



# **Governance Handbook and Scheme of Delegation 2025-2026**

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## 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 2025 (formerly the Academies Financial Handbook).

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 Academy 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 solid success in each of our current Academies, a Good or Outstanding Ofsted rating, 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 Chaka and Kirat Karna, form our ethos, which in turn drive our Universal Sikh values that are the foundation of the Trust and it's 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 into world ready citizens who have a positive impact on their local, national and international communities.

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), and Director of School Improvement and Operations (HR, Governance).

## 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
<b>A minimum of two</b> educationalists, one of whom should have experience of SEND provision	Qualified teacher SENDCO Senior Leader
<b>A minimum of three</b> 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 Personnel 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.

<b>Area</b>	<b>Strategic Role (Governors)</b>	<b>Operational Role (Leaders/Staff)</b>
<b>Planning</b>	Approve long-term development plans and priorities	Write and carry out detailed action plans
<b>Performance</b>	Monitor outcomes at a high level (e.g., exam results, patient outcomes, financial health)	Manage staff performance, set timetables, deliver services
<b>Policy &amp; Oversight</b>	Approve key policies within the scheme of delegation	Apply policies day-to-day, ensure compliance
<b>Risk Management</b>	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)
<b>Staffing</b>	Approve senior appointments (e.g., Principal, STL etc) and hold them accountable	Hire, manage, and support all other staff daily
<b>Stakeholder Engagement</b>	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.





## Scheme of Delegation 2025/2026

### Document control

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# Trust Scheme of Delegation

## 1. Introduction and Purpose of the Scheme of Delegation

The Trust Board of One Multi Academies Trust is accountable legally for all decisions about the Trust and its Academies. It is vital to ensure there are systems in place, so the Board is assured of the quality of education as well as the safety and good practice of activity within the Trust. However, this does not mean the Board is required to undertake all tasks or make all the decisions itself. This Scheme of Delegation sets out the functions that are delegated within the governance structure of One Multi Academies Trust and as agreed by the Trust Board.

The intention of this document is to:

1. Set out delegations for specific areas of activity or decision making in a clear, usable format,
2. Provide clarity, consistency and avoid duplication or overlap in governance,
3. Seek to place governance decision making as close as possible to the point of impact.

This document, together with the committee structure and their Terms of Reference, will be reviewed annually by the Board to ensure it remains aligned to organisational strategy and needs. This document should be read alongside the Trust's terms of reference and the annual agenda planner. It covers governance delegations but is in addition to documents setting out the Trust's financial, HR and operational delegations and is underpinned by our policy approval schedule. The delegations have been informed by an assumption that functions are carried out in line with agreed Trust policies or approaches. In addition, where there are significant concerns or issues that arise and including in line with Trust policies, it is recognised that these may be raised, by exception, with the Board or other Trust stakeholders.

One Multi Academies Trust's approach to governance allows it to adapt to the different needs of the Academies. There may be circumstances when the Board will need to intervene and choose to withdraw specific delegated authorities although these are expected to be the exception rather than the rule. Possible examples where this may be required include, but are not limited to, significant concerns within a Academy which may relate to safeguarding, finance, educational performance or an adverse on Trust's reputation or Ofsted inspection or breaches of the Academy Trust Handbook.

## 2. Definitions

**The key tiers of governance of the Trust are:**

Board: the legal accountable body for One Multi Academies Trust. The Trust Board is responsible to the Secretary of State for Education for the effectiveness of each of

the Trust's Academies.

Members are the guardians of the Trust's governance, with responsibilities similar to those of shareholders in a company. They ensure the Trust's charitable objects are met and hold the Board of Trustees to account for the effective governance of the Trust.

Trustees (also referred to as directors) are both company directors and charity Trustees. They are responsible for the strategic direction, oversight, and performance of the Trust. While the Board of Trustees may delegate certain functions, it cannot delegate its overall accountability for the Trust's statutory, regulatory, and governance obligations.

Committees: the Board has established one Local Advisory Board for each Academy, with a key role to provide local support and to offer a community dimension into Academy plans, the standards and achievements, community and stakeholder engagement as well as the Academy's ethos and values. In addition, there are Trust committees which have been established to enable review, scrutiny and discussion of key areas to ensure the Board has sufficient understanding and oversight. Detailed committee roles are set out in the terms of reference.

CEO: responsible for delivering the educational and operational outcomes for One Multi Academies Trust as set by the Board. The CEO is included to reflect their role as the Accounting Officer and their personal responsibility to the DfE.

Principal: the individual who has ultimate responsibility for an Academy in line with One Multi Academies Trust strategy, approach, ethos and values. Individual Academies may have alternative titles for this position such as Executive Principal or Principal.

Members: It is recognised that One Multi Academies Trust also has Members. The purpose of this document is to set out delegations from the Trust Board to other governance stakeholders and as such it does not detail the role of the Trust's Members.

The Academy Trust Handbook 2025 and the Trust's Articles of Association, together with relevant legislation and the DfE's Governance Handbook 2020, contain key information on Members. Members are the custodians of governance, playing an 'eyes on, hands off' role. The Academy Trust Handbook 2025 sets out that "there should be significant separation between the individuals who are Members and those who are Trustees".

Members have specific roles which can include (subject to Trust documents and relevant legislation):

- Amending the articles of association
- Appointing or removing Members or Trustees
- Appointing the Trust's auditors and receiving the audited annual accounts

For clarity, it is noted that a 'school' is defined as an individual school within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education.

### 3. The main approval levels used in this document are:

<b>Approve</b>	Responsible for approving a document or process and determining how the task will be undertaken including defining appropriate milestones and targets to be reported against
<b>Consulted</b>	Will be consulted as part of the process of completing a task. Their contributions may inform the approach or decision
<b>Deliver</b>	Operationally responsible for undertaking a task and reporting on its delivery at suitable intervals
<b>Informed</b>	Will receive one way information on decisions or approaches
<b>Monitor</b>	Will consider actions being planned or taken or progress made as part of the process of completing a task. Where required, this monitoring role may include suggesting action to be taken to contribute to the task being delivered appropriately.
<b>Prepare</b>	Responsible for developing documents or information, processing and collating information for approval or review
<b>Recommend</b>	Will make recommendations as to how a task, decision or approach should be undertaken or completed. The recommendation will usually inform the approach or decision
<b>Report</b>	Responsible for reporting on the delivery of tasks, in some cases after a review of delivery undertaken by others. The document refers to internal reporting, for example from the Executive Principal/CEO to the Board, but does not seek to capture external reporting, for example to the Companies House
<b>Review</b>	Responsible for reviewing whether a task is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.

### 4. Overarching Principles

It was agreed that a series of overarching principles would inform the review of the scheme. These are:

- No duplication or overlap of governance.
- Clear responsibility and clear accountability
- Delegations should be informed by what is right rather by personalities or than what has been done historically.
- That decisions are ethical and legal and in line with the Nolan Principles, government guidance and are underpinned by what is right for our Academy communities.

**The following acronyms are used in this document:**

ATH	Academy Trust Handbook
Articles	One Multi Academies Trust Articles of Association,
DfE	Department for Education
DSL	Designated Safeguarding Lead
DBS	Disclosure & Barring Service checks
EYFS	Early Years Foundation Stage
H&S	Health & Safety
HT	Headteacher
KCSIE	Keeping Children Safe in Education
KPIs	Key performance indicators
LAC	Looked after children
SEF	Self-Evaluation Form
LAB	Local Advisory Board (referred to in the Articles as Local Governing Bodies)
SEND	Special Educational Needs and Disability
SIP	School improvement plan
TIP	Trust Improvement Plan

## 5. Table of Delegation

### Vision and Strategy (Governance and Leadership)

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
1.1	Determine Trust's vision, strategy and key priorities including any plans for growth or significant change	<b>Prepare</b> (i.e. develop high level thinking and approach/ consultation for any significant review) and <b>approve</b>	Committees: <b>informed</b> . May be <b>consulted</b> as part of significant review	<b>Prepare</b> (i.e. develop detail and documentation including <b>consulting</b> ), then <b>recommend</b> . <b>Deliver</b> and <b>review</b> to ensure vision and strategy inform including at school level	Expect to be <b>consulted</b> for significant review. <b>Informed</b> on approved approaches	Expect to be <b>consulted</b> for significant review or change. <b>Informed</b> on approved approaches and <b>Deliver</b> .	1.1
1.2	Determine Trust faith ethos, culture and values	<b>Prepare</b> (i.e. develop high level thinking and approach/ consultation for significant review) and <b>approve</b>	Committees: <b>informed</b> on approved approach	<b>Prepare</b> (i.e. develop detail and documentation including <b>consulting</b> ), then <b>recommend</b> . <b>Deliver</b> and <b>review</b> to ensure ethos and values reflected across Trust and schools	Expect to be <b>consulted</b> for significant review. <b>Informed</b> on approved approaches	Expect to be <b>consulted</b> for significant review. <b>Informed</b> on approved approaches <b>Deliver</b> for school. <b>Report</b> to CEO on implementation.	1.4
1.3	Trust Improvement Plan including key priorities, KPIs, input from school improvement plans	<b>Approve</b> and <b>review</b>	Committees: <b>review and monitor</b> areas relevant to each committee	<b>Prepare</b> and <b>deliver</b> in line with vision and strategy, meeting external expectations or requirements	Contribute through school plans which inform Trust plan. <b>Informed</b> on Trust Plan	Contribute through school plans which inform Trust plan. <b>Informed</b> on Trust Plan and <b>Deliver</b> .	1.2

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
1.4	Risk Management and control	<b>Approve</b> Risk Management Policy. <b>Review</b> and <b>approve</b> risk register informed by FARCOM and CEO reports	FARCOM <b>review and monitor</b> regular reports from CEO. <b>Recommend</b> Risk Management Policy to Board Committees: <b>review</b> key risks relevant to committee	<b>Prepare, deliver, review and report</b> on risk management, risk register and controls for Trust and schools. <b>Recommend</b> Risk Management Policy to FARCOM	<b>Informed</b> on key risks and related issues within school. <b>Review</b> key school risks	<b>Review</b> and <b>deliver</b> risk register for school, update and <b>report</b> to CEO <b>Report</b> to Local Advisory Board on key risks and issues for school	1.7 1.8
1.5	Potential new schools to join the Trust Note: Board will confirm specific approach for each school	<b>Approve</b> in line with Trust vision and strategy. <b>Approve</b> timeline, due diligence and delivery plan for any new school being considered	FARCOM <b>review and monitor</b> due diligence for any new school and make <b>recommendations</b> to Board FARCOM and Standards Committee: <b>review</b> relevant information, <b>report</b> to FARCOM	In line with vision and strategy, <b>review and recommend</b> possible schools to join Trust to Board or <b>report</b> information to FARCOM <b>Deliver</b> decisions made	<b>Consulted</b> on potential new schools. <b>Informed</b> on decisions. May have role working with new schools as identified by Board or CEO	<b>Consulted</b> on potential new schools. <b>Informed</b> on decisions. Expected to have role working with new schools as identified by Board or CEO	1.9

## Trust Board Business (Governance and Leadership)

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
2.1	Trust Governance structure, delegations incl. terms of reference	<b>Approve</b> annually	Committees: <b>consulted</b> and <b>deliver</b> for committee; <b>informed</b> on overall approach	<b>Prepare, review</b> and <b>recommend</b> proposed approach <b>informed</b> by consultation, compliance and Trust practice. <b>Deliver</b> delegations for CEO	<b>Consulted</b> and <b>deliver</b> Local Advisory Board delegations; <b>informed</b> on overall approach	<b>Consulted</b> on Principal and Local Advisory Board delegations; <b>informed</b> on overall approach. <b>Deliver</b> at Principal level	2.5 2.17
2.2	Recruitment and skills audits of Trustees	<b>Review</b> CEO reports and <b>review</b> need for future reports, audits or recruitment <b>Approve</b> process and timeline to seek potential new co-opted Trustees	Committees: <b>consulted</b> on skills gaps for committee	<b>Prepare</b> periodic skills audits to identify gaps including in finance and <b>deliver</b> induction/training. <b>Consulted</b> on Trust needs and gaps <b>Deliver</b> support and <b>report</b> to Board (and Members or partners) on Trustee recruitment and eligibility. <b>Responsible</b> for the delivery	<b>Informed</b>	<b>Informed</b>	2.21

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
2.3	Appointment or removal of Trustees in line with Articles	<b>Appoint</b> co-opted Trustees <b>Approve</b> any decision to suspend or remove Trustees in line with Articles Contribute to appointment process, subject to approach		<b>Deliver</b> support and <b>report</b> to Board (or Members) regarding any possible need to suspend or disqualify a Trustee in line with Articles	<b>Informed</b>	<b>Informed</b>	2.2
2.4	Appointment of Board Chair, Vice-Chair and lead Trustee roles	<b>Appoint</b> in line with Articles <b>Appoint</b> lead Trustees for safeguarding and SEND	Standards Committee: Trustees on Committee to be appointed as lead Trustees for safeguarding and SEND	May be <b>consulted</b> to make <b>recommendations</b> to Board	<b>Informed</b>	<b>Informed</b>	2.3
2.5	Appointment / removal of Trust committee and Local Advisory Board chairs	<b>Appoint</b>	Committees: <b>consulted</b> and may <b>recommend</b> for committee	<b>Consulted</b> . May be <b>asked</b> to make <b>recommendations</b> to Board	<b>Consulted</b> and may <b>recommend</b> for Local Advisory Board. <b>Informed</b> on committee chairs	<b>Consulted</b> and may <b>recommend</b> for Local Advisory Board. <b>Informed</b> on committee chairs	2.9 2.10

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
2.6	Appointment of Trust committee members and Local Advisory Board Governors	<b>Approve</b> Committee memberships <b>Consulted</b> on Local Advisory Board memberships <b>Approve</b> and <b>informed</b> on process for election/ appointment of parent and staff Local Advisory Board members	Committees: <b>consulted</b> and may <b>recommend</b> for committee	For FARCOM & Standards Committee committees: <b>consulted</b> <b>Prepare</b> induction/ training programme, <b>deliver</b> programme requesting Local Advisory Board and Principal contributions	For Local Advisory Board: <b>review</b> membership and skills needs/ gaps. <b>Appoint</b> co-opted members to the Local Advisory Board and <b>consult</b> the TB on appointments. <b>Monitor</b> elections and <b>approve</b> confirmation of (re)appointments of parent and staff Local Advisory Board members and <b>inform</b> TB regarding adherence to process <b>Deliver</b> induction/ training in line with CEO plans	For Local Advisory Board: <b>deliver</b> skills audit to identify gaps. <b>Deliver</b> process for election/ (re)appointment of parent and staff Local Advisory Board members. <b>Report</b> to Local Advisory Board and CEO on process/ election <b>Deliver</b> induction/ training in line with CEO plans	2.11
2.7	Appointment of Clerk to Trust Board, and committees	<b>Appoint</b> Clerk to the Board <b>Informed</b> on appointments of Clerks to committees and Local Advisory Board	<b>Informed</b> on clerking arrangements	<b>Consulted</b> and usually <b>recommend</b> Clerk to Board <b>Responsible</b> to <b>Deliver</b> and <b>approve</b> appointments of Clerk.			2.13

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
2.8	Appointment of Clerk to Local Advisory Board	<b>Inform</b> on recommendation	<b>Informed</b> on clerking arrangements	<b>Consulted</b> and usually <b>recommend</b> Clerk to Board <b>Deliver</b> and <b>approve</b> appointments of Clerks to committees and Local Advisory Board	<b>Consulted</b> on appointment of Clerk for Local Advisory Board	<b>Consulted</b> on appointment of Clerk for Local Advisory Board. Principal is <b>Responsible</b> to <b>Deliver</b> on managing and prepare Local Advisory Board meetings	2.14
2.9	Review of Board and committees and Local Advisory Boards	<b>Approve</b> approach and any changes – likely to be involved in <b>delivery</b> of any. review	Committees: expect to be <b>consulted</b> from committee perspective	Where requested by Board, <b>prepare</b> , <b>deliver</b> and <b>report</b> to Board	Expect to be <b>consulted</b> from Local Advisory Board perspective	Expect to be <b>consulted</b> from school perspective	2.20 2.22
2.10	Annual schedule of Board and committee meetings and business	<b>Approve</b> schedule and priorities across governance operation	Committees: <b>informed</b> priorities, business and dates for committee in line with Trust schedule	<b>Prepare</b> and <b>recommend</b> to committees and <b>deliver</b> in line with Trust schedule	<b>Approve</b> any individual school priorities, business and dates for Local Advisory Board to fit with Trust schedule	<b>Prepare</b> and <b>recommend</b> to Local Advisory Board and <b>deliver</b> in line with Trust schedule	2.15
2.11	Commission Governance reviews	<b>Approve</b> approach <b>Review</b> FARCOM report and <b>approve</b> actions or recommendations. Provide report to Members	Audit & Risk: <b>review and monitor</b> CEO report and <b>recommend</b> to Board FARCOM & Standards Committee: <b>consulted</b> from committee perspective, where required	<b>Prepare</b> and <b>deliver</b> approved approach for review, drawing on external expertise where required, and <b>report</b> to FARCOM	<b>Consulted</b> – expect to contribute from Local Advisory Board perspective, where required	<b>Consulted</b> – expect to contribute from school perspective, where required	2.27
2.12	Trust policies and procedures	<b>Consulted, deliver, informed, prepare, recommend, report or review</b> in line with policy schedule approved by Board. The policy schedule will set out specific roles and responsibilities including for review and approval of individual policies					2.30

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
2.13	Governance policies & procedures	<b>Approve</b> policies or actions informed by FARCOM report <b>Inform</b> CEO where relevant, e.g. register of interest and related party transactions	Audit & Risk: <b>review and monitor</b> reports from CEO on compliance with policies and processes and make <b>recommendations</b> , including changes needed in policies or approach, to Board	<b>Prepare, Responsible to Deliver</b> and <b>review</b> policies and procedures and their implementation and report to FARCOM	<b>Informed</b> on policies and procedures. <b>Monitor</b> compliance of policies for school	<b>Consulted</b> on policies & procedures. <b>Deliver</b> in own school	2.29
2.14	Appoint a Governance Professional	<b>Approve appointment</b>	<b>Informed</b> on appointment	<b>Responsible to deliver.</b> Does the work to achieve the task.	<b>Informed</b> on appointment	<b>Informed</b> on appointment	2.12
2.15	The Board of Trustees retains sole authority to approve executive pay, including the CEO and executive leadership team.	Trust Board to <b>Approve</b> Executive Pay, including - A written executive pay policy must be in place. - All decisions must be defensible, justifiable, and documented. - The Board must ensure decisions are compliant with DfE expectations and subject to external scrutiny.	Renumerations committee make <b>recommendation</b> to Trust Board	<b>Prepare, deliver, review and report</b> on executive pay (not CEO) to Renumerations Committee and <b>recommend</b> Renumerations Committee	NA	NA	NA
2.16	Recovery of Funds: Board must be informed of DfE recovery actions. Ensures transparency and accountability at the board level.	The Trust Board <b>approve</b> report and must <b>inform</b> the DfE of any recovery action.  Conditions: - The Trust must cooperate fully with any investigation and recovery process.	FARCOM review and <b>monitor</b> reports	<b>Prepare, report responsible to deliver and review</b> with the CFOO and suspected any irregularity or fraud immediately.	NA	NA	NA

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
2.17	Reporting Non-Compliance: The Accounting Officer is responsible for notifying the Trust Board and DfE of any material non-compliance.	<p>All such notifications must be <b>reported</b> to the Board at the next available meeting.</p> <p>The Trust must maintain a compliance log to support this duty.</p> <p>Conditions:</p> <ul style="list-style-type: none"> <li>- All such notifications must be reported to the Board at the next available meeting.</li> <li>- The Trust must maintain a compliance log to support this duty.</li> </ul>	<p>FARCOM review <b>and monitor</b> reports</p>	<p>The Accounting Officer has a statutory duty to report non-compliance, strengthening accountability.</p> <p><b>Prepare, deliver, review and report</b></p>	NA	NA	NA

## Education (High-Quality and Inclusive Education and School Improvement)

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
3.1	School Improvement Plans	<b>Approve</b> overall approach and template for SIPs	Standards Committee: <b>review and monitor</b> CEO reports on SIPs and actions/ progress	<b>Responsible to Prepare</b> overall approach and template, consulting with schools. <b>Approve</b> and <b>review</b> each SIP - likely to contribute to Principal's preparation. <b>Review and monitor</b> progress incl. from Principal reports and <b>report</b> to Standards Committee	<b>Consulted</b> on SIP. <b>Monitor</b> progress <b>Approve</b> school specific lead roles and <b>appoint</b> Local Advisory Board members	<b>Consulted</b> on approach and template. <b>Prepare</b> and <b>Responsible to deliver</b> SIP in line with Trust approach, consulting with Local Advisory Board and CEO. <b>Report</b> progress to Local Advisory Board and CEO	3.5
3.2	Trust and school academic targets	<b>Informed and consult</b> on Trust academic targets and progress	Standards Committee: <b>review and monitor</b> Trust and school targets and actions/ progress	<b>Responsible to Prepare</b> overall approach and template, consulting with schools. <b>Approve</b> and <b>review</b> Trust and school targets - likely to contribute to Principal's preparation for school <b>Receive</b> termly reports from Principal on progress/ plans and <b>report</b> to Standards Committee	<b>Consulted</b> on school targets and <b>monitor</b> progress	<b>Consulted</b> on approach and template. <b>Prepare</b> and <b>Responsible</b> school targets, consulting with Local Advisory Board, consultation for CEO review. <b>Deliver</b> approved targets and <b>report</b> to CEO and Local Advisory Board on progress/ plans	3.4

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
3.3	Self-Evaluation Form	<b>Approve</b> overall approach and template for SEFs	Standards Committee: <b>review and monitor</b> summary of each SEF and actions/ progress	<b>Responsible to Prepare</b> overall approach and template, consulting with schools. <b>Approve and review</b> cycle for SEF cycle, each school SEF and actions/ progress - likely to contribute to Principals preparation	<b>Consulted</b> on school SEF. <b>Monitor</b> actions/ progress	<b>Consulted</b> on approach and template. <b>Prepare and responsible to deliver</b> , including Local Advisory Board consultation, and <b>report</b> to CEO and Local Advisory Board on SEF actions/ progress	3.6
3.4	Ensuring Trust and each school's readiness for inspection including Ofsted	<b>Approve</b> summary paper on governance structure setting out roles and <b>deliver</b> with involvement in inspections <b>Review</b> reports from Standards Committee	Standards Committee: <b>review and monitor</b> reports from CEO on readiness for inspection and <b>report</b> to Board	<b>Recommend</b> to Board summary paper on governance structure <b>Prepare, responsible</b> to deliver Trust plans. <b>Approve, review</b> and support school plans. <b>Report</b> to Standards Committee	<b>Consulted</b> on school plans. <b>Monitor</b> actions/ progress Local Advisory Board role for plans or inspections	<b>Prepare and responsible to deliver</b> plans including Local Advisory Board consultation <b>Report</b> to CEO and Local Advisory Board on plans, <b>inform</b> and support Local Advisory Board on their role	3.7
3.5	Trust intent including Sikh curriculum provision studies, SRE, Panjabi, EYFS and 6th form.	<b>Approve</b> recommendation from Standards Committee	Standards Committee: <b>review, monitor</b> and <b>recommend</b> to Board	<b>Responsible to Prepare and deliver</b> in line with Trust vision and <b>recommend</b> to Standards Committee	<b>Informed</b> including to inform school approach	<b>Consulted</b> on Trust curriculum intent. <b>Responsible to deliver</b> plans	3.8

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
3.6	School Quality of Education and Curriculum intent and provision incl. EYFS and 6th form	<b>Approve</b> recommendation from Standards Committee	Standards Committee: <b>review and monitor</b> CEO reports on implementation in schools and actions/ progress	<b>Responsible to Prepare</b> overall approach and template, consulting with schools. <b>Approve, monitor and review</b> in each school- likely to contribute to Principals preparation. Provide <b>report</b> to Standards Committee on implementation in schools	<b>Consulted as</b> Principal develops school approach. <b>Informed</b> on implementation	<b>Consulted</b> on approach and template. <b>Prepare and Responsible to deliver</b> in line with approved approach and <b>report</b> to Local Advisory Board and CEO	3.9
3.7	Policies and practice for teaching, learning and pedagogy	As per policy schedule, <b>approve</b> relevant Trust wide approaches and practices <b>Review</b> reports from Standards Committee	Standards Committee: <b>review and monitor</b> approach, effectiveness and reports on implementation or changes required. <b>Recommend</b> to Board including relevant policies	As per policy schedule, <b>Responsible to prepare, recommend/ approve</b> policies and practice across Trust, consulting with schools. <b>Deliver</b> on Trust wide basis. <b>Review</b> implementation and <b>report</b> to Standards Committee	<b>Review and approve</b> school-based policies within the envelope of the Trust approach and practices <b>Review and monitor</b> implementation of relevant policies for school	<b>Consulted</b> on Trust wide approach. <b>Responsible to Deliver</b> for school in line with approved approach. <b>Report</b> to CEO and Local Advisory Board including note any issues with policies or implementation	3.10

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
3.8	Strategy for Pupil Premium and other grants; admissions, Behaviour and pastoral care, attendance, complaints, equalities and exclusions	<b>Approve</b> Trust wide approach and relevant policies and practice <b>Review</b> reports from Standards Committee	Standards Committee: <b>review and monitor</b> approaches, effectiveness and reports on implementation or changes required. <b>Recommend</b> to Board	As per policy schedule, <b>Responsible to prepare, recommend/ approve</b> policies and practice across Trust, consulting with schools. <b>Deliver</b> for Trust. <b>Approve</b> school approach informed by Trust strategy. <b>Review</b> implementation and <b>report</b> to Standards Committee	<b>Review and monitor</b> school implementation. <b>Review and approve</b> school elements or <b>recommend</b> change to Trust approach <b>Appoint</b> lead Local Advisory Board member for Pupil Premium; Local Advisory Board represented on school Pupil Premium audits or reviews	<b>Consulted</b> on Trust wide approach. <b>Responsible to</b> <b>Prepare and deliver</b> for school informed by Trust strategy <b>Deliver</b> any recommendations from audits or reviews. <b>Report</b> to Local Advisory Board and CEO	3.11
3.9	Safeguarding oversight, policies and procedures	<b>Review and approve</b> Trust policies and procedures. <b>Approve</b> DSL & LAC designated teachers. <b>Review</b> reports from Standards Committee or CEO on implementation and compliance	Standards Committee: <b>review and monitor</b> reports from CEO on implementation, compliance or changes required. Make <b>recommendations</b> to Board	<b>Responsible to</b> <b>Prepare</b> and make <b>recommendations</b> to Standards Committee on Trust policies and procedures, DSL and LAC designated teachers. <b>Consult</b> with schools. Deliver <b>on</b> Trust wide basis <b>Review</b> implementation (consulting DSL), report to Standards Committee	<b>Review and monitor</b> school implementation. <b>Approve</b> school elements and <b>appoint</b> lead Local Advisory Board member for safeguarding. Represented on school safeguarding audits/ reviews <b>Informed</b> on DSL & LAC teachers for school	<b>Consulted</b> on Trust wide approach. <b>Responsible to</b> <b>Deliver</b> in own school, compliant with Trust approach. If requested by CEO, <b>recommend</b> school DSL and LAC teachers. <b>Deliver</b> any recommendations from audits or reviews <b>Report</b> to CEO and Local Advisory Board	3.12

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
3.10	Strategy for SEND provision and relevant policies and practice Note: lead Trustee roles included under 'Governance'	<b>Review and approve</b> Trust policies and procedures <b>Review</b> reports from Standards Committee or CEO	Standards Committee: <b>review and monitor</b> approaches and progress. Make <b>recommendations</b> to Board	<b>Responsible to Prepare</b> and make <b>recommendations</b> to Standards Committee on policies and procedures. <b>Deliver</b> on a Trust wide basis. <b>Informed</b> on school approach <b>Review</b> implementation and <b>report</b> to Standards Committee Committee	<b>Consulted</b> and <b>monitor</b> for school. <b>Approve</b> school elements and <b>appoint</b> lead Local Advisory Board member for SEND. Member of Local Advisory Board represented on school SEND audits or reviews	<b>Consulted</b> on Trust wide approach. <b>Prepare</b> and <b>responsible to deliver</b> options for school approach <b>informed</b> by Trust strategy. <b>Deliver</b> recommendations from audits or reviews. <b>Report</b> to CEO and Local Advisory Board	3.13
3.11	Policies and practice relating to pupils' confidence, leadership, voice and extra-curricular/ enrichment opportunities	As per policy schedule, <b>approve</b> policies and practice across the Trust <b>Review</b> reports from Standards Committee	Standards Committee: <b>review and monitor</b> Trust approach and effectiveness <b>Review</b> CEO reports on implementation. Make <b>recommendations</b> to Board	As per policy schedule, <b>responsible to prepare, recommend/ approve</b> policies and practice across Trust <b>Deliver</b> on a Trust wide basis. Approve school approach. <b>Review</b> implementation and <b>report</b> to Standards Committee	<b>Review and monitor</b> school implementation	<b>Consulted</b> on Trust wide approach. <b>Responsible to Deliver</b> in school in line with Trust approach. <b>Report</b> to CEO and Local Advisory Board	3.14

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
3.12	Policies and practice relating to external education support and provision, post-16 education and students' destinations	As per policy schedule, <b>approve</b> policies and practice across the Trust <b>Review</b> reports from Standards Committee	Standards Committee: <b>review and monitor</b> Trust approach and effectiveness. <b>Review</b> reports. Make <b>recommendations</b> to Board	As per policy schedule, <b>Responsible to prepare, recommend/ approve</b> policies and practice across Trust. <b>Deliver</b> on a Trust wide basis. Approve school approach. <b>Review</b> implementation and <b>report</b> to Standards Committee	<b>Review and monitor</b> school implementation	<b>Consulted</b> on Trust wide approach. <b>Responsible to Deliver</b> in school in line with Trust approach. <b>Report</b> to CEO and Local Advisory Board	3.15

## Finance (Finance and Operations Including Premises, Health and Safety and ICT)

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
Note These areas of delegation will be delivered in line with the Trust's financial delegations which will be set out in a separate document							
4.1	Financial Regulations, financial and asset management policies and procedures to ensure compliance across Trust & schools	<b>Approve</b> policies and practice across the Trust <b>Review</b> reports from FARCOM.	FARCOM: <b>review and monitor</b> CEO reports on financial and asset management and make <b>recommendations</b> to Board Audit & Risk: <b>review</b> CEO reports on compliance and make <b>recommendations</b> to Board	<b>Responsible to Prepare and recommend</b> approach informed by consultation, compliance requirements and Trust practice <b>Review</b> implementation and provide relevant <b>reports</b> to FARCOM	<b>Informed</b> on and may be asked to <b>monitor</b> any material issues or non-compliance and actions/ progress	<b>Responsible to Deliver</b> compliance in school. <b>Report</b> any material issues or non-compliance to CEO and Local Advisory Board and, where required, actions/ progress	4.1
4.2	Setting budgets within the Trust	<b>Approve</b> annual and longer-term budgets for Trust and schools	FARCOM: <b>recommend</b> budgets for Trust and schools to Board	<b>Prepare</b> budget for Trust and schools. <b>Recommend</b> to FARCOM. Expect iterative process with Principals to prepare school budgets	<b>Consulted</b> on school budget	<b>Prepare</b> budget for own school - with discussion and support from CEO	4.9
4.3	Monitoring and reporting on Trust and school budgets	<b>Review and approve</b> management accounts and monitoring reports on performance against budget from FARCOM. <b>Review</b> reports from Standards Committee	FARCOM: <b>review and monitor</b> management accounts and reports on central services; <b>report</b> to Board on key issues or deviation from budget Standards Committee: <b>review</b> use of Pupil Premium, <b>report</b> to Board on key issues and budget	<b>Responsible to Prepare and report</b> to FARCOM for Trust and schools with management accounts circulated to Board & Chair of Board <b>Deliver and report</b> on Trust/ central budget. <b>Report</b> to Standards Committee	<b>Informed</b> on delivery of school budget monitoring - to inform understanding of FARCOM and delivery of school plans	<b>Responsible to Deliver</b> approved school budget and <b>report</b> to Local Advisory Board and CEO or, for any deviation from budget, in line with financial delegations	4.11

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
4.4	External auditors and audit; internal auditors, audit and controls; and bankers for the Trust	<b>Approve:</b> appointment of bankers; policies and procedures and any appointments or reports for internal controls and audit; internal audit plan May <b>recommend</b> , will be informed on appointment of external auditors. (Note: appointment is by Members)	Audit & Risk: <b>review and monitor</b> reports on external auditors and bankers, <b>report or recommend</b> to Board. <b>Review</b> reports and <b>recommend</b> to Board on policies and procedures, appointments, or internal audit	<b>Report</b> to FARCOM on actions to <b>review</b> performance of internal or external auditors; <b>deliver</b> process for auditors' appointment, for external auditors <b>report</b> to Members; <b>prepare</b> and <b>recommend</b> policies, procedures, appointments, reports for internal controls/ audit, <b>report</b> information from internal auditors/ third parties. If required, <b>recommend</b> change in Report any material non-compliance to FARCOM and Board	<b>Informed</b> on and may be asked to <b>monitor</b> any reports of internal non-compliance in school in line with internal controls	<b>Deliver</b> in school (for example meeting requests from auditors or bank requirements). <b>Report</b> on progress, including highlighting any concerns to CEO. <b>Report</b> any material non-compliance in line with internal controls and, where required, actions/ progress	4.15
4.5	External audit reports, annual report and accounts	<b>Review</b> external audit reports <b>Review and approve</b> annual report and accounts. <b>Informed</b> on completion of process with Members	FARCOM <b>review and monitor</b> annual accounts including against budgets and monitoring Audit & Risk: <b>review</b> reports from auditors and CEO, <b>review</b> annual report and accounts and <b>recommend</b> to Board	<b>Report</b> information from auditors and progress of actions/ reports to FARCOM <b>Responsible to Prepare</b> info for audit and annual report with schools' and external input. <b>Recommend</b> to FARCOM and once approved by Board, <b>deliver</b> accounts for Members	<b>Informed</b> on and <b>monitor</b> any areas of internal non-compliance in school	<b>Responsible to Prepare</b> any detail required for school <b>Informed</b> on any actions from audit reports relevant for school, <b>deliver</b> identified actions and <b>report</b> on progress to CEO	4.16

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
4.6	Trust policies and, property strategy, estate improvement plans, priorities for premises maintenance and development incl. accessibility plan	<b>Approve</b> Trust wide policies, plans, priorities and associated budgets <b>Review</b> reports from FARCOM	FARCOM <b>review and monitor</b> policies, plans, priorities, delivery incl. major capital projects make <b>recommendations</b> to Board. <b>Review</b> reports on implementation	<b>Responsible to</b> <b>Prepare</b> and <b>deliver</b> Trust policies, plans, priorities and associated budgets, make <b>recommendations</b> to FARCOM and <b>report</b> on progress towards implementation	<b>Consulted</b> on priorities for school in line with Trust policy and budgets. <b>Monitor</b> delivery of school priorities and <b>consulted</b> on capital projects delivered by Trust	<b>Prepare</b> school priorities, <b>report</b> to CEO and Local Advisory Board; where required by CEO, <b>contribute</b> to development/ delivery For capital projects delivered by Trust, <b>consulted</b> for school	4.17
4.7	Health & Safety	<b>Approve</b> Trust wide policies, plans, priorities and associated budgets <b>Review</b> reports from FARCOM	FARCOM: <b>review and monitor</b> policies, plans, priorities, reports and <b>recommend</b> Boarding	<b>Responsible to</b> <b>Prepare</b> and <b>deliver</b> Trust policies, plans, priorities and actions, <b>review</b> reports from Principals on schools, <b>monitor</b> Trust and school action plans and make <b>recommendations</b> to FARCOM	<b>Informed</b> on any action plans for school and <b>monitor</b>	<b>Prepare</b> any detail or <b>Responsible to</b> <b>deliver</b> action plans for school as required by CEO	4.18

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
4.8	Trust events Ensure that all necessary health and safety measures are in place, securing adequate insurance coverage, and comprehensive event risk assessments.	<b>Approve</b> Trust wide policies, plans, priorities and associated budgets <b>Review</b> reports from relevant committee	Relevant committee: <b>review and monitor</b> policies, plans, priorities, reports and <b>recommend</b> Board  <b>Responsible</b> to review event <b>proposal</b> and confirm that all requirements have been met to the Trust's satisfaction in line with policy.	<b>Responsible to Prepare</b> and <b>deliver</b> all necessary event plans/ priorities health and safety measures, securing adequate insurance coverage, and comprehensive event risk assessments in line with budget and tasks directed by Trust Board  CEO is <b>responsible</b> for maintaining clear communication with the Trust throughout the planning process to ensure alignment with Trust policies and procedures.		<b>Responsible to Prepare</b> and <b>deliver</b> tasks directed by the CEO	4.19
4.9	Academy events Ensure that all necessary health and safety measures are in place, securing adequate insurance coverage, and comprehensive event risk assessments.	<b>Approve</b> Trust wide policies, plans, priorities and associated budgets <b>Review</b> reports from relevant committee	Relevant committee: <b>review and monitor</b> policies, plans, priorities, reports and <b>recommend</b> Boarding	<b>Responsible</b> to review event <b>proposal</b> and confirm that all requirements have been met to the Trust's satisfaction in line with policy.  <b>Monitor</b> Trust and Academy action plans and make <b>recommendations</b> to relevant Committee	<b>Informed</b> on any plans for Academy and <b>monitor</b>	<b>Responsible to Prepare</b> and <b>deliver</b> all necessary event plans/ priorities health and safety measures, securing adequate insurance coverage, and comprehensive event risk assessments in line with budget and tasks directed by Trust Board  Principal is <b>responsible</b> for maintaining clear communication with the Trust throughout the planning process to ensure alignment with Trust policies and procedures.	4.20

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
4.10	ICT services and resources	<b>Informed</b> on delivery plans and routine/ replacement ICT in line with budgets <b>Approve</b> major ICT projects within approved budgets <b>Approvals as</b> required in line with delegations	FARCOM <b>review</b> reports from CEO <b>and monitor</b> and report to Board on plans and progress <b>Recommend</b> plans/ priorities to Board for major projects <b>Approvals as</b> required in line with financial delegations	<b>Prepare,</b> <b>recommend</b> and <b>responsible for</b> <b>deliver</b> plans for routine/ replacement ICT and major investment informed by school priorities and budgets In line with delegations, <b>approve/ recommend</b> projects and <b>report</b> to FARCOM may <b>monitor</b> Trust or school projects	<b>Informed</b> on major projects delivered by Trust and may be asked to <b>monitor</b> any actions in school	<b>Prepare</b> detail on school priorities and <b>report</b> to CEO In line with financial delegations, <b>approve</b> and <b>deliver</b> or, where delivered by Trust, <b>informed</b> and expect to be <b>consulted</b> for school perspective	4.21
4.11	Internal Scrutiny: The Audit and Risk Committee is responsible for commissioning internal scrutiny.	Trust Board <b>Approve</b> report on internal scrutiny. Conditions: - Trusts with revenue over £50 million must use either an in-house internal auditor or an external audit provider. - The internal scrutiny program must be risk-based and reviewed annually.	FARCOM: <b>Reviews</b> and <b>monitors</b> reports from the CFOO and CEO, checking progress, and updating the Trust Board.  Recommend plans and priorities for major projects to the Trust Board.  <b>Approve</b> in principal decisions where this falls within the Trust's agreed financial limits.  <b>Monitors</b> and <b>ensures</b> internal scrutiny (a requirement for large Trusts) is carried out	CFOO and CEO <b>prepare,</b> <b>recommend</b> and <b>responsible for</b> <b>deliver</b> plans and report.	NA	NA	NA

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
			properly, so the Trust has strong financial oversight.				
4.12	Estate Safety & Compliance	<p>Holds ultimate accountability for estate safety and compliance.</p> <p>Holds ultimate accountability for estates compliance, safety, and sustainability.</p> <p>Ensures estate risks (e.g. RAAC, asbestos, fire safety, long-term maintenance) are identified, monitored, and mitigated.</p> <p><b>Approves</b> and oversees a fully costed Climate Action Plan.</p>	<p><b>FARCOM: Receive</b> reports on and <b>Monitors</b> estate-related risks in the risk register; reviews internal scrutiny.</p> <p>Benchmarks estate management against the School Estate Management Standards.</p> <p>Ensures estates-related</p> <p>Reviews and monitors procurement and capital projects comply with financial delegations and public value principles.</p> <p><b>Monitors</b> and oversees a fully costed Climate Action Plan, if applicable <b>recommends</b> appointment of a</p>	<p><b>Responsible to deliver and maintains</b> estates compliance/ risk register; ensures adherence to regulations (RAAC, asbestos, fire safety, maintenance) and reports to FARCOM and Trust Board.</p> <p><b>Develop</b> and implement the Trust-wide <b>Estates Strategy</b> (including condition, maintenance, sustainability, and compliance).</p> <p><b>Maintain</b> an estates risk register and <b>report</b> significant risks to FARCOM and the Trust Board.</p>	<p>Escalates local site safety concerns to Principal.</p> <p>Escalate local estates risks and review / <b>monitor</b> risk register concerning (e.g. site safety issues) and <b>report</b> to the principal</p> <p><b>Monitor</b> the effectiveness of estates management at school level but not responsible for strategic estates decisions.</p>	<p>Act promptly on any estates non-compliance at school level and <b>report</b> to CEO, Trust Executive Team and Trust Board as required. Responsible to <b>deliver</b> on actions.</p>	NA

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
			Sustainability Lead.	<p><b>Lead</b> on the delivery of the Climate Action Plan and report progress to the Board.</p> <p><b>Ensure and deliver</b> on the compliance with procurement rules for estates and capital projects.</p>			

## Human Resources (Workforce)

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
Note These areas of delegation will be delivered in line with the Trust's HR and financial delegations which will be set out in separate documents							
5.1	HR policies & practice	As per policy schedule, <b>review</b> and <b>approve</b> HR policies to ensure compliance including with statutory requirements	Remuneration and FARCOM: <b>review and monitor</b> reports and <b>recommend</b> HR policies and practice to Board	As per policy schedule, <b>prepare, recommend/ approve</b> policies and practice across Trust. To include links to local authority approaches or consultation with Principals. <b>Deliver</b> across Trust and report to committees	<b>Monitor</b> implementation in school. In line with policies, may be <b>consulted</b> for specific elements, for example sitting on panels	Where required by CEO, <b>consulted</b> on policies and practice. For school, <b>deliver</b> and <b>inform</b> CEO on issues to inform development of policies and practice	5.17
5.2	Staff structure and proposals for restructuring or redundancy	<b>Approve</b> central Trust staff structure. <b>Review</b> and <b>approve</b> proposals for restructuring or redundancy for Trust and schools in line with Trust delegations	FARCOM: <b>review and monitor</b> reports from CEO and <b>report</b> to Board on plans and progress. <b>Recommend</b> proposals to Board as relevant in line with delegations	<b>Prepare, recommend</b> to FARCOM and <b>deliver</b> central Trust staff structure in line with budget. <b>Review</b> Principal reports on delivery of schools' staffing structure. <b>Approve/ recommend</b> to - for school changes, informed by consultation with Principals	For any material changes in staff structure, <b>consulted</b> for school and <b>informed</b> for Trust.	In line with budgets, structure and HR delegations: <b>approve</b> and <b>deliver</b> school staffing; <b>recommend</b> to CEO proposals for restructuring or redundancy	5.9
5.3	Appointment and dismiss Trust Leader and Accounting Officer	<b>Deliver</b> and <b>approve</b> drawing on external expertise as considered necessary	Committees: <b>informed</b> of decision Remuneration: <b>review and monitor</b> succession plan; may make <b>recommendations</b> on pay and conditions		<b>Informed</b> of decision	<b>Informed</b> of decision	5.1

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
5.4	Appointment of central Trust staff including the Chief Financial Officer	Executive Team: <b>approve</b> appointments - expect Chair (or their delegated Trustee) to be involved in process as part of panel Staff not on Executive Team: <b>Informed</b> by CEO of decisions	FARCOM & Standards Committee: <b>informed</b> of appointment decisions FARCOM may be involved in appointment process	Executive Team: <b>responsible to deliver</b> recruitment process including sit on panel and make <b>recommendations</b> to Board Staff not on Executive Team: <b>deliver</b> and <b>approve</b> appointments in line with policy, budget and approved staffing structure	<b>Informed</b> of appointment decisions	<b>Informed</b> of appointment decisions	5.18
5.5	Appointment and dismiss of Principal	<b>Approve</b> appointment <b>Consulted</b> on process - expect Chair of Board (or their delegated Trustee) to be <b>informed</b> by CEO and involved as part of panel	FARCOM & Standards Committee: <b>informed</b> of decision	<b>Responsible to Deliver</b> process for appointment and <b>recommend appointment</b> to Board	<b>Informed</b> on process and appointment decision <b>Consulted</b> – expect Local Advisory Board Chair (or their delegated Local Advisory Board member) to sit on panel		5.10
5.6	Appointment of school senior leadership and other staff	<b>Approve</b> appointment of senior leaders (STPCD – Leadership Scale) and UST School Based Leaders	FARCOM & Standards Committee: <b>informed</b> of decision	In line with budgets, structure and HR delegations: will be <b>responsible to approve</b> appointments OR <b>review</b> recommendations from Principal and <b>recommend</b> to Board for approval	<b>Informed</b> of decisions. <b>Consulted</b> for deputy Principal appointments, expect Local Advisory Board Chair (or their delegated Local Advisory Board member) to sit on panel. May be <b>consulted</b> for another senior roles	In line with budgets, structure and HR delegations: will be <b>responsible to deliver</b> and <b>approve</b> OR <b>recommend</b> appointments to CEO	5.19

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
5.7	Conduct performance management for CEO	<b>Approve</b> performance management and pay, drawing on external expertise as required	Remuneration: for CEO, <b>deliver</b> process; for Executive Team, <b>review</b> and <b>monitor</b> CEO report and make <b>recommendations</b>				5.2
5.8	Conduct appraisal and performance management for and Executive Team and all other central team staff	May be involved to <b>review</b> or <b>approve</b> any appeals in line with policy	Remuneration: <b>review</b> and <b>monitor</b> CEO report on process and consistency of approach	Executive Team and central team: <b>responsible</b> to <b>deliver</b> performance management and make recommendations to Remuneration Committee			5.4
5.9	Performance management of Principal	<b>Approve</b> performance management and pay May be involved to <b>review</b> or <b>approve</b> any appeals in line with approved policy	Remuneration: <b>review</b> CEO report and recommendations	<b>Responsible</b> to <b>deliver</b> performance management, including drawing on any external expertise as required, and make <b>recommendations</b> to Remuneration Committee	<b>Consulted</b> – Local Advisory Board Chair (or their delegated Local Advisory Board member) on panel and informed of decision. Local Advisory Board <b>informed</b> on completion of process		5.5
5.10	Appraisal and performance management for all other school staff	May be involved to <b>review</b> or <b>approve</b> any appeals in line with policy	Remuneration: <b>review</b> and <b>monitor</b> CEO report on process and high- level outcomes	<b>Informed</b> on process and <b>monitor</b> completion and summary of Principal decisions. <b>Report</b> across all schools on process, completion and high-level outcomes to Remuneration Committee	<b>Informed</b> on process, completion and high-level outcomes. Local Advisory Board Chair may be <b>consulted</b> May be involved in <b>review</b> or <b>approve</b> appeals	<b>Responsible</b> to <b>Deliver</b> and <b>approve</b> in line with policy. <b>Report</b> on process, its completion and high-level outcomes to Local Advisory Board and CEO	5.21

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
5.11	Staff development	<b>Approve</b> Trust wide policy and approach In line with financial delegations, budget and policy, <b>approve</b> expenditure	Personnel: <b>review and monitor</b> Trust wide policy and approach, <b>recommend</b> to Board. <b>Review</b> report from CEO on staff development plans across the Trust	In line with delegations, budget and policy: <b>approve</b> opportunities OR <b>recommend</b> opportunities or expenditure to Board <b>Prepare, deliver</b> and <b>report</b> to FARCOM.	<b>Informed</b> by Principal for school	In with delegations, budget and policy: <b>approve</b> opportunities for school staff OR <b>recommend</b> to CEO <b>Report</b> on plans and delivery to Local Advisory Board	5.20
5.12	Overseeing staff wellbeing, workload and working conditions	<b>Approve</b> Trust wide policy and approach	Personnel: <b>review and monitor</b> Trust wide policy and approach,	<b>Responsible to deliver</b> Trust wide policy and approach	<b>Informed</b> by Principal for school and <b>monitor</b>	<b>Responsible to Deliver</b> in school in line with Trust approach.	5.22
5.13	Procurement: The CFOO may approve procurement decisions within delegated financial thresholds.	Trust Board must <b>approve</b> conditions: - All procurement must comply with the Procurement Act 2023. - Due diligence must be undertaken for all significant contracts. - Any novel, contentious, or repercussions transactions must be escalated to the Board for approval.	FARCOM: <b>review and monitor</b> policies, plans, priorities, reports and <b>recommend</b> Board.	<b>Responsible to deliver</b> Trust wide policy and approach.	<b>Informed</b> by Trust	<b>Informed</b> by Trust	NA
5.14	Cyber Ransom Demands: No authority to approve ransom payments. Cybersecurity included in risk register and audit.	The Trust Boards is NOT granted to approve payment of cyber ransom demands. The Trust Board must NOT pay any cyber ransom demands under any circumstances	FARCOM: <b>review and monitor</b> policies, plans, priorities, reports. Cyber security must be included in the Trust's risk register and internal audit programme.	<b>Responsible to deliver</b> Trust wide policy and approach.	<b>Informed</b> by Trust	<b>Informed</b> by Trust	NA

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
5.15	Internal Scrutiny Financial oversight for large Trusts. Risk-based internal audit programme						

## Stakeholder Engagement (Governance and Leadership)

Ref	Area	Trust Board	Trust Committees	CEO	Local Advisory Board	Principal	Matrix Ref
6.1	Publication of information on Trust and school websites	<b>Informed and approve</b> Trust requirements are met across Trust	Audit & Risk: <b>informed and monitor</b> Trust and school requirements are met and any related issues	<b>Prepare, responsible to deliver</b> information and its publication in line with requirements. <b>Report</b> to Local Advisory Boards and Board requirements are met	<b>Informed</b> requirements are met for school. <b>Consulted</b> by CEO on stakeholder perspective on information	If required by CEO, <b>deliver</b> for school and <b>report</b> to CEO	6.3
6.2	Trust branding and PR	<b>Approve</b> Trust branding		<b>Prepare and recommend</b> to Board. <b>Responsible</b> to <b>deliver</b> on Trust wide basis implementing approved approach		<b>Consulted</b> by CEO on school perspective. <b>Deliver</b> for school	6.4
6.3	Stakeholder engagement including partners, parents, pupils and local communities	<b>Approve</b> approach. <b>Review</b> reports on implementation of approved plans including feedback Expected to have role to <b>deliver</b> including Trust partners, and liaise with CEO	Standards Committee: <b>review and monitor</b> reports and make <b>recommendations</b> , including changes needed in policies or approach, to Board	<b>Prepare, recommend and responsible to deliver</b> <b>Report</b> to Standards Committee on implementation of plans including feedback received, in line with approved approach	Subject to approved approach, expected to have role to <b>deliver</b> or <b>monitor</b> communication local school stakeholders, including parent community, and <b>report</b> to CEO and Principal	Subject to approved approach, <b>responsible to deliver</b> for school and report to CEO	6.5

## 14. Academy Trust Handbook 2025 Schedule of Musts Checklist for Trustees

These are the requirements in the Academy Trust Handbook brought together into one list: the 'musts'. It abbreviates these requirements and so cannot be used as a substitute for the full handbook. References to the relevant sections are included, which must be read in full. This is an entirely optional resource to help manage compliance.

<b>Top 10 'musts' for chairs and other Trustees</b>	
<b>Paragraph</b>	<b>Requirement</b>
1.11 and 1.12	Apply highest standards of conduct and ensure robust governance, comply with charitable objects, with duties as company directors, with charity law and the funding agreement.
2.3	Ensure the board of Trustees meets at least three times a year.
2.4	Approve a written scheme of delegation of financial powers.
2.10	Ensure the board approves a balanced budget for the financial year and minutes their approval
2.19 and 2.20	Share management accounts with the chair of Trustees monthly and consider when the board meets, taking action to maintain financial viability
2.27 and 2.28	Ensure decisions about executive pay follow a robust evidence-based process, that is documented in an agreed pay policy, reflecting the individual's role and responsibilities, and that the approach to pay is transparent, proportionate and defensible.
3.6 to 3.13	Appoint an audit and risk committee (either dedicated or combined with another committee) to advise on the adequacy of the Trust's controls and risks.
4.4	Submit audited accounts to DfE by 31 December
4.14	Ensure an appropriate, reasonable and timely response to findings by auditors, taking opportunities to strengthen financial management and control
5.34 - 5.54	Manage conflicts of interest, be even-handed with related parties, and ensure goods or services provided by them are at no more than cost, beyond the limits in this handbook
<b>Roles and responsibilities</b>	
<b>Paragraph</b>	<b>Requirement</b>
	Adhere to The 7 principles of public life
1.1	Have the skills, knowledge and experience to run the Trust
1.3	Have at least three members but should have five or more

1.4	Have suitability checks in place for members to ensure they are not subject to a direction under section 128 of the Education and Skills Act 2008
1.5	Not have members as employees, nor have members occupy staff roles on an unpaid voluntary basis
1.21, 1.37 and 2.7	Ensure regularity, propriety and value for money
1.21	Trustees to take ownership of financial sustainability and ability to operate as a going concern
1.24	Ensure committees contain a majority of Trustees
1.25	Not have de facto Trustees or shadow directors
1.27	Include a review of the Trust's governance structure and board composition in the governance statement when producing audited accounts for the first time
1.28	Appoint a senior executive leader (should be principal or chief executive)
1.29 to 1.38	Appoint an accounting officer (the senior executive leader) with responsibility for regularity, propriety and value for money and for assuring the board about compliance with the funding agreement and handbook
1.35	Demonstrate in the governance statement how the Trust has secured value for money
1.35 and 4.12	Include a statement on regularity, propriety and compliance, signed by the accounting officer, in the audited accounts
1.39	Appoint a chief financial officer to lead the finance department
1.40	Have appropriately qualified and/or experienced finance staff
1.42	Appoint a governance professional (clerk to the board)
1.43	Be transparent with governance arrangements
1.44 and 1.49	Publish the Trust's governance arrangements in its governance statement and in a readily accessible form on its website
1.45 - 1.48	Capture in an up to date register of interests the relevant business and financial interests of (as a minimum) members, Trustees, local governors and senior employees [1.45] and interests of other individuals as described in 1.47
1.49	Publish relevant business and financial interests of members, Trustees, local governors and accounting officers
1.50	Ensure governance documents are available for public inspection
1.52	Arrange DBS checks as appropriate

### Main financial requirement

Paragraph	Requirement
2.1	Maintain robust oversight of the Trust
2.2	Take responsibility for financial affairs, stewardship of assets and use resources efficiently
2.6	Have sound internal control, risk management and assurance processes

2.7 and 2.24	<p>Establish a control framework that includes:</p> <p>ensuring delegated financial authorities are complied with, and segregation of duties maintained</p> <p>co-ordinating the planning and budgeting process</p> <p>discipline in financial management, including managing debtors, creditors, cash flow and monthly bank reconciliations</p> <p>planning and oversight of capital projects including those relating to estates safety</p> <p>management and oversight of assets including maintenance of a fixed asset register</p> <p>regularity, propriety and value for money</p> <p>reducing fraud and theft</p> <p>independent checking of controls, systems, transactions and risks</p> <p>a competitive procurement procedure</p>
2.8 and 2.9	<p>Prepare and monitor financial plans to ensure the Trust remains a going concern and ensure rigour and scrutiny in budget management</p>
2.11	<p>Ensure budget forecasts are accurate, based on realistic assumptions and reflective of lessons learned from previous years</p>
2.15 and 2.16	<p>Submit a budget forecast return to DfE, approved by the board of Trustees</p>
2.17	<p>Notify DfE within 14 days if proposing a deficit revenue budget for the current financial year which it cannot address after taking into account unspent funds from previous years, as this would be non-compliant with the funding agreement and this handbook</p>
2.18	<p>Prepare management accounts every month.</p>
2.21	<p>Manage cash position robustly and avoid becoming overdrawn</p>
2.22	<p>Have a cautious approach to investments in line with the handbook principles</p>
2.23	<p>Show that public funds have been used as intended by Parliament</p>
2.29	<p>Publish on Trust's website the number of employees whose benefits exceeded £100k, in £10k bandings</p>
2.30	<p>Ensure senior employees' payroll arrangements meet HM Treasury's tax requirements</p>
2.31	<p>Approach DfE to seek approval when entering into a new electric vehicle salary sacrifice scheme or accepting any further employees onto an existing electric vehicle salary sacrifice scheme.</p>
2.32	<p>Not use Trust's funds to purchase alcohol for consumption, except where it is to be used in religious services</p>
2.35 and 2.36	<p>Manage risks, including contingency and business continuity planning and maintain a risk register. Board to retain oversight of risk and conduct a full review of risk register at least annually.</p>
2.37	<p>Have adequate insurance or be a member of DfE's risk protection arrangement</p>
2.39	<p>Implement reasonable risk management audit recommendations</p>
2.40 to 2.44	<p>Have published procedures for whistleblowing and respond properly and fairly</p>
2.45	<p>Provide DfE or its agents with information of sufficient quality to meet funding requirements</p>

2.46 to 2.50	Notify DfE via Get information about schools within 14 days of changes in information about members, Trustees, local governors, chair of Trustees, chairs of local governing bodies, accounting officer and chief financial officer
<b>Internal scrutiny</b>	
Paragraph	Requirement
3.1 to 3.5	Check financial and non-financial controls and risks
3.13	Ensure information submitted to DfE affecting funding is accurate and compliant
3.14 to 3.17	Ensure checks are conducted by someone independent, suitably qualified and experienced
3.14 and 3.15	Provide internal scrutiny reports to the audit and risk committee and make the findings available to all Trustees promptly
3.19	Confirm in the governance statement which internal scrutiny option has been applied and why
3.20	Provide annual summary of internal scrutiny to DfE by 31 December, and provide other internal scrutiny reports on request
<b>Annual accounts and external audit</b>	
Paragraph	Requirement
4.1 to 4.4	Produce audited accounts, publish on the Trust's website by 31 January and file with Companies House
4.5 and 4.6	Appoint an external auditor in writing, for the annual accounts
4.6	Put any additional services from the external auditor in a separate letter of engagement
4.7	Provide in the audit contract for the removal of external auditors
4.8	Notify DfE immediately of the removal or resignation of external auditors, and the reasons
4.9	Prepare information, at DfE's request, for the sector annual report and accounts
4.13	Include a review of the accounting officer's statement on regularity, propriety and compliance within the external auditor's remit, and address the auditor's conclusions on regularity jointly to the Trust and DfE
4.15	Audit and risk committee to review the external auditor's plan, annual accounts, audit findings, management response and effectiveness of the external auditor and produce annual report of conclusions
Delegated authorities	
5.1 to 5.3	Obtain DfE's prior approval for transactions beyond the Trust's delegated limits
5.4	Make financial disclosures in the annual accounts in line with this handbook
5.5	Refer novel, contentious and/or repercussive transactions to DfE for prior approval

	For staff severance payments, consider the following before committing:  whether the proposed payment is in the Trust's interests  whether payment is justified and value for money, based on a legal assessment  review the level of settlement, which must be less than the legal assessment of what the relevant body (e.g. employment tribunal) is likely to award
5.8	
5.10	Obtain DfE's prior approval for the non-contractual/non-statutory element of a staff severance payment of £50,000 or more (gross, before deductions)
5.11	Not accept a settlement for a staff severance payment unless satisfying the conditions in this handbook
5.12	Obtain prior approval for special staff severance payments of £100k or more which include a non-statutory/non-contractual element, and/or where the employee earns over £150k
5.13	Ensure confidentiality clauses do not prevent an individual's right to make disclosures in the public interest
5.14	For compensation payments, base on appraisal, including legal advice, ensuring value for money
5.15	Obtain DfE's prior approval for non-contractual/non-statutory compensation payments of £50,000 or more
5.17	Obtain DfE's prior approval for other types of special payments
5.18 and 5.19	Obtain DfE's prior approval for writing off debts and losses, guarantees, letters of comfort and indemnities beyond limits in this handbook
5.22 and 5.23	Obtain DfE's prior approval, before acquiring and disposing of fixed assets beyond limits in this handbook and ensure disposal achieves best price
5.25 to 5.27	Obtain DfE's prior approval for leases beyond limits in this handbook
5.30	Consider the funding needs of individual Academies if pooling GAG, and have an appeals mechanism
5.30	Not pool PFI funding
5.31	Ensure gifts by the Trust have the decision documented, and have regard to propriety and regularity
5.32	Obtain DfE's prior approval before borrowing, including overdrafts but excluding finance leases on the DfE approved list, and only use credit cards for business expenditure
5.35	Ensure no member, Trustee, local governor, employee or related individual or organisation uses their connection to the Trust for personal gain
5.35	Ensure no payments to Trustees unless permitted by the articles and comply with the terms of any agreement with the Secretary of State
5.35	Obtain Charity Commission prior approval for paying a Trustee for acting as a Trustee
5.37	Ensure the board chair and the accounting officer manage their relationships with related parties to avoid real and perceived conflicts of interest

5.38 and 5.39	Recognise that related party transactions may attract public scrutiny and require sufficient disclosure in annual accounts to support accountability and transparency
5.40	Report all contracts and other agreements with related parties to DfE in advance
5.41 to 5.43	Obtain DfE prior approval for contracts and other agreements with related parties beyond limits in this handbook subject to the exceptions in 5.41
5.1 to 5.3	Obtain DfE's prior approval for transactions beyond the Trust's delegated limits
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### The regulator and intervention

Paragraph	Requirement
6.2	Arrange for letters to Trusts' accounting officers from DfE about the accountability framework to be discussed by the board and, where appropriate, strengthen the Trust's systems
6.3	Provide DfE with access to books, records, information, explanations, assets, premises and staff to assist with its audits
6.4	Provide DfE with permission for any third party to provide requested information where there are concerns or an investigation is ongoing at a Trust
6.5	Retain records for at least six years after the period to which funding relates
6.6	Send DfE a financial management and governance self-assessment for new Academy Trusts
6.6	Submit school resource management self-assessment checklist to DfE annually
6.9	Be aware of the risk of fraud, theft and irregularity and address with proportionate controls and appropriate action
6.10	Notify DfE of fraud or theft over £5,000, individually or cumulatively, or of any value where unusual or systematic
6.14	Be aware of the risk of cybercrime and put in place proportionate controls and appropriate action where a cyber security incident has occurred
6.15	Not pay any cyber ransom demands
6.18	Comply with a Notice to Improve
6.19	Waive delegated authorities and obtain DfE approval of certain transactions described in this handbook if the Trust has an Ntl

6.20	Publish the Ntl on the Trust's website until it is lifted
6.28	Cooperate with NAO and provide help, information and explanation
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