundation of our schools. They are woven in all aspects of school life, whether that be through our strong pastoral provision or our broad and balanced curriculum offer.



7. Purpose of the Trust

The purpose of our Trust is:

- ☐ To serve the Sikh and other communities in England by establishing and running inclusive exceptional Academies that meet the needs of Sikh/ or other parents and are based on inclusive universal Sikh values, which are attractive to ALL families.
- ☐ To contribute to the wider sector to improve the quality of provision for all children through service leadership.
- ☐ To run and maintain Academies in a professional way where leaders strive to achieve exceptional Quality of Education and welfare provision for our pupils.
- ☐ To ensure the rapid improvement of Academies through our School Improvement framework.
- ☐ To act as a vehicle for enabling the sharing of best practices and the economies of scale to be achieved across our Academies through our strong educational focus and teams.
- ☐ To support other Sikh and/or non-Sikh schools where we work in partnership based on a model that appeal to both parties.

The Trust will act as the lead sponsor for any Sikh or non-Sikh school that wishes to become an Academy or for schools being directed to become sponsored Academies by the Department of Education, subject to a due diligence process.

Our expectation of the Trust and our Academies are:

- ☐ Strong and capable leaders who lead by example
- ☐ Commitment to exceptional education and opportunities for all by all
- ☐ Excellent working relationships with colleagues, based on mutual respect and Trust
- ☐ Demonstrating our inclusive universal Sikh values in our daily behaviours and interactions with all stakeholders of the Trust.

As a Trust, the way we wish to grow is to:

- ☐ Ensure strong success in each of our current Academies ~~a Good or Outstanding~~ endorsed by Ofsted ratings, and a robust ONE MULTI ACADEMIES TRUST infrastructure before opening any other Academies.
- ☐ Support and develop our staff to ensure the highest possible teaching and learning standards across all our Academies. We will develop and nurture our staff through CPD and well – being.
- ☐ Develop partnerships with other Sikh schools and non-Sikh Schools to form hubs around the UK that can be stronger together.

We have identified a set of Trust priorities for Growth within our Strategic Objectives for the next 3 years:

- To explore the growth of our Trust, as a small-sized Trust. To take on opportunities to grow with the right schools in the right area.
- To focus on our current partnership schools for growth and consolidation, based around the development of two existing schools (Midlands and London region)
- To establish 2 Hub structures, basing growth firmly around our current geographical locations and setting up clusters of schools that can support each other.
- To remain focused on our Universal Sikh values as the foundation of our growth, considering a 2 phase model of Sikhs schools and non-Sikh schools.
- To strengthen our central services team in order to increase efficiencies and economies of scale

We run the Trust on the following principles:

- ☐ Openness and transparency, building Trust, respect and integrity with all members of the Trust family.

- ❑ Ensuring we lead by example at every aspect of leadership, demonstrating our universal Sikh values.
- ❑ Operate an effective and efficient organisation that is accountable at all levels.
- ❑ Seek continuous improvement and innovation.
- ❑ Operate an effective governance framework that ensures our long-term success.

8. Excellence and Equity for All Children in A Sikh Context

Education or Vidyaa (Knowledge) is inevitably a process of change; it is self-evident that no child starting school will be the same when they leave. What is essential is that the change is for good and that the guiding principles of that change are based on sound educational, moral, and humanitarian values.

To achieve that state, children must be highly literate and numerate to access all that the world has to offer. In addition, they must be able to confidently and competently use technology to help them on that journey. Life's fullness also requires each child to know about the world and its history, to be able to appreciate nature, meditation, art, and music in their many forms, and to have healthy, active minds and bodies.

A person who can truly be described as educated does not just have a vast bank of knowledge; they have the ability to use that knowledge for their own good and the good of humanity. Therefore, developing a strong spiritual and moral framework based on Universal Sikh values is an essential part of the education that we offer.

The Three principles of Sikhi, Naam Japna, Vand Chanka and Kirat Karna, form our ethos, which in turn drive our Universal Sikh values that are the foundation of the Trust and its Academies. This ethos and values should be evident in the whole life of the Academy, in the relationships between all members of the Academy community, pupils, staff, and parents, and how we treat each other with kindness, respect, and compassion. For the same reason, we want our Academies to be inclusive and work with local religious organisations and serve their local community by welcoming those of all faiths and none, nourishing and cherishing every child.

There should be explicit evidence of fulfilment in the Academy's worship (for faith Academies) and in high-quality Religious Education where children will learn about the Sikh faith and other world religions so that they can understand other people's points of view and learn to live in harmony with those about them.

Every child is unique and precious and must be given a chance to flourish in a healthy, safe and secure environment and have their individual skills, talents, and spiritual development nourished so that they bloom and prosper. ~~Personal Development forms part of the Trust's commitment to ensure that our pupils will have every opportunity to demonstrate service to others, leadership and values, which in turn will allow them to develop further.~~

The EmpowerONE Curriculum complements and enriches the National Curriculum, ensuring that every child is equipped with the knowledge, skills, values and experiences needed to flourish in an ever-changing world. Rooted in our Universal Sikh values and commitment to developing the whole child, EmpowerONE encompasses five interconnected strands: Personal Development, Artificial Intelligence, Careers, Financial Literacy, and Oracy and Communication. Embedded across the educational experience of every pupil, it develops confidence, aspiration, resilience, digital and financial literacy, communication and leadership, preparing our children not only for academic success, but to become compassionate, confident and world-ready citizens who make a positive contribution to their communities and the wider world.

The Board and its committee members recognise their responsibility towards the common good, not just of the Academies for whom the Trust is responsible, but of all the families and communities in the areas served by the Trust.

8. Strategic Objectives 2023-2026

We will achieve this by working towards the following strategic priorities and goals:

STRATEGIC PRIORITY 1: Highest standards of academic excellence through the Quality of Education

Our educational strategies are defined by the highest standards of academic excellence and will focus on providing a stimulating, broad, and inclusive education for all.

- A culture of honest self-evaluation and development, which prioritises student success, is at the heart of every action and initiative taken in our schools
- Teaching and learning is stimulating, inspirational, individualised for ALL learners and challenges the student beyond their independent ability
- Assessment strategies focus on developing learning through a refined understanding of student's voice and interactive feedback
- Excellent use is made of the data collected to monitor progress, outcomes and implement school wide improvements
- Continued Professional Development programmes are personalised and designed to develop and nurture highly skilled teachers and encourage innovation within a collaborative culture
- The curriculum design is broad, contextualised, taking into account careers and destinations and extends beyond the classroom into the school environment, where a culture of good behaviour, strong personal development, curiosity, and participation in extracurricular learning is a normal way of life for the "Khalsa Student"
- Staff and students and parents feel valued for their contribution to school. Their unique personal qualities and abilities are recognised and appreciated, yet they are professionally challenged and held to account by Leaders.
- Leaders, Trustees, and Governors recognise and reward success

STRATEGIC PRIORITY 2: sustainable, strong Governance and leadership capacity at all levels

Ensuring leadership at all levels have the highest expectations of themselves and others in order to develop a strong culture of excellence and standards.

Goals:

- Trustees, Governors, and Leaders have a clear and ambitious vision for providing high-quality, inclusive education for all students and especially the disadvantaged and SEND students

- Trustees, Governors, and Staff have strong shared values based on the Sikh ethos and practice as defined by the supreme temporal and spiritual authority, the Akaal Takhat, in Amritsar
- A strong culture of safeguarding is driven by the leadership of the Board across all its schools
- Trustees continue to provide robust oversight and strong leadership to challenge, and performance manage the CEO and executive team across educational outcomes, financial performance, risk management, and the wellbeing and safety of staff, and students in readiness for Trust growth.
- Those in positions of Governance at all levels of the Trust continue to be knowledgeable, experienced, fully trained, and confident in performing their roles successfully
- A highly robust risk and control policy and framework covering the full range of strategic risks, including operational and financial, underpins strategic decision making
- Clear and consistent systems support the Trust in carrying out forensic data analysis and using data and assessment efficiently and effectively to inform each school's improvement strategy and actions.

STRATEGIC PRIORITY 3: SAFEGUARDING AND WELLBEING

Embedding an organisational culture that prioritises safeguarding and wellbeing focusing on efficient systems, effective practice, and meaningful engagement

Goals:

- Trustees and school leaders ensure that robust policies and procedures are in place following statutory guidance, good practice guidance, and legislation and that these are rigorously implemented and embedded in practice by all staff
- Protecting children from harm is central to the culture of our schools, and clear systems are in place for safer recruitment and for referring or reporting to relevant organisations as soon as concerns are identified
- Safeguarding information is communicated, displayed, posted in all appropriate places, and proactive awareness raising is underpinned by proper and accessible staff training continuously
- Enhanced safeguarding risks at certain points of practice and organisational interface are understood, as is the need for safeguarding to be increasingly responsive to the context of our students' lives
- Health and wellbeing are an integral element of the Trust's educational philosophy and vision, and this is recognised in the appointment of a Trustee to champion staff and student wellbeing across the Trust
- The schools provide a holistic education which balances academic achievement with social, physical, emotional, and mental wellbeing as

well as providing an extensive personal development programme consisting of a wide, rich set of experiences.

- A robust curriculum includes rich experiences that develop students' character and fosters personal growth, citizenship, and sustainable patterns of living

STRATEGIC PRIORITY 4: strengthen stakeholder engagement

Schools are anchored institutions in the community engendering a sense of pride in pupils, parents/carers and the local communities of our schools.

Goals:

- ☐ Trustees, Governors, and Leaders ensure that mechanisms are in place to engage meaningfully with all students, parents/carers, and staff to create a sense of Trust and shared ownership of the organisation's strategy, vision, and operational performance
- ☐ Leaders, governors and Trustees have a deep, accurate understanding of the school's effectiveness informed by the views of students, parents/carers, and staff
- ☐ Strong and robust relationships with parents/carers, staff, students, and local communities exist in all schools, and everyone knows that their opinion matters
- ☐ Active community representatives on the Local Advisory Boards reach out and engage with the local community
- ☐ Hold annual events that are well attended by the students, parents/carers, staff, local community and professional organisation representatives
- ☐ Build positive and constructive relationships with ALL stakeholders such as the local communities that serve our schools, the Local Authorities, the Department for Education, MPs etc.
- ☐ Build strategic partnerships and links with other Sikh schools, Trusts and national organisations to collaborate on joint initiatives, such as school improvement.

STRATEGIC PRIORITY 5: ACCOUNTABILITY AND FINANCIAL PERFORMANCE

We want to manage finances in the best way to ensure the best outcome for our pupils and ensure strong financial stability.

Goals:

- ☐ Trustees and Leaders maintain robust and effective Governance to ensure the ongoing viability and efficiency of the Trust through effective business and financial planning
- ☐ Ongoing financial scrutiny and oversight by the Trustees and Leaders to ensure optimal financial performance and the Trust continues to remain in a good financial position.

- Efficient use of resources to maximise the outcome for pupils and public money is well spent adhering to the “value for money” principle.
- Capital projects are well designed, financially viable, and executed without introducing additional risk to the Trust and its schools.
- Internal controls and risk management is continually managed by Trustees, Executive Team and school Leaders to ensure it is operating effectively
- Ensure we have robust systems and control processes in place to ensure compliance with relevant regulatory requirements including but not limited to HSE, Data protection, safeguarding, Accounting requirements and regulatory registers and submissions (GIAS & Annual Accounts).

Transparency and assurance to stakeholders through independent external financial and internal control audits

STRATEGIC PRIORITY 6: STRATEGIC PARTNERSHIPS AND GROWTH

We want to explore the growth of our small-sized Trust. To take opportunities to grow with the right schools in the right areas.

Goals:

- To explore the growth of our Trust, as a small-sized Trust. To take on opportunities to grow with the right schools in the right area.
- To focus on our current partnership schools for growth and consolidation, based around the development of two existing schools (Midlands and London region).
- To establish 2 Hub structures, basing growth firmly around our current geographical locations and setting up clusters of schools that can support each other.
- To remain focused on our Universal Sikh values as the foundation of our growth, considering a 2 phase model of Sikhs schools and non-Sikh schools.
- To strengthen our central services team in order to increase efficiencies and economies of scale

9. Introduction

Effective governance is the cornerstone of a successful Multi-Academy Trust (MAT). It ensures that every decision made is in the best interests of pupils, staff, and the wider community. This Trust Governance Handbook provides a clear framework for how governance operates within our Trust, outlining roles, responsibilities, and processes that enable transparency, accountability, and strategic leadership.

Our aim is to create a governance structure that supports educational excellence while maintaining compliance with statutory requirements and best practice standards. This Handbook serves as a practical guide for Trustees, Local Advisory Board (LABs), and Senior Leaders, ensuring clarity in decision-making and consistency across all Academies within the Trust.

By following the principles set out in this handbook, we strengthen our collective ability to deliver high-quality education, safeguard resources, and uphold the values that define our Trust. Governance is not just about oversight—it is about collaboration, challenge, and support to achieve the very best outcomes for every learner.

10. Trust Governance Structure



Our approach to Governance is;

1. Single Line of Accountability
2. No duplication or overlap of functions
3. Underpinned by effective communication

11. Governance Roles & Responsibilities

10.1 Members

In accordance with the Academy Trust Handbook and the Trust Articles of Association, Members play a vital role in ensuring effective governance, but they are not involved in the day-to-day management of the Trust. That responsibility lies with the Trust Board (the Trustees), who are the key strategic decision-makers.

Members are the custodians of the governance of the Trust. They are the originally the signatories to the Memorandum of Association and approved the Trust's initial Articles of Association, which set out the governance framework and operational principles of the Trust. The Articles also outline the process for appointing and removing Members, as well as the number of Trustees Members may appoint to the Trust Board.

Members have specific powers and responsibilities, including:

- Appointing and removing Trustees (up to six, as per Article 50).
- Receiving the Trust's annual report on performance from the Board of Trustees.
- Approving any changes to the Articles of Association via special resolution.
- Ensuring the Trust remains compliant with its charitable objectives and maintains high standards of governance.

To maintain a clear separation of powers and uphold the Department for Education's expectations, Members should be independent of the Trust Board. While Members may also serve as Trustees, this should be the exception rather than the norm. Importantly, Members must not be employees of the Trust or any of its Academies (Article 12A).

The Department for Education strongly recommends that Trusts have at least five Members, and the Trust adheres to this guidance. Furthermore, the Articles require that at least 20% of Members must be non-Sikh to ensure diversity and broad representation (Article 12).

This separation between Members and Trustees is essential to preserve objectivity and ensure Members can hold the Board to account effectively, particularly in relation to governance and strategic oversight.

10.2 Trustees

The Trust is a charitable company, so Trustees are both charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and company Directors. Because Trustees are bound by both charity and company law, the terms 'Trustees' and 'Directors' are often used interchangeably. For example, the National Governors Association (NGA) uses the term Trustee to avoid the possible confusion caused when executive leaders are called Directors but are neither company Directors nor Trustees.

The Trust Board is the leadership body responsible for the strategic direction, governance, and oversight of the Trust. As outlined in the Academy Trust Handbook, the Trust Board ensures that the Trust operates effectively, delivers high-quality education, and complies with legal and funding obligations. Trustees are expected to uphold strong values, maintain financial integrity, and engage meaningfully with stakeholders including parents, staff, and the wider community.

The Trustees are responsible for the general control and management of the administration of the Trust, and in accordance with the provisions set out in the Memorandum and Articles of Association and its funding agreement, it is legally responsible and accountable for all statutory functions, for the performance of all Academies within the Trust, and must approve a written Scheme of Delegation of financial powers that maintain robust internal control arrangements.

The Board of Trustees has the right to review and adapt its governance structure, including removing delegation.

The Board of Trustees consists of up to 10 Trustees, and the Members appoint the majority of the Trustees (six). In addition, up to 2 members of the senior management team can be appointed (e.g., CEO and another). In addition, up to 2 Academy Directors are drawn from the Academies.

Core Role of the Trust Board

The Trust Board is the legal entity with collective accountability and responsibility for the Trust. It must ensure compliance with regulatory, contractual, and statutory requirements. Key functions include:

Strategic Leadership:

- Defines the Trust's vision for high-quality and inclusive education.
- Establishes and fosters the Trust's culture.
- Sets and champions the Trust's strategy.

- Determines what governance functions are delegated to the local tier.

Accountability and Assurance:

- Oversees operations and performance, including education quality and pupil welfare.
- Ensures appropriate use of funding and effective financial performance.
- Maintains safe and well-managed estates.

Engagement:

- Maintains strategic oversight of relationships with stakeholders.
- Involves parents, schools, and communities in decision-making through meaningful engagement.

Governance Standards

Trustees must:

- Apply the highest standards of conduct.
- Ensure robust governance, which is critical for effective financial management.
- Comply with charitable objectives, company and charity law, and funding agreement obligations.

10.3 Trust Board Committees

The Trust Board may establish committees to carry out some of its governance functions, including making decisions. However, any decisions will be deemed the Trust Board's decisions. The membership and responsibilities of Board committees are set out in the Committee's terms of reference. The Trust Board appoints committee Chairs and committee members according to their skills.

The Board of Trustees is required to establish a risk and audit committee, which must be formally appointed by the Board. The committee plays a key role in overseeing internal scrutiny and ensuring effective risk management across the Trust. Trustees are collectively responsible for maintaining the Trust as a going concern, ensuring financial sustainability and compliance with statutory and contractual obligations.

10.4 Annual Requirements:

On an annual basis all Trustees must complete, declare and sign the following documents:

- **Code of Conduct Declaration**

Trustees must annually confirm their commitment to the Trust's Code of Conduct, which outlines expectations for ethical behaviour, confidentiality, and adherence to the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, and leadership)

- **Register of Business Interests**

Trustees must complete and update to date Register of Business Interests form annually. This includes:

- Any financial interests.
- Governance roles in other educational institutions.
- Relationships that could influence decision-making

- **Declaration of Interests Form**

Trustees must declare any personal or pecuniary interests that may conflict with their duties. This is reviewed annually and updated as needed to ensure transparency and prevent conflicts

10.5 Chief Executive Officer (CEO), /Executive Team and Principals

The CEO, Executive Team and Principals have delegated responsibility for the operation of the Trust, including the performance of the Trust's Academies. The CEO performance manages the Academy Principals.

The CEO leads the Executive Team and will delegate executive management functions to the Executive Team and is accountable to the Trust Board for the performance of the team. The Executive Team includes the CEO, Chief Financial and Operating Officer (CFOO, including Financial Management, ICT, Estates, Health and Safety and Compliance), Director of Education and Senior HR Manager.

10.5 Role of the Accounting Officer

The Accounting Officer is appointed by the Trust Board and is responsible for ensuring the Trust operates with integrity, financial accountability, and in compliance with statutory obligations.

Key duties include:

- Ensuring regularity, propriety, and value for money in the use of public funds.
- Overseeing financial controls, risk management, and internal scrutiny.
- Confirming the feasibility of decisions and raising concerns with the Department for Education (DfE) where necessary.
- Signing the Statement of Regularity, Propriety and Compliance in the annual accounts.
- Ensuring the Trust complies with the Academy Trust Handbook, funding agreement, and relevant legislation.

The Academy Trust Handbook outlines the Accounting Officer role for Trust Board reporting, with responsibilities that ensure transparency, accountability, and compliance with public sector standards.

Key responsibilities for Trust Board reporting include;

1. Assurance to the Board

The Accounting Officer must personally assure the Board of Trustees that the Trust is meeting its obligations for:

- Regularity (appropriate use of funds)
- Propriety (ethical standards)
- Value for money (efficient and effective use of resources)
- Feasibility (practical and sustainable decisions).

2. Reporting on Compliance

The Accounting Officer is required to report to the board on how the Trust is complying with:

- The Academy Trust Handbook
- The funding agreement
- Managing Public Money principles.

3. Raising Concerns

If the Accounting Officer believes the Trust Board is acting in a way that breaches these obligations, they have a duty to raise concerns—first internally, and if unresolved, with the Department for Education (DfE).

4. Annual Statement

The Accounting Officer must sign a statement of regularity, propriety, and compliance as part of the Trust's annual accounts, which is reviewed by external auditors and submitted to the Trust Board for approval.

5. Supporting Strategic Oversight

The Accounting Officer provides regular updates to the board on:

- Financial performance
- Risk management
- Internal controls
- Operational delivery.

Transparency and Documentation

All reporting must be evidence-based, clearly documented, and made available for scrutiny by Trustees and, where appropriate, the public.

10.6 Local Advisory Boards (LABs)

Local Advisory Boards are constituted to provide local scrutiny and challenge to the Principal and Senior Leadership Team within the individual Academies.

The LAB exercises the powers and responsibilities delegated to them by the Trust Board. Details of these powers and duties are set out in the Scheme of Delegation and other key policies.

The LAB Board role is to focus on the importance of monitoring educational standards and Academy life as well as local community engagement and accountability to stakeholders.

11. Responsibilities of the Local Advisory Board

The duties of LAB Governors include:

For further details – see Annex 3 Role Description:

- Ensuring good Governance of the Academy, using the agreed level of delegation and reporting.
- Representing the Academy's vision and aims per One Multi Academies Trust vision and ethos while ensuring individual Academies aims and objectives are relevant to local needs.
- Supporting the Principal and Senior Leadership Team while managing a positive relationship based on challenge and support (also known as being a critical friend) and monitoring.
- Positively engage with key stakeholders, including parents/carers, pupils, staff, and the wider community. LAB Governors work collaboratively and not act independently when representing the Trust or Academy.
- Establishing and reviewing Academy-level policies and procedures, reflecting One Multi Academies Trust expectations and values, and bringing them to the attention of the CEO if any doubt exists.
- Working within the expectations of the Terms of Reference (ToR) between One Multi Academies Trust and LAB.
- Where Governors wish to raise concerns regarding conduct or governance breaches, they must notify the Governance Professional and/or Co-Chairs of Trustees directly and confidentially.

11.1 Our LAB Governors monitor:

- The achievements, quality of teaching and learning and behaviour within the Academy by reviewing pupil outcomes and curriculum offer, ensuring that all pupils needs are catered for, including the compliance of the Academy website.
- The Academy Development Plan (SDP) and Self Evaluation Form (SEF)
- Attainment and progress reports, including Pupil Premium, SEND, LAC and Sports Premium, and challenging where needed.
- LAB Governors should engage with the local community and build positive relationships with all stakeholders, including coordinating and supporting activities and forums. LAB Governors must inform the Principal in advance if they plan to engage, with community members during an event in the community. LAB Governors should work collaboratively and not act independently when representing the Trust or Academy.

11.2 Skills and Characteristics of Governors of the LAB:

- The Trust Board requires all appointed LAB governors to demonstrate the commitment and a willingness to support the aims of Trust as a whole.
- The skills required to contribute to the effective Governance and the success of the Academy.
- A solid commitment to the values of One Multi Academies Trust and the individual Academy.
- The inquisitiveness to question, analyse and challenge,
- A willingness to learn and undertake training as required and appropriate.
- The ability to listen and reflect.
- A willingness to devote the necessary time and effort to the Academy's business, including reading papers, attending meetings, attending training sessions and other relevant events.
- An understanding and acceptance of the duties and responsibilities set out in the Scheme of Delegation and Trust policies.
- Effective communication skills and a willingness to ensure effective communication between the LAB and the Trust Board.
- An ability to hold others to account for their professional practice.
- Good independent judgement.
- Experience of schools (as a former governor, a parent, or a member of staff) or the relevant skillset from the local or broader community.
- LAB Governors need to take a full and active role in fulfilling the role assigned to them by the Trust Board. This will include regular visits to the Academy and developing the connections to ensure Governance is effective.
- Uphold integrity, accountability, and public Trust. In accordance with the Governance Code of Conduct and adhere to the Seven Nolan Principles of Public Life.

11.3 Local Advisory Boards Structure

The structure of the LAB is very similar to a traditional Governing Body and is detailed below:

Elected Parents	Elected Staff	Appointed by the Trust (LAB Governors)	Principal	Total
2	1	6	1	10

The following is the minimum number of governors appointed by the Trust on each LAB (where possible):

Governor Profiles	Keys Skills and Experience
A minimum of two educationalists, one of whom should have experience of SEND provision	Qualified teacher SENDCO Senior Leader
A minimum of three representatives from the local faith and or community organisations	Representatives from the local Sikh and non-Sikh faith communities

The Trust may appoint additional governors with specific skills based on the needs of the Academy and in accordance with the Scheme of Delegation.

11.4 Principal

The Principal is responsible and accountable for the day-to-day management of the Academy for all aspects of school life, including safeguarding, educational performance, health and safety, premises management.

The Principal is accountable to the CEO and reports to the Local Academy Board (LAB), the Board of Trustees and relevant Trust Board Committees on matters delegated to them. This includes responsibilities for monitoring and scrutinising the Academy's educational performance, financial management, and operational processes.

11.5 Parent Governors

Parent LAB Governors bring an essential perspective but have the same responsibilities to the Trust as other local governors and need the same skills. Their role is to support the Trust and Academy LAB to which they are elected too and affiliated, rather than act as parent representatives.

Having parents on the LAB is not a substitute for broader parental engagement. The role of a parent governor is to bring a parental perspective to governance by

representing the wider parent body, rather than acting as a spokesperson for individual parental views.

One Multi Academies Trust places considerable emphasis on engaging with the parent and faith community.

11.6 Appointment and Removal of Governors

Without prejudice, the Trustees' have the rights to amend the LAB terms of reference at any time, where the Trustees have concerns about the performance of a LAB, the following action may be taken via a process;

- ☐ require the relevant LAB to adopt and comply with a governance action plan in such form as determined by the Trustees;
- ☐ suspend or remove any or all of the matters delegated to the LAB;
- ☐ suspend or remove any or all of the governors of the relevant LAB;

All LAB Governors must undergo a standardised vetting process, including role-specific interviews, skills audit, and signed acceptance of the role description, declaration and code of conduct

Further details of appointment and removal are covered in Annex 1 and LAB Terms of Reference.

12.0 Terms of Reference.

The terms of reference are reviewed annually. The key tasks for each Committee are set out below. Please see the Trust' Terms of References for further details.

12.1 Membership of the Trust's Committees

- ☐ The Trust Board shall appoint Committee Members, and one member of the Trust Board will chair the meeting and have the necessary background and/or qualifications to undertake the role effectively.
- ☐ Each Committee shall consist of not less than three Members.
- ☐ Committee Members are appointed to the Committees according to their skills.
- ☐ The Committee Chairs will be elected on an annual basis by the Trust Board.

12.2 Quorum

A quorum shall be three Trustees.

12.3 Attendance at Meetings

- ☐ The Chief Executive Officer, The Chief Financial and Operations Officer, and other executive leads such as the Director of School Improvement

and the Principal of the respective Academies shall typically attend meetings, or parts thereof, at the Committee's invitation.

- ☐ The Chair of the Trust, other Trustees, and senior officers may also attend if invited by the Committee's Chair. The Chair of Trustees retains the right to participate in any meeting.
- ☐ Meetings are not open to the public.

12.4 Frequency of Meetings

Meetings shall be held not less than three times a year.

12.5 Purpose

The Trust Board authorises the Committees by virtue of the Scheme of Delegation to:

- ☐ Investigate any activity within its terms of reference; and
- ☐ Seek any appropriate information required from any Staff Member within the Trust. All Staff Members shall be directed to co-operate with any request made.
- ☐ Fulfil the Academy Trust Handbook requirements and any updates; any directions from the DfE and Regional Director.

12.6 Minutes

- ☐ Committees are required to provide a record of their meetings for inspection by the Trust Board and others in line with the Trust's publication guidance. Minutes are to be kept up to date and held within the secure digital area.
- ☐ Meetings will be professionally clerked.

12.7 Ethos, Vision, and Values

Trustees are accountable and responsible for setting and developing the Trust's strategic objectives and the character, mission, and ethos of both the Trust and the individual Academies. In addition, committees are required to support the delivery, implementation, and monitoring of the Trust's values both across the Trust and within the individual school communities.

12.8 Key Governance Activities

The aspects overseen by each layer of Governance is set out below.

Trust Board

- Admissions – Trust responsibility for decision making and local processes delegated to each Academy.
- Curriculum – Trust-wide approach and oversight
- Faith, Ethos & Values

- Finances
- Growth and change management
- Governance
- Marketing & PR
- Parent & Stakeholder Complaints Appeals
- Safeguarding
- Vision and Strategy
- Whistleblowing
- Stakeholder engagement

Trust Finance, Audit & Risk Committee (FARCOM).

- Asset Management
- Audit – external and internal
- Compliance including Financial Governance
- Compliance – Trust Policy & Statutory
- Financial reporting and planning
- GDPR, Data and information management
- Trust Finance Strategy.
- Health & Safety and Estates
- Risk Register
- Risk Management
- IT Strategy systems value for money
- Trust Risk Strategy and Risk Management
- Trust Digital Strategy
- Cyber Security

The Committee must ensure it follows the requirements set out in the Academy Trust Handbook and any direction from the DfE, including but not exclusively

- Overseeing and approve the Trust's program of internal scrutiny
- Ensuring that risks are being addressed appropriately through internal scrutiny
- Reporting to the Board on the adequacy of the Trust's internal control framework, including financial and non-financial controls and management of risks.
- Agreeing on a program of work annually to deliver internal scrutiny that provides coverage across the year.
- Review the ratings and responses on the risk register to inform the work program, ensuring checks are modified as appropriate each year.
- Undertaking a program of internal scrutiny and ensuring all Trustees are informed of outcomes and recommendations promptly.

Trust Education & Standards Committee

- The performance of individual Academies against agreed Key Performance indicators
- The quality of leadership in each Academy, to account for academic performance and the quality of teaching and learning
- Trust Safeguarding Report from Principal

- Trust School Improvement Strategy
- Trust-wide assessment, attainment and progress.
- Trust-wide curriculum
- Trust-wide assessment system
- Leadership Development and succession planning
- Professional Development
- Ensure that the Trustees are adequately prepared for Ofsted.
- Taking a Trust-wide view on the outcomes and aspirations of all pupils but specifically, SEND Pupil Premium and Vulnerable Groups.

Trust People and Culture Committee

- Staff voice
- HR
- Employment and industrial relations
- Staff performance
- Leadership Development & Succession Planning
- Professional Development
- Trust People Strategy and Staffing
- Staff wellbeing
- Equality and diversity

Trust Faith & Ethos Committee

- Trust Values
- Faith Strategy
- Faith & Ethos Curriculum
- Teaching & Learning
- Assessment, Attainment & Progress
- Inclusivity
- Sikh Traditional Music Sikh Traditions
- Trust-wide Faith Events
- Section 48 Inspection

12.9 Avoiding Duplication

It is the Trust's stated intention to ensure that

1. There is no duplication between the governance layers; a strong recommendation from the DfE
2. There is no duplication of effort between the layers of Governance, but clear lines of communication are monitored and recorded in the minutes.

12.10 Trustee Monitoring Visits

Trustee monitoring visits are visits where an individual Trustee or LAB Governors or groups visit the Academy, the visits are not an inspection. Visits are designed to;

- Find out about how a specific aspect of the schoolwork's in practice, e.g., Progress of SEND pupils in a mainstream school or a talk about a new intervention and to see it in practice; or to discuss Pupil Premium, Health and Safety, ethos, faith etc

- Discuss specific objectives from the School Development Plan, Rapid Action Plan, or Ofsted Improvement Plan with staff and leaders,
- Check that progress is being made towards the school's strategic objectives or visit a class for a specific purpose based on finding out more about the objectives in practice,
- Discuss safeguarding, finance, or health and safety matters for audit purposes.

12.11 Local Advisory Boards

LABs are required to have oversight and understanding of two key aspects

1. Educational provision
2. School Life

Those in Governing roles are reminded that their role is strategic and not operational. Below is a list of the types of activities in which LAB Governors will be expected to have knowledge.

Area	Strategic Role (Governors)	Operational Role (Leaders/Staff)
Planning	Approve long-term development plans and priorities	Write and carry out detailed action plans
Performance	Monitor outcomes at a high level (e.g., exam results, patient outcomes, financial health)	Manage staff performance, set timetables, deliver services
Policy & Oversight	Approve key policies within the scheme of delegation	Apply policies day-to-day, ensure compliance
Risk Management	Identify strategic local risks (e.g., funding cuts, regulatory changes) and ensure mitigation plans exist	Handle immediate operational risks (e.g., health & safety checks, staff absences)
Staffing	Approve senior appointments (e.g., Principal, STL etc) and hold them accountable	Hire, manage, and support all other staff daily
Stakeholder Engagement	Ensure voices of parents, patients, or community are heard in strategy	Deal with individual complaints, run events, handle daily communication

Governors stay at the “big picture” level → direction, accountability, sustainability.
Principal and Leaders/staff handle operations → execution, logistics, day-to-day management.

12.12 Recommended Model Local Advisory Board Agenda

The Trust Executive Team will provide the LAB Clerk and Principal with a model agenda each term.

Example only:

1. Apologies for absence
2. Declaration of Interests
3. Confidentiality
4. Minutes of the last meeting & matters arising
5. Chair's Termly Update
6. Principal Report (distributed before the meeting) to include:
7. Self-Evaluation Statement
8. School Improvement Plan
9. Curriculum
10. Safeguarding
11. Achievement (attainment & progress)
12. Attendance
13. Behaviour, discipline & exclusions
14. Disadvantaged Children Report – including use of the Pupil Premium
15. Other elements of the LAB's Oversight Responsibility
16. External Monitoring & Evaluation
17. Staff wellbeing
18. Staff, Parent and Pupil Surveys
19. To receive reports
20. Reports from Link Governors for:
21. Pupil Voice (including updates from School Council and other pupil representative bodies)
22. Training Governor (including training records)
23. One Multi Academies Trust policies for noting
24. Local School Policies for approval
25. Dates of next meetings
26. AOB (to be notified in advance to the Clerk and/or LAB Chair)

LAB may also take the opportunity to use the minutes of their meeting to inform and update Trustees on items of a strategic nature that they wish to bring to the attention of the Trust Board.

They may also wish to review meeting impact, identify next steps and confirm actions.

12.13 Clerking Arrangements

The Trust Board will appoint a Governance Professional to service and support the Trust Board and its committees in line with the requirements of the Academy Trust Handbook.

The Trust Executive Team may recommend a clerking SLA for the Principal to review and consider purchasing. They may also advise the Academy Principal to appoint competent and professional Clerks for the LABs, who are confident in managing meetings and able to provide appropriate advice to the LAB when required.

Agenda:

- ☐ The clerk must send a first draft agenda to the Chair and Principal two weeks before the scheduled meeting for consideration and approval
- ☐ The Principal must send all papers, including the finalised agenda, to the clerk 10 working days before the agenda is distributed.
- ☐ The clerk should send the agenda and papers out to LAB Governors within 7 days of the meeting.

Minutes:

- ☐ Draft minutes must be finalised and circulated to the Chair and the Principal / Chair within 10 working days after the meeting.
- ☐ The Chair should approve the minutes for factual accuracy.

Additional annual activities:

The Trust Board and Academies should expect the following activities to be carried at least annually:

- ☐ Advise on agenda and minutes layout and clarify the expectations of each Local Advisory Board as discussed at the initial meeting.
- ☐ The Academy must carry out an annual website review for each Local Advisory Board.
- ☐ Carry out a by annual governance skills review for each Local Advisory Board and the Trust Board, coordinating a 360 review of each Chair alongside this.
- ☐ Advise the Chair of the Local Advisory Board, Trust Board, and Trust Committees of Annual Work Plan activities which should be undertaken each term.
- ☐ Brief the Chair and Local Advisory Board each term on announcements from the DfE and Ofsted of relevance to Academy governance.

Governors must complete, declare and sign the following documents:

- ☐ Code of Conduct
- ☐ Register of business interest form
- ☐ Declaration of interest form

12.14 Recommended Governance Annual Work Plan

Autumn Term

- ☐ Apologies
- ☐ Declarations of Interests
- ☐ Confirm LAB membership, Terms of reference, delegated powers, sign code of conduct, and complete annual skills audit,
- ☐ Chair of the LAB chosen
- ☐ Appoint Link Governors
- ☐ Review the Academy's exam results, and pupil progress data and actions are taken to date in response to results
- ☐ Receive/approve Academy Development Plan and confirm monitoring arrangements
- ☐ Principals written Report including safeguarding update
- ☐ Staffing update
- ☐ SEND update
- ☐ Admissions – to determine admissions policy or agree to consultation

- ☐ Consider Parent, staff and pupil wellbeing needs
- ☐ Receive external monitoring reports or reports individual governors and updates from the Trust Board
- ☐ Policies for approval
- ☐ Consider individual pay awards
- ☐ Dates of meetings

Spring Term

- ☐ Declarations of Interest
- ☐ Membership changes
- ☐ Receive pupil progress data and predictions and Inspection Data Summary Report (IDSR)
- ☐ Progress on Academy Development Plan targets
- ☐ Principals written Report
- ☐ Staffing update
- ☐ Approval of overseas or overnight educational visits
- ☐ SEND update
- ☐ Receive updates from One Multi Academies Trust, external monitoring reports, or individual governors
- ☐ Policies for approval
- ☐ Consider admission applications
- ☐ Date of next meeting
- ☐ Recommend proposals/changes on admission arrangements to the Trust Board

Summer Term

- ☐ Declarations of interest
- ☐ Membership changes
- ☐ Receive pupil progress data and predictions
- ☐ Progress on Academy Development Plan targets

- ☐ Principal's written Report
- ☐ Staffing update
- ☐ SEND update
- ☐ Receive reports from One Multi Academies Trust, external monitoring reports, or individual governors
- ☐ Ensure all policies are reviewed and approval
- ☐ Receive Report from the Chair on the impact of the Local Advisory Board
- ☐ Confirm dates for the governing body and committee meetings for the forthcoming academic year
- ☐ Date of next meeting

Standing Items at Each Meeting

- ☐ Attendance and confirmation of quorum
- ☐ Declaration of interests
- ☐ Membership Change
- ☐ Confidentiality
- ☐ Update on pupil progress and targets
- ☐ Written Report from the Principal
- ☐ Progress on Academy Development Plan
- ☐ School Risk Register
- ☐ Governor feedback from Academy visits
- ☐ Governor Training

12. Annex 1 – Appointment and Removal of Governors

Please see the Recruitment of Governors policy for further details on the appointment and removal of Governors

Staff governors

- ☐ The Trustees shall invite nominations from all staff employed under a contract of employment or a contract for services or otherwise engaged in providing services to the Academy and, where there are any contested posts, shall hold an election by a secret ballot.
- ☐ The Trustees shall determine all arrangements for the calling and the conduct of the election and resolution of questions about whether any person is eligible. The Trustees may delegate the running of the election to the LAB.

Parent governors

- ☐ Parents of registered pupils at the Academy shall elect parent governors of the LAB. They must be a parent of or have parental responsibility for a pupil at the Academy at the time when they are elected.
- ☐ Parents must be eligible to apply, see nomination procedure for further details.
- ☐ The Trustees shall make all necessary arrangements for and determine all other matters relating to the parent governors' election. The Trustees may delegate the running of the election to the Academy.
- ☐ Where a vacancy for a Parent Governor is required to be filled by-election, the Trustees shall take such steps as are reasonably practical to secure that every person who is known to them to be a parent of a registered pupil at the Academy is informed of the vacancy and that it is required to be filled by election, informed that he is entitled to stand as a candidate, and vote at the election, and allowed to do so.
- ☐ Any election of persons who are to be the parent governors contested shall be held by secret ballot. The arrangements made for the election of the parent governors shall provide for every person entitled to vote in the election to have an opportunity to do so by post or, if he prefers, by having his ballot paper returned to the Academy by a registered member pupil at the Academy.
- ☐ Where the number of parents standing for election is less than the number of vacancies, the Trustees may appoint a person who is the parent of a registered pupil at the Academy or, where it is not reasonably practical to do so, a person who is the parent of a registered pupil of another Academy run by the Trust.

LAB Governors

The Trustees shall appoint LAB Governors based on their skills and experience. They must be:

- ☐ a person who lives or works in the community served by the Academy; or
- ☐ In the opinion of the Trustees, a person has the necessary skillset and is committed to the Governance and success of the Academy.
- ☐ The Trustees may not appoint an employee of the Trust as a LAB Governor.

All LAB Governors must undergo a standardised vetting process, including role specific interviews, skills audit, and signed acceptance of the role description, declaration and code of conduct.

Terms of office

- ☐ The term of office for any Governor shall be 4 years, the Principal of the Academy, who shall remain a Governor until they cease to work at the Academy.
- ☐ Subject to remaining eligible to be a particular type of Governor, any person may be re-appointed or re-elected to the LAB.

Resignation and removal

A person serving on the LAB shall cease to hold office

- ☐ by giving notice in writing to the clerk of the LAB.
- ☐ if the Principal or a staff Governor cease to work at the Academy
- ☐ The Trustees terminate the appointment of a Governor whose presence or conduct is deemed by the Trustees, at their sole discretion, not to be in the Trust's best interests or the Academy.

To avoid doubt, a parent Governor shall not automatically cease to hold office solely because their child ceases to be a pupil at the Academy.

Disqualification of governors of the LAB

A person shall be disqualified from serving on the LAB if he does not serve as a Director per Articles 68-80.

Appointment and removal of Chair and Vice-Chair

- ☐ The Chair and Vice-Chair of the LAB shall be appointed by the Trustees and may be removed from office by the Trustees at any time. The appointment is based on skills and experience.
- ☐ The term of office of the Chair and Vice-Chair shall be 1 year. Subject to remaining eligible to be a governor, any Governor may be re-appointed as Chair or Vice-Chair of the LAB.

The Chair and Vice-Chair may at any time resign their office by giving notice in writing to the Trustees. The Chair or Vice-Chair shall cease to hold office if:

- ☐ They cease to serve on the LAB.
- ☐ They are employed by the Trust whether or not at the Academy; or in the case of the Vice-Chair, they are appointed to fill a vacancy in the Chair's office.

Where the Chair is, absent from any meeting or a vacancy in the Chair's office, the Vice-Chair shall act as the Chair for the meeting. Where the Vice-Chair is, also absent from the meeting or there is at the time a vacancy in the office of Vice-Chair, the governors of the LAB shall elect one of their number to act as Chair for the purposes of that meeting.

13. Annex 2 – Proceedings of the LAB

Meetings

The LAB shall meet at least once every term and hold such other meetings as necessary.

The clerk shall convene the LAB meetings, send Governors written notice of the meeting and a copy of the agenda and supporting papers at least seven clear days before the meeting. Where matters are demanding urgent consideration, the Chair or, in their absence, the Vice-Chair, may waive the need for seven days' notice of the meeting and substitute such notice as they think fit. The clerk will send all notices of meetings to the Trust / Governance Professional. Trustees and members of the Trustees Executive Team have the right to attend any meeting of the LAB.

Any Governor shall be able to participate in the meetings by telephone or video conference provided that he has given reasonable notice to the LAB clerk and that the governors have access to the appropriate equipment.

The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual having not received written notice of the meeting or a copy of the agenda thereof or any defect in the election, appointment, or nomination of any person serving on the LAB.

Quorum

The quorum for a meeting of the LAB, and any vote on any matter at such a meeting, shall be any three of the governors of the LAB, or, where greater, and one third (rounded up to a whole number) of the total number of governors of the LAB at the date of the meeting, which must include at least one Governor appointed by the Trust.

Voting

Every matter to be decided at a meeting of the LAB shall be determined by a majority of the votes of the governors present and entitled to vote on the matter. Every Governor shall have one vote. Where there is an equal division of votes, the Chair of the meeting shall have the casting vote.

LAB Governors may vote by proxy.

Any Governor who is also an employee of the Trust shall withdraw from that part of any meeting of the LAB at which their Remuneration, conditions of service, promotion, conduct, suspension, dismissal, or retirement are to be considered.

Conflicts of Interest

Any Governor who has or may have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest (as defined below)

Which conflicts or may conflict with his responsibilities as a Governor of the LAB shall disclose that fact to the LAB as soon as he becomes aware of it. A person must absent themselves from any discussions of the LAB in which a conflict may arise between their duty to act solely in the Academy's interests and any duty or personal interest (including but not limited to any Personal Financial Interest).

A Governor is considered to have a personal financial interest if they, or one of their close family members (such as a child, parent, grandparent, sibling, or spouse), or someone they live with as a partner:

- works for the Trust
- is paid by the Trust
- receives any other benefit from the Trust, or
- has another type of connection to the Trust or the Academy.

If the governor or someone close to them could gain financially or personally from the Trust or Academy, that counts as a personal financial interest.

Minutes of meetings

At every LAB meeting, the minutes of the last meeting shall be taken as the first agenda item after any apologies and, if agreed to be accurate, shall be signed as an actual record.

The clerk to the LAB shall ensure that a copy of the agenda for every meeting of the governors, the draft minutes of every such meeting (if the Chair has approved them of that meeting), the signed minutes of every such meeting and any report, document or other paper considered at any such meeting is, as soon as is reasonably practicable, made available to the Governance Professional of the Trust.

Role Descriptors

Chairing Meetings

- ☐ If the Chair is absent from a meeting, the Vice Chair will Chair the meeting. In the absence of both the Chair and Vice Chair, the Governors shall nominate one Governor to act as Chair for that meeting.
- ☐ Chairs will be appointed for their skills and experience. In addition, succession planning will be developed.

- Chairs will report the key decisions taken at the LAB or Scrutiny Boards to the Trust Board at the first available opportunity.
- Chairs will ensure that the LAB comply with the requirements of the Scheme of Delegation.

Annex 3 Local Advisor Board Governor Role Description

LAB Governors work together to carry out their core functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. making sure its money is well spent
4. ensuring the voices of stakeholders are heard.

LAB Governors must also ensure that the Local Advisory Board complies with the scheme of delegation and all legal and statutory requirements. LAB Governors should seek the advice of the Clerk, Governance Professional and other professional advice as appropriate.

Local Advisor Board Governor role description strategic responsibilities:

Local Advisor Board work closely with Principal / Head of School and senior leaders. Principal / Head of School are responsible for day-to-day management whereas the role of the Local Advisor Board is strategic. As such, LAB Governors are responsible for:

- upholding the mission, values and long-term ambitious vision for the Trust
- deciding the principles that guide Academy policies and approving key policies (delegated as per the scheme of delegation)
- working with Trust Board to develop a strategy for achieving the vision
- ensuring that parents, pupils, staff and the wider community are involved, consulted and informed as appropriate
- ensuring that all pupils have access to a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective
- Working within the expectations of the LAB Terms of Reference (ToR).

Monitoring and evaluating Academy performance

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

- measuring the Academy's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the Academy is operating effectively in line with these policies
- evaluating relevant data and feedback provided by Academy leaders and external reporting on all aspects of school performance

- asking challenging questions of Academy leaders in order to hold them to account
- holding the Principal / Head of School to account for standards and compliance with agreed policies
- visiting the Academy to monitor implementation of the strategy and reporting back to the board (this could be in a link governor capacity)
- ensuring that there are policies and procedures in place to deal with complaints effectively
- Ensure the development and implementation of Faith, Ethos and Values within the Academy (Section 48-style readiness evaluations and input).

Panels and committees

When required, LAB Governors are expected to serve on panels or committees in order to:

- hear complaints, staff grievances and disciplinary matters
- review decisions to exclude pupils
- deal with formal complaints

Contribution to the Local Advisor Board

LAB Governors should ensure that they are making a positive and meaningful contribution 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 board
- getting to know the Academy, including visiting the Academy occasionally during Academy hours
- undertaking induction training and developing knowledge and skills on an ongoing basis.

Expenses

LAB Governors can apply to receive out of pocket expenses incurred as a result of fulfilling their role as governor, a copy of the expenses policy is available on the Trust website.