Place Partnership

A MULTI-ACADEMY TRUST

Governance Handbook
2026/27

Contents

Welcome from the Board of Trustees and CEO

Dear Trustees and Governors,

It is our pleasure to welcome you to Place Partnership, guided by our vision: **people** belong, **place** matters, and **purpose** lasts.

This vision shapes everything we do. We want all those connected to our Academies to feel a strong sense of belonging, value, respect and to be proud of their contribution. As Trustees and Governors, your role is central in setting this tone and ensuring it is consistently realised.

We are proud of the communities we serve and believe deeply that place matters. Our Academies are integral to their communities and through them we strive to make a lasting, positive difference. Your insight and stewardship help ensure our work remains connected, responsive, and meaningful.

We are equally driven by an enduring purpose to act in the best interests of our young people, both now and into the future. This requires clear thinking, integrity, and a focus on sustainable improvement. Your governance plays a vital role in maintaining this focus and ensuring strong accountability.

Our mission reflects the culture we seek to build where people feel valued, take pride in their place, and hold high expectations because everyone matters. This is underpinned by our values:

- **Value Our People**
- **Take Pride in Our Place**
- **Act with Enduring Purpose**

Through your leadership, these principles are not only upheld but lived across the Trust.

Thank you for your commitment, expertise and dedication. We look forward to working in partnership with you to ensure Place Partnership makes a lasting difference to the young people and communities we serve.

Yours faithfully

Andrew Lancashire
Chair of the Board of Trustees

Glyn Staves
Vice-Chair of the Board of Trustees

Alan Warboys
Chief Executive Officer

Section 01

Vision, Mission and Values

Vision

People belong, **place** matters, **purpose** lasts.

We want our staff, pupils, parents, Governors, Trustees and wider stakeholders to experience a genuine sense of belonging within our community. Everyone connected to our Academies should feel valued, build meaningful relationships and be proud of the part they play in our shared success.

Our place matters. We are proud of the communities that we serve and work hard to represent and strengthen them. Through our Academies, we aim to enhance the lives of our communities and contribute positively to the future of the places we call home.

Our purpose is meaningful and enduring. We make decisions that serve the best interests of our young people, both now and in the future. We focus on sustainable improvement rather than short-term fixes or passing trends, acting with integrity and doing what we believe is right.

Mission

We commit to building a culture where people feel valued, take pride in their place, and hold high expectations because everyone matters.

Our mission focuses on the daily work and culture within our schools. It reflects our commitment to creating environments where every individual is recognised, respected and supported to succeed.

We want staff and pupils to feel valued for who they are and what they contribute, knowing that their efforts and achievements are recognised. Staff and pupils take pride in their Academies and care deeply for their wider communities.

At the heart of this is a commitment to high expectations for all. We believe that when people feel valued and connected to their place, they are more likely to strive for excellence and support one another to succeed.

Values

Value Our People
We treat people with care and compassion, build belonging, and hold high expectations because everyone matters.

Take Pride in Our Place
We care for our communities and work in partnership, so that people feel connected, supported and part of something to be proud of.

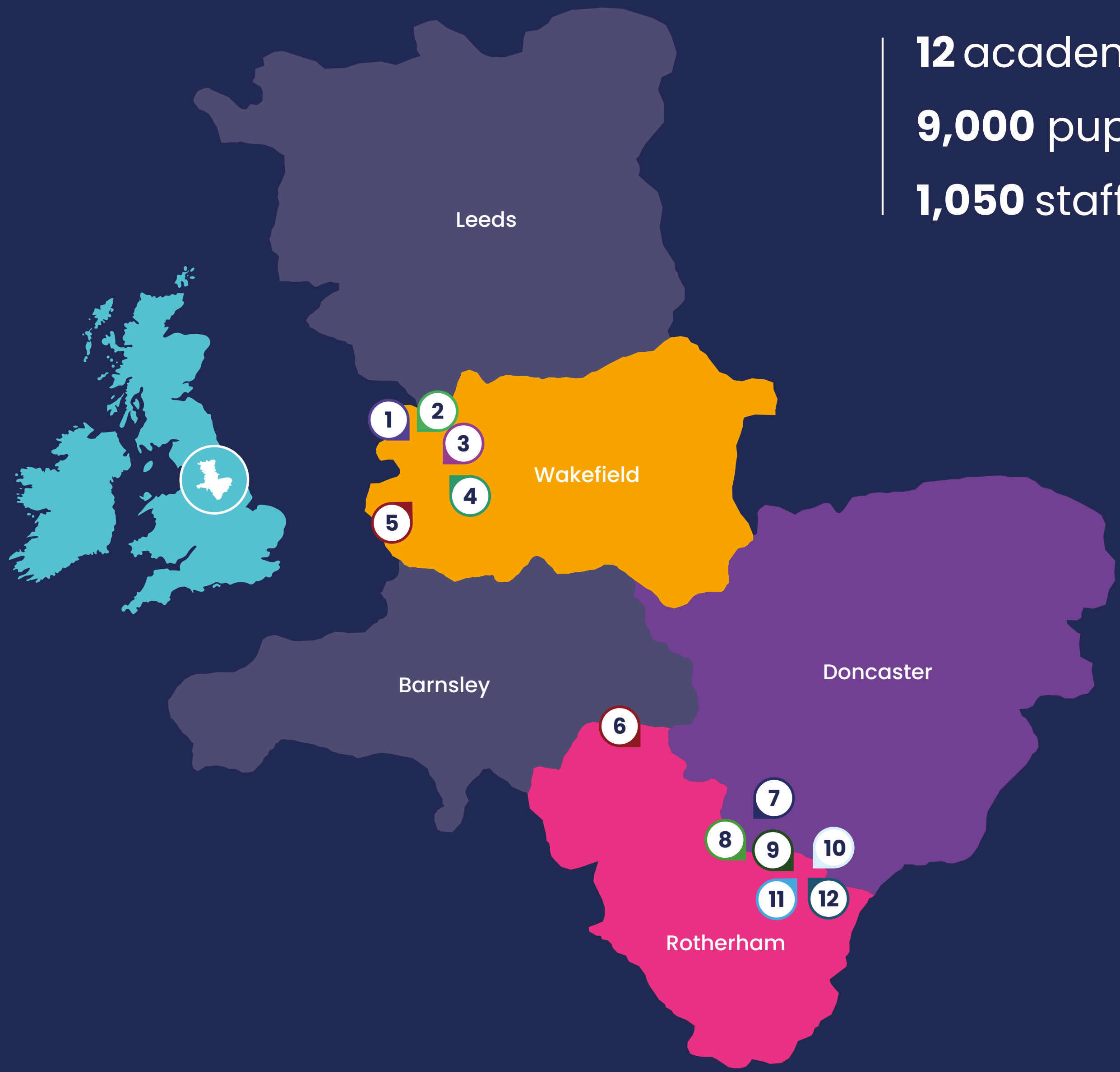
Act With Enduring Purpose
We focus on what matters most, our young people, making decisions that stand the test of time.



Overview

Place Partnership
A MULTI-ACADEMY TRUST

12 academies
9,000 pupils
1,050 staff



1. Ossett Academy and Sixth Form College
2. South Ossett Infants Academy
3. Horbury Academy
4. Horbury Primary Academy
5. Middlestown Primary Academy
6. Wath Academy Wath Academy Sixth Form
7. Sir Thomas Wharton Academy and The Sixth Form Partnership
8. Ravenfield Primary Academy
9. Maltby Redwood Academy
10. Maltby Manor Academy
11. Maltby Lilly Hall Academy
12. Maltby Academy and The Sixth Form Partnership

Purpose of the Handbook

This handbook summarises the governance framework of Place Partnership (the "Trust") and sets out how governance operates across the organisation.

The handbook has been developed in line with:

Academy Trust Governance Guide
Academy Trusts: Governance Guide - GOV.UK

The Academy Trust Handbook (Department for Education)
Academy Trust handbook - GOV.UK

The Place Partnership Memorandum and Articles of Association

The Place Partnership Funding Agreement

The purpose of governance in Place Partnership is to provide:

- Strong and effective strategic leadership
- Robust accountability and oversight
- Clear assurance regarding educational and financial performance
- Strategic engagement with stakeholders to inform decision-making and support continuous improvement

This handbook sets out how the Board of Trustees (the "Board") and local governance arrangements ensure these aims are achieved.

All statutory documents can be located here
www.placepartnership.com/governance

Legal Framework

Place Partnership Company Details:	
Company Name	Place Partnership – A Multi-Academy Trust
Company Number	07033915
Registered Office	Maltby Grammar Business Hub, Braithwell Road Maltby, Rotherham S66 8AA.
Charitable Status	Exempt Charity.

As a Multi-Academy Trust Place Partnership is governed by:	
Memorandum of Association	
Articles of Association	Based on the DfE Model Articles of Association.
Master Funding Agreement and Supplemental Funding Agreements	Academy and Free School: Master Funding Agreement.
Company Law	Place Partnership is a company limited by guarantee and registered with Companies House.
Charity Law	Place Partnership is an exempt charity with the charitable purpose of advancing education.
DfE Regulations	Including the Academy Trust Governance Guide and Academy Trust Handbook and Trust Quality Descriptors.
Other Regulations	Ofsted, GDPR and those relating to health and safety, property and employment.

The Trust is a company limited by guarantee, registered with Companies House and an exempt charity. It is contracted by the Secretary of State for Education to run one or more Academies. It is subject to company audit laws and is accountable to the Secretary of State for Education, pupils, parents and other stakeholders. The Trust retains the legal responsibility for running the Academies and is responsible for all assets and liabilities, rights and obligations.

Academies within the Trust are not established as legal entities in their own right. They do not have a legal personality.

This means that all the assets and liabilities of each Academy are run by the Trust and all contracts (whether in relation to employees or otherwise) for each Academy will be held and entered into (respectively) by the Trust.

The Purpose of the Board

The Board of Trustees (the "Board") is responsible for the strategic leadership of the Trust.

Strategic Leadership

The Board:

- ✔ Defines the Trust's vision and strategy
- ✔ Establishes and promotes the Trust's culture
- ✔ Determines the level of delegation to Academy Education Committees (AECs)

Accountability and Assurance

The Board holds the Executive Leadership Team (ELT) to account and ensures effective oversight of:

- ✔ Educational provision
- ✔ Pupil welfare
- ✔ Financial performance and value for money
- ✔ Estate safety and maintenance
- ✔ Compliance and governance

Engagement

The Board maintains strategic oversight of stakeholder relationships and ensures that:

- ✔ Stakeholder views inform decision-making
- ✔ Engagement supports effective governance

The Board may delegate certain functions but retains the ultimate accountability for all outcomes

The Principles of Public Life

(Nolan Principles)

The Seven Principles of Public Life, originally published by the Committee on Standards in Public Life (the Nolan Committee), set out the standards of conduct expected of those working in the public sector.

These principles underpin the behaviour and decision-making of all those involved in governance within the Trust.

All Members, Trustees, Governors and leaders are expected to conduct themselves in accordance with these principles at all times, ensuring that their actions reflect the highest standards of integrity and public accountability.

Selflessness requires that holders of public office act solely in terms of the public interest. Decisions must be made in the best interests of pupils and the wider Trust community, and not for personal, financial or other material gain, whether for themselves, their family or their friends.

Integrity requires that individuals avoid placing themselves under any obligation to people or organisations that might seek to influence them inappropriately. They must not act or take decisions to gain personal benefit and must declare and properly manage any interests or relationships that could give rise to a conflict.

Objectivity requires that decisions are taken impartially, fairly and on merit. This includes the appropriate use of evidence, maintaining professional judgement, and ensuring that decisions are free from bias or discrimination.

Accountability requires that individuals are accountable to the public for their decisions and actions. They must be prepared to submit themselves to scrutiny and ensure that appropriate governance arrangements are in place to support transparency and challenge.

Openness requires that decisions are taken in an open and transparent manner. Information should not be withheld unless there are clear and lawful reasons for doing so, such as protecting confidentiality or safeguarding individuals.

Honesty requires that individuals are truthful in all aspects of their role. This includes providing accurate information, acting with integrity in communication, and avoiding any actions that could mislead or misrepresent.

Leadership requires that individuals demonstrate these principles in their own behaviour and actively promote high standards throughout the Trust. This includes acting as role models and being willing to challenge poor practice or behaviour wherever it occurs.

Across all levels of governance within the Trust, these principles are applied through the consistent exercise of professional judgement, the effective management of conflicts of interest, and a commitment to transparency, accountability and ethical conduct. In doing so, the Trust ensures that governance remains focused on the best interests of its pupils and communities, and that public confidence in its work is maintained.

Trustee / Governor

Code of Conduct

This Code of Conduct applies to all Trustees and Governors within the Trust.

By accepting an appointment, individuals agree to uphold these standards and to always act in the best interests of the Trust.

Trustees and Governors are expected to demonstrate a clear commitment to the Trust's values and to uphold the Seven Principles of Public Life. In doing so, they must also have regard to the Charity Governance Code, ensuring that governance is conducted with integrity, openness and accountability.

The role of Trustees and Governors is a strategic one. It is important that they understand the distinction between governance and operational management, and that they do not become involved in the day-to-day running of the Trust or its Academies. Their role is to provide effective support and constructive challenge to leaders, ensuring that decisions are well informed and aligned with the Trust's strategic priorities.

Trustees and Governors act collectively in the interests of the Trust, rather than as representatives of individual groups or stakeholders. While a range of perspectives is encouraged, decisions, once made, must be supported collectively as decisions of the Board or the relevant Academy Education Committee (AEC).

In carrying out their responsibilities, Trustees and Governors are expected to exercise independent judgement and to apply reasonable care, skill and diligence. This includes using evidence to inform discussion, asking appropriate questions, and maintaining a professional and respectful approach when working with leaders. The relationship between governance and leadership should be constructive and focused on securing the best possible outcomes for pupils.

Integrity is central to effective governance. Trustees and Governors must avoid conflicts of interest and ensure that any personal, financial or other interests are declared and recorded appropriately. Where a conflict arises, it must be managed in accordance with agreed procedures, including withdrawal from discussion and decision-making where necessary.

Confidentiality is also a fundamental requirement. Trustees and Governors must respect the confidentiality of information relating to the Trust, including matters concerning staff, pupils and families. This responsibility continues beyond their term of office. Information should only be shared where it is appropriate and authorised to do so.

Active participation is essential for effective governance. Trustees and Governors are expected to attend meetings regularly, prepare thoroughly and engage constructively in discussion. This includes reading papers in advance and focusing contributions on strategic matters and impact.

To fulfil their role effectively, Trustees and Governors should develop a strong understanding of the Trust and its Academies. This includes engaging in training and development, participating in governance reviews and maintaining an up-to-date awareness of relevant educational and governance issues.

Trustees and Governors should visit Academies in order to develop their understanding of the Trust's work. Such visits must take place in line with agreed protocols, supporting strategic oversight while respecting operational boundaries.

All Trustees and Governors are expected to uphold the reputation of the Trust. This includes acting appropriately in all forms of communication, both within and outside the organisation, including the use of social media. Conduct should always reflect the values and expectations of the Trust.

Where concerns arise, whether relating to governance, conduct or the welfare of pupils, Trustees and Governors have a responsibility to raise these concerns through the appropriate channels. This includes ensuring that safeguarding concerns are reported and escalated in line with established procedures.

Failure to adhere to this Code of Conduct may result in formal action, including removal from office where appropriate. The Code of Conduct' to be consistent with all other references to ensure that it continues to reflect best practice and statutory guidance.

This Code of Conduct should be read alongside the Trust's Framework for Ethical Leadership in Education, which sets out the behaviours and values expected of all those involved in governance and leadership.

The Framework

for Ethical Leadership in Education

The Trust is committed to upholding the highest standards of ethical leadership across all levels of the organisation.

This framework sets out the behaviours and values expected of all those involved in governance and leadership, including Trustees and Governors.

The Framework for Ethical Leadership in Education builds on the Seven Principles of Public Life, which underpin all aspects of governance within the Trust. These principles provide the foundation for ethical conduct and are applied in practice through this framework within an educational context.

Applying the Principles in Practice

Ethical leadership within the Trust requires individuals to act with integrity, professionalism and a clear moral purpose In practice, this means:

- Placing the interests of pupils at the centre of decision-making
- Ensuring decisions are fair, transparent and evidence-informed
- Acting consistently in line with the Trust's values

This approach supports strong governance and ensures that decisions contribute positively to educational outcomes and the wider development of children and young people.

Ethical Leadership in Action

The Principles of Public Life are applied within the Trust through the way leaders:

- Prioritise pupils' wellbeing, safety and achievement
- Act independently and avoid inappropriate influence
- Use evidence to inform decisions
- Remain accountable and open to scrutiny
- Communicate honestly and transparently
- Model high standards of behaviour and challenge poor practice

These expectations apply to all those involved in governance and leadership.

Personal Characteristics of Ethical Leadership
Ethical leadership is also demonstrated through the behaviours and professional characteristics shown by individuals across the Trust.

Trust
Leaders act in a consistent and reliable manner, building confidence across the Trust community.

Wisdom
Leaders use knowledge, experience and sound judgement to make balanced and informed decisions.

Kindness
Leaders treat others with respect and professionalism, communicating clearly and appropriately, particularly in challenging situations.

Justice
Leaders act fairly and promote equality of opportunity, ensuring that decisions support all pupils effectively.

Service
Leaders demonstrate a strong commitment to the Trust's purpose, contributing positively to its systems, culture and outcomes.

Courage
Leaders are prepared to make difficult decisions and to challenge where necessary, always acting in the best interests of pupils.

Optimism
Leaders maintain a positive outlook and a belief in the potential of all pupils, supporting continuous improvement across the Trust.

Supporting Effective Governance

The consistent application of this framework ensures that governance across the Trust:

- Remains focused on the needs and outcomes of pupils
- Supports effective and ethical decision-making
- Maintains high standards of conduct, accountability and leadership

This framework should be read alongside the Trust's Code of Conduct and supports all those involved in governance in applying the principles of ethical leadership in practice.

Trust Governance Structure

The Trust's Academies operate with a shared vision, a single Board of Trustees and a single Scheme of Delegation.

The governance structure reflects the:

- Overall responsibility of the Board
- Line management of Academy Leaders by the Chief Executive Officer (CEO), supported by the Executive Leadership Team (ELT)
- Value of the local experience and insight provided by Academy Education Committees (AECs) in assessing Academy performance and engagement with the local community

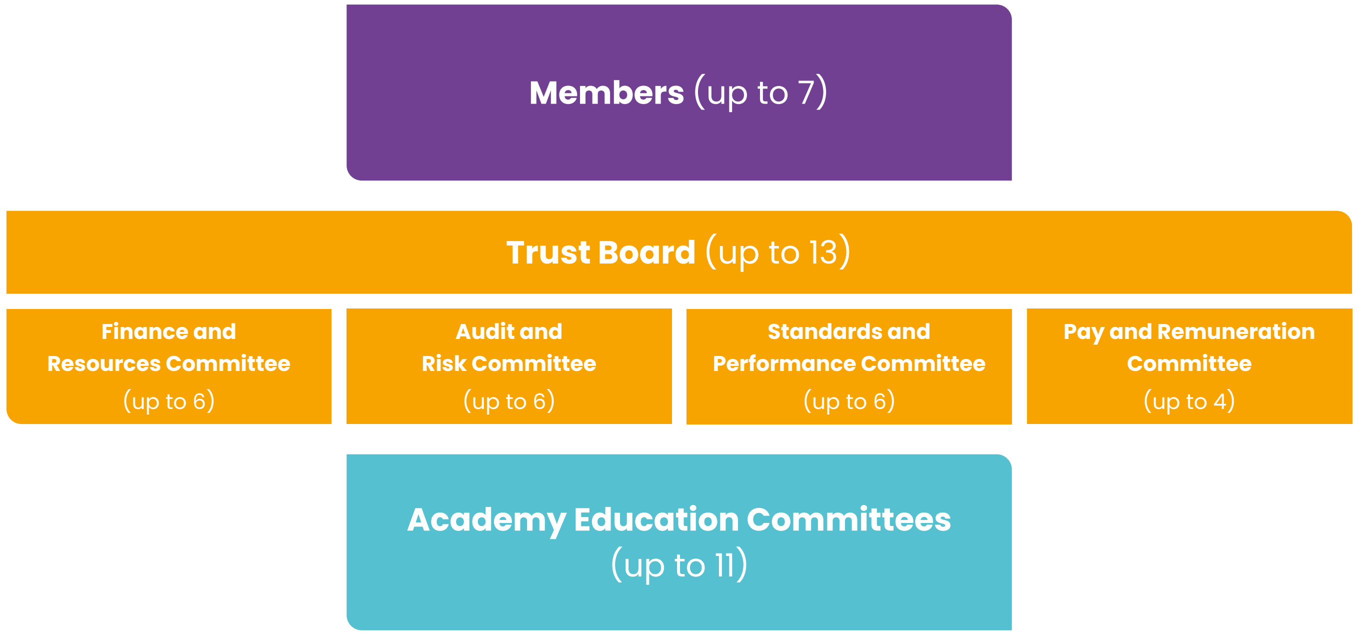
The diagram below illustrates the relationship between the different elements of the governance structure.

The governance structure consists of three levels: Members, the Board of Trustees and Academy Education Committees (AECs).

The Board of Trustees is responsible for shaping the strategic direction of the Trust, making significant decisions and monitoring performance against the agreed priorities set out in the Trust Strategic Plan. The Board maintains a strategic role in overseeing governance, approving policy, setting an annual budget aligned with Trust priorities, approving capital expenditure and making senior leadership appointments.

Full details of the Board's delegated responsibilities are set out in the Trust's Scheme of Delegation.

Academy Education Committees (AECs) operate as part of the Trust's governance framework and provide local oversight. Certain responsibilities are delegated to AECs in accordance with the Scheme of Delegation.



Trust Board

Members

Members play a limited but important role in safeguarding effective governance within the Trust.

While they must not become involved in the responsibilities of the Board of Trustees, they should assure themselves that governance arrangements are effective, that Trustees are acting in accordance with the Trust's charitable object(s), and that they use their powers appropriately if governance is failing.

Members are the subscribers to the Memorandum and Articles of Association, which set out the Trust's legal structure and how it operates. Members may amend the Articles of Association, including the objects clause, subject to any restrictions set out within the Articles, the Funding Agreement, and relevant charity and company law.

Members appoint Trustees to the Board to ensure that the Trust's charitable object is fulfilled and have the power to remove Trustees where this responsibility is not met. In doing so, Members oversee the effectiveness of governance and act as the 'conscience' and 'moral guardian' of the Trust's purpose and values.

Members are also responsible for appointing the Trust's external auditors and will receive and review the Trust's annual audited accounts, in accordance with the Companies Act.

The Trust must have at least three Members. A majority of Members should remain independent of the Board. Individuals may not serve simultaneously as a Member, Trustee and Academy Education Committee Governor.

Board of Trustees / Trust Board

The Board of Trustees (the Board) is the decision-making body of the Trust and is accountable for all Academies.

The Board provides strategic leadership and is responsible for setting direction, making significant decisions and ensuring that the Trust is delivering against its agreed priorities. While certain responsibilities may be delegated to the Chief Executive Officer (CEO), committees or individuals in accordance with the Scheme of Delegation, the Board retains overall accountability for all decisions.

The Board operates at a strategic level and avoids routine involvement in operational matters. Its primary focus is on holding Executive Leaders to account for the performance of the Trust.

The Board produces an annual report on the performance of the Trust for Members and for external publication. In addition, it provides regular communication to those involved in governance following Board meetings.

The Board of Trustees are responsible for approving and signing off the Trust's annual audited accounts, ensuring compliance with statutory and regulatory requirements, including the Companies Act.

Trustees are subject to both charity and company law. The terms 'Trustees' and 'Directors' may therefore be used interchangeably. Within the Trust, the term 'Trustee' is used to avoid confusion, as Executive Leaders may also hold titles such as Director but are neither company directors nor Trustees in a governance capacity.

The Board is composed of 11 Member-appointed Trustees and two co-opted Trustees. Trustees may take on additional responsibilities, such as chairing a committee or acting as a Link Trustee for a specific Trust priority. Members should remain independent of the Board. Individuals may not serve simultaneously as a Member, Trustee and Academy Education Committee Governor.

Academy Education Committee

(AEC) Governors

Governors play an essential role in ensuring that the governance structure operates effectively at Academy level.

Governors are expected to engage proactively with both the Academy and the Trust, contributing to governance through the development of their knowledge, understanding and effectiveness in the role.

Governors are appointed for the skills, experience and perspectives they bring to the Trust. Skills may include both technical expertise, such as data analysis, and interpersonal skills which support effective collaboration and challenge within the governance structure.

Experience across a wide range of professional, academic, voluntary and personal contexts strengthens governance. While some Governors may not have a background in education, the Trust values the external perspective they bring.

Perspectives are important in ensuring that governance reflects the communities the Trust serves. This includes the contribution of parents, who bring a direct understanding of the impact of the Academy's work, alongside representatives from the local community and business sectors.

Commitment is a key expectation of the role. Governors are expected to attend meetings regularly, visit the Trust or Academy as appropriate, read papers in advance and prepare for discussion. They are also expected to engage in training and development to strengthen their contribution. From time to time, Governors may be asked to participate in formal panels, including those relating to exclusions, complaints or disciplinary matters.

On appointment, all Governors are required to adhere to the Trust's Governance Code of Conduct.

Being a Link Trustee or Governor

Trustees and Governors in link roles develop an informed understanding of Academy performance, providing effective support and appropriate challenge in line with Trust and statutory responsibilities.

Link visits enable Trustees and Governors to validate information, strengthen oversight, and ensure consistency across the Trust.

Link roles are allocated annually. Trustee link roles include:

- People and HR
- Estates
- Safeguarding and Vulnerable Pupils

Each Academy Education Committee (AEC) must appoint Link Governors for:

- Attendance
- Safeguarding and Vulnerable Pupils
- Special Educational Needs and Disabilities (SEND)
- Careers Education (for Secondary Academies)

Additional roles may reflect Trust and Academy priorities.

Link Trustees and Governors are expected to visit at least once per term. Visits should be agreed in advance, focused on strategic priorities, and include engagement with relevant staff and evidence.

The purpose of visits is to:

- Develop understanding of strengths and priorities
- Test information provided through reporting
- Monitor progress against key objectives
- Support effective governance by triangulating evidence and understanding patterns and trends, including those relating to attendance, behaviour, suspensions, exclusions and pupil movement

They do not involve operational management.

The Academy coordinates visits, agreeing timing and focus with the Link Trustee or Governor.

A written report must be completed using the Trust template, agreed for accuracy with the relevant staff member, and shared with the AEC and/or Trust Board to support oversight.

Supporting the Board

& Academy Education Committees (AEC)

Governors support the effectiveness of the Board and AECs by contributing to a culture of both support and constructive challenge.

Achieving the right balance between these is essential. Challenge is most effective when it is built on strong relationships, a positive environment and a clear commitment to the success of the Academy. The Trust will support Governors in developing the confidence and skills required to maintain this balance.

Effective Governance in Practice
When engaging with Academy Leaders, Governors should seek to create an environment that supports open, honest and reflective discussion. This includes developing a clear understanding of the Academy's priorities, improvement plans and self-evaluation, and offering an informed external perspective.

Governors are expected to ask appropriate and probing questions to build a secure understanding of the work of the Academy. This supports effective challenge and ensures that leaders are held to account for delivering the best possible outcomes for pupils.

Leadership and Management
Governors contribute to the strategic leadership of the Academy by maintaining a clear focus on outcomes, quality of education and continuous improvement.

This includes:

- Maintaining an oversight of teaching, learning and the progress of pupils
- Holding Academy Leaders to account for the quality of provision
- Ensuring that emerging concerns are identified and understood at an early stage

Governors may also support the Academy during external processes, including inspection, where appropriate.

Professional Learning and Development
Governors play a role in ensuring that the Academy continues to improve and develop over time.

This includes:

- Monitoring the impact of professional learning and development
- Contributing to the effectiveness of governance through their own ongoing development
- Drawing on their skills, experience and networks, where appropriate, to support the work of the Trust and Academy

Promoting High Standards
Governors support the development of a culture of high expectations across the Trust.

This includes ensuring that:

- Pupils are supported to achieve their full potential
- The Academy environment is safe, inclusive and conducive to learning
- The needs of vulnerable pupils are recognised and appropriately supported
- Attendance, behaviour and inclusion are effectively monitored

Supporting Pupils to Achieve
Governors maintain oversight of the curriculum and wider provision to ensure that all pupils are supported effectively.

This includes:

- Understanding how the curriculum develops knowledge, skills and understanding
- Reviewing the impact of academic and pastoral support
- Monitoring access to wider opportunities, including enrichment and extra-curricular activities

Championing Success
Governors contribute to the wider life of the Trust by recognising and celebrating success.

This may include:

- Representing the Academy within the community
- Engaging with key stakeholders
- Maintaining an awareness of Academy developments
- Celebrating the achievements of pupils and staff

In carrying out these responsibilities, Governors contribute to a coherent and effective governance structure across the Trust, ensuring that both support and challenge are applied consistently.

> **"The Trust will support Governors in developing the confidence and skills required to maintain this balance."**

Questioning Academy Leaders and other key stakeholders is a key aspect of effective governance.

Asking the Right Questions

Questioning Academy Leaders and other key stakeholders is a key aspect of effective governance. It is through questioning that Governors develop their understanding of the Academy, hold leaders to account and support reflective decision-making.

The quality and level of challenge provided by Governors will be reflected in meeting minutes and is an important indicator of effective governance.

Governors who are new to education, or new to the Academy, may need to ask questions to clarify terminology or context.

Academy reports should support this by being clear and accessible. However, this type of question should not dominate meetings, and Governors are encouraged to develop their understanding through independent reading and training where necessary.

Focusing Questions Effectively

When asking questions, Governors should consider the following:

Does this question focus on impact?
Governors will receive a significant amount of information about the work of the Academy. Their focus should be on outcomes rather than process.

Where possible, questions should explore:

- The impact of actions taken
- How success is measured
- What evidence supports the conclusions presented

Is this question relevant?

To ensure meetings remain focused and effective, questions should relate directly to the agenda and the key priorities being discussed.

Does this question focus attention on what matters most?
Questions should support Academy Leaders in focusing on the most important aspects of their work, particularly those linked to improvement priorities.

Governors should aim to ask strategic questions. Questions which explore impact and purpose are more effective than those which focus solely on operational detail.

Has the question been fully answered?
Governors should be prepared to ask follow-up questions where appropriate, either to clarify responses or to explore issues in greater depth.

This may include:

- Seeking clarification where information is unclear
- Probing further where assurance is limited
- Exploring the implications of a response

Succession Planning

The Trust undertakes regular skills audits to identify strengths and gaps across the Board of Trustees and Academy Education Committees (AECs). This information is used to inform the targeted recruitment of Trustees and Governors, ensuring that the Trust maintains an appropriate balance of skills, knowledge and experience.

The Trust also seeks to recruit individuals with experience of chairing meetings and leading teams, in order to build leadership capacity within governance.

There are a range of chairing opportunities across the Trust, including:

- Chair and Vice-Chair of the Board of Trustees
- Chair of Board Committees
- Chair and Vice-Chair of AECs
- Chair of panels, including Suspension and Permanent Exclusion hearings

Vice-Chairs are expected to chair meetings in the absence of the Chair.

Succession planning is supported through ongoing identification and development of potential leaders within governance. This includes identifying Trustees and Governors who may be able and willing to take on chairing responsibilities or transition into Trustee roles where appropriate.

Training and development opportunities are regularly promoted and undertaken to support Governors and Trustees in developing their skills. This includes specific training relating to chairing roles. Training needs are reviewed both at Board level and within AECs.

Peer support and networking opportunities are also provided, including termly Chairs' meetings, an annual leadership and governance development day, and the annual staff conference.

Chairs provide mentoring support to Vice-Chairs, helping to develop confidence and leadership capability. In some Academies, the Vice-Chair role is shared to increase capacity and provide additional leadership support.

The Board and AECs undertake annual self-evaluation, which includes 360-degree feedback. Succession planning is considered as part of this process to ensure the continued strength and effectiveness of governance.

The Trust also engages with a wide range of stakeholders, using these relationships to identify potential future Governors and Trustees from beyond the immediate governance structure.

"Succession planning identifies and develops future governance leaders."

Section 02

Scheme of Delegation

The Trust's Scheme of Delegation sets out how responsibilities and decision-making are distributed across the governance structure and should be read alongside key documents, including the Trust's Financial Regulations, the DfE Academy Trust Handbook and the DfE Academy Trust Governance Guide.

Professional advice, including legal, audit and HR, will be sought where appropriate to support informed and compliant decision-making.

Key: ✓ = Accountability, A = Advice, R = Representative, C = Consulted

No	Task	Members	Board	CEO	CFO	Governance Professional to Board	Trust Committee (FAR, SAP, AAR, PAR)	AEC	Governance Professional to AEC	Executive Director	Principal / HT
A1	Develop the Strategic Plan and Priorities		A	✓	A					A	
A2	Review progress against the Strategy		✓	A	A					A	
A3	Ensure strategic oversight and accountability		✓	A	A					A	
A4	Review and amend Articles of Association	✓	A	A	A	A					
A5	Approve changes to the Master and Supplemental Funding Agreements	✓	A	A	A	A					
A6	Approve changes to the Governance Structure		✓	A		A				A	
A7	Appoint/Remove Members	✓		A		A					
A8	Appoint/Remove Trustees	✓		A		A					
A9	Appoint the Chair and Vice-Chair of the Trust Board		✓	A		A					
A10	Approve the admission of new academies to the Trust		✓	A	A						
B1	Appoint the Chair and Vice-Chair of the Trust Committee		✓	A		A				A	
B2	Appoint/dismiss the Chair and Vice-Chair of the Academy Education Committee		✓	A		A		C		A	
B3	Appoint/dismiss the CEO		✓			A					
B4	Appoint/dismiss the CFO		✓	A							
B5	Appoint/dismiss the Governance Professional to the Trust Board		✓	A							
B6	Appoint/dismiss the Governance Professional to the AEC		✓	A		A		C			C
B7	Appoint representatives to the Trust Committees		✓	A	A	A					
B8	Appoint/dismiss AEC governors	See Separate Constitution Document									
B9	Establish and agree the constitution of other Committees		✓	A		A		C			
B10	Approve and review the Scheme of Delegation		✓	A	A	A		C		A	
B11	Approve and review Terms of Reference for Committees		✓	A	A	A					
B12	Appoint link/designated Trustees including Safeguarding, Vulnerable Pupils and Attendance		✓	A							
B13	Appoint AEC link Governors							✓		A	A
B14	Ensure there is financial skills set on the Board		✓	A		A					
B15	Attend Trust Inspections		✓	✓				✓		✓	✓
B16	Establish role descriptions for Members	✓		A		A					
B17	Establish role descriptions for Trustees and AECs		✓	A		A					
B18	Election of AEC Parent Governors					A		✓	A		
B19	Complete skills audit and review to fill gaps		✓			A		✓	A		
B20	Conduct an annual review of the Trust Board and Committees		✓			A					
B21	Conduct an annual review of the AEC					A		✓	A	A	A
B22	Conduct chair's performance periodic 360 review		✓			A		✓	A		
C1	Update records held by Companies House, including a register of people with Significant Control					✓					
C2	Provide notice and provide minutes in respect of: AGM, Trust Board and Trust Committees		A	A	A	✓					
C3	Provide notice and provide minutes in respect of AEC			A		A		A	✓	A	A
C4	Maintain a register of Members and Directors' Business Interests and publish on the Trust website		A	A	A	✓					A
C5	Check Eligibility for new Trustees			A		✓					
C6	Check Eligibility for new AEC Governors			A		A			✓	A	A
C7	Maintain a register of Governors' Business Interests and publish on the Trust website			A		A			✓	A	A
C8	Maintain the Department for Education 'GIAS' portal with respect to Trustees			A		✓					
C9	Maintain the Department for Education 'GIAS' portal with respect to LGCs			A		A			✓	A	A
C10	Ensure Governance information for Board and Trust committees is recorded on the Trust website					✓					
C11	Ensure Governance information for the AEC is recorded on the Academy websites.					A			✓		
C12	Agree Annual Governance Calendar for Trust Board		✓	A		A					
C13	Agree Annual Governance Calendar for AEC		✓	A		A					

No	Task	Members	Board	CEO	CFO	Governance Professional to Board	Trust Committee (FAR, SAP, AAR, PAR)	AEC	Governance Professional to AEC	Executive Director	Principal / HT
D1	Ensure that adequate insurance arrangements for the Trust and its Academies are in place			A	A		✓ FAR				
D2	Appoint the Trust's Legal Representatives		✓	A	A						
D3	Appoint the Trust's External Auditors	✓	A	A	A	A					
D4	Appoint the Trust's Internal Auditors		✓	A	A						
D5	Review recommendations made by External and Internal Audit and ensure that appropriate plans are in place			A	A		✓ AAR				
D6	Management of Trust Risks: establish register, review and monitor		✓	A	A		A - AAR			A	A
D7	Management of Local Risks: review and monitor		✓	A	A		A - AAR			A	A
E1	Approve the annual report and accounts, signed statement on regularity, propriety and compliance, incorporating governance statement		✓	A	A	A					
E2	Submit the annual report and accounts and audit findings to the ESFA following approval by Trustees			A	✓						
E3	Ensure that the annual report and accounts are put on file at Companies House				✓	A					
E4	Approve the Trust annual budget forecast, including individual Academy I/E plans		✓	A	A		A - FAR				
E5	Determine the level of central spend: management charge and SLAs		✓	A	A		A - FAR				
E6	Authorise the operation of Trust/Academy Bank Accounts and Authorised Signatories		✓	A	A						
E7	Ensure that Monthly Management Accounts are prepared and shared monthly			A	✓						
E8	Receive and review Monthly Management Accounts including variance reports		✓	A	A		A - FAR				
E9	Approve the annual Budget Forecast Return Outturn (BFRO)		✓	A	A		A - FAR				
E10	Approve the Gender Pay Gap Report Annually		✓	A	A		A - FAR				
E11	Ensure SEND Report is reviewed and published					A		✓	A	A	A
E12	Ensure PE & Sport Funding Report is reviewed and published					A		✓	A	A	A
E13	Ensure Pupil Premium Report is reviewed and published					A		✓	A	A	A
F1	Ensure compliance with funding agreement and Academy Trust Handbook		✓	A	A		A - FAR				
F2	Establish and Review Scheme of Financial Delegation (Financial Management Policy)		✓	A			A - FAR				
F3	Authorise the use of Trust/Academy Procurement Cards			A	✓						
F4	Authorise request for use of the Endowment Fund, within the powers granted in the Deed of Gift		✓	A	A		A - FAR				

No	Task	Members	Board	CEO	CFO	Governance Professional to Board	Trust Committee (FAR, SAP, AAR, PAR)	AEC	Governance Professional to AEC	Executive Director	Principal / HT
G1	Approve the staffing structure for the Trust Shared Services as part of budget setting		✓	A	A		A - FAR			A	
G2	Approve the staffing establishment for each Academy with the Trust as part of budget setting		✓	A	A		A - FAR			A	A
G3	Appoint Executive Principal/Academy Principals within the approved establishments		✓	R				A		A	
G4	Appoint other Academy Senior Leadership posts within approved establishments			A				R		A	✓
G5	Appoint other Teaching Staff within approved establishments/staffing structures			A						A	✓
G6	Appoint Academy Associate Professional Staff within approved budget/staffing structures			A						A	✓
G7	Appoint the Shared Services Team		C	✓	A		C - FAR				
G8	Approve changes to the Academy staffing structure (within the agreed budget)			✓	A					A	A
G9	Approve changes to the Academy staffing structure (outside the agreed budget)			✓	A					A	A
G10	Suspend or dismiss an Executive Principal or Academy Principal		A	✓				C		A	
G11	Suspend or dismiss a member of staff, other than the Executive Principal or an Academy Principal			✓				C		A	A
G12	Determine Trust/Academy ISR			A			✓ FAR			A	
G13	Approve pay increases			A			✓ FAR			A	A
G14	Oversee staff wellbeing, workload and working conditions		✓	A						A	A
G15	Undertake performance management of the Chief Executive Officer		✓				A - PAR				
G16	Undertake performance management of Trust Executive Officers		✓	✓							
G17	Undertake performance management of Principals/Headteachers			✓				A			
H1	To review and approve Statutory, Trust-wide and Other Policies	Refer to Policy Overview									
I1	Approve the Trust Admissions Arrangements, including a review of the PAN		✓	A						A	C
J1	Approve Academy term dates and the school day		✓	A		A				A	C
K1	Approve Academy development plan and objectives			A				✓		A	A
K2	Approval of Trust and Academy targets for educational outcomes			✓			C SAP	C		A	C
K3	Monitoring of Trust and Academy targets for educational outcomes			A			C SAP	✓		A	A
L1	To ensure that the Academy has in place and maintains a Single central record of staff, Volunteers and Contractors			A				C		A	✓
L2	To appoint a Designated Safeguarding Lead for the Academy			A				C		A	✓
L3	To undertake an Annual Review of Academy Safeguarding arrangements			A				C		A	✓

Financial Authorities

Delegation	Value	Delegated Authority
Ordering Goods and Services (raising requisitions) in line with Trust Purchasing Statement	Up to £5,000	2 signatories required: Budget Holder and either Financial Controller, Trust Finance Manager, Senior Finance Officer or Finance Business Partner.
	Up to £5,001 to £10,000	As above plus Executive Principal, Principal, Head of Academy. As above plus Chief Finance Officer, Chief People Officer, Chief Commercial Operating Officer (Shared Services Orders only) Three written quotes/Preferred Supplier Status/Approved Framework Agreement.
	£10,001 to £50,000	As above plus Chief Finance Officer
	£50,001 to £100,000	As above plus Chief Finance Officer and CEO – Formal Tendering Process required and completion of Procurement checklist.
	£100,001 to £200,000	As above plus Finance and Resources Committee. Formal Tendering Process including advertising on the Central Digital Platform and Find a Tender if over the threshold.
	Over £200,000	In accordance with the provisions outlined above, however approval must be sought from the Board of Trustees rather than Finance and Resources Committee. If procurement is over threshold prescribed in schedule 1 of the Procurement Act 2023, it is subject to the full suite of regulations governing public contracts.
Non Purchase Order Invoices	Up to £5,000	Budget Holder and either Financial Controller, Trust Finance Manager, Senior Finance Officer or Finance Business Partner.
	£5,001 to £10,000	As above plus Executive Principal, Principal, Head of Academy. As above plus Chief Finance Officer, Chief People Officer, Chief Commercial Operating Officer (Shared Services Orders only)
	£10,001 to £50,000	As above plus Chief Finance Officer.
	£50,001 to £100,000	As above plus Chief Finance Officer and CEO – Formal Tendering Process required and completion of Procurement checklist.
	£100,001 to £200,000	As above plus Finance and Resources Committee. Formal Tendering Process including advertising on the Central Digital Platform and Find a Tender if over the threshold.
	Over £200,000	In accordance with the provisions outlined above, however, approval must be sought from the Board of Trustees rather than Finance and Resources Committee. If procurement is over threshold prescribed in schedule 1 of the Procurement Act 2023, it is subject to the full suite of regulations governing public contracts.

Delegation	Value	Delegated Authority
Operating Leases/Contracts	Above £5,000	Chief Finance Officer or CEO.
BACs payments and other online bank transfers (e.g. approved inter company recharges)	Total payment run value of up to £50,000	Upload to be undertaken by Trust Finance Assistant. At least one signatory from the Approver List.
	Total payment run value of between £50,001 to £100,000	As above. Two signatories required.
	Total payment run value over £100,000	As above. Three signatories required.
Signatories for DfE grant	Any	Signed hard copy document to be kept on file as required by claim form.
Request for expenditure against Reserves	Any Value	As above plus Finance & Resources Committee.
Raising income invoices	Up to £10,000	Senior Finance Officer/Trust Finance Manager.
	£10,001 to £100,000	As above plus Chief Finance Officer.
	Over £100,000	As above plus Chair of Board of Trustees (or delegated Trustee).
Disposal of Assets	Any Value	Chief Finance Officer Reported in the Monthly Reporting Pack.
Write Off Bad Debts	Up to £500	Reported in the Monthly Reporting Pack.
	£501 to £1,000	Principal/Executive Principal/Head of Academy plus Chief Finance Officer Reported in the Monthly Reporting Pack.
	£1,001 to up to 1% of annual income or £45,000 individually	As above plus Finance & Resources Committee.
	Over 1% of annual income or £45,000 (whichever is smaller) per single transaction.	As above plus DfE approval.
Loans	Any	DfE approval required and only allowed in exceptional circumstances (notify the Chief Finance Officer in the first instance.
Purchase or sale of freehold land or buildings	Any	DfE approval required (notify the Chief Finance Officer in the first instance).
Granting or take up of any leasehold or tenancy agreement (refer to operating leases over 1 year)	Any	DfE approval required (notify the Chief Finance Officer in the first instance).
Investments outside of the current account and 32-day interest accounts	Any	Finance & Resources Committe

Terms of Reference

Executive Leadership Team

1. Purpose
The Executive Leadership Team (ELT) provides executive leadership and day-to-day management of the Trust, operating within the Scheme of Delegation and accountable to the Board of Trustees.

2. Responsibilities
The ELT is responsible for:

- Delivering the Trust Strategic Plan and agreed priorities
- Monitoring performance across all Academies and addressing risk
- Appointing and performance managing Senior Leaders (within delegated authority)
- Managing budgets, ensuring value for money and financial sustainability
- Maintaining oversight of organisational risk and compliance
- Engaging with stakeholders and using feedback to inform decision-making
- Supporting governance through effective reporting and assurance
- Overseeing operational groups and escalating key risks or issues

3. Membership
Membership is determined by the Chief Executive Officer (CEO) and comprises senior Trust leaders.

4. Meetings
The ELT meets regularly to support effective leadership, decision-making and oversight.

5. Reporting
The ELT reports to the Board on:

- Performance
- Finance
- Risk
- Delivery of the Trust Strategic Plan

6. Information Requirements
The ELT receives timely and appropriate information to support decision-making, including:

- Trust Risk Register
- Academy and central performance reports
- Financial performance

Annual General Meeting (AGM)

1. Purpose
The Annual General Meeting (AGM) enables Members to ensure that the Trust's charitable object is upheld and that governance arrangements are effective.

2. Responsibilities
The AGM supports Members in:

- Overseeing the performance of the Board of Trustees
- Ensuring the Trust is delivering its charitable objectives
- Receiving the Trust's annual accounts and reports*
- Approving matters reserved to Members, in line with the Articles of Association
- Appointing and removing Members and Trustees, where required
- Considering proposed changes to the Articles of Association or the name of the Trust

*NB. The sign-off of the annual accounts is the responsibility of the Board of Trustees.

3. Membership
The AGM is attended by Members and Trustees. The Trust will maintain at least three Members, in accordance with statutory requirements. A quorum is achieved when at least two Members are present.

4. Meetings
The **AGM** will take place annually, in line with the Governance Calendar.

Members may meet at other times, where required, in accordance with the Articles of Association.

5. Reporting

- Members will receive:
- The Trust's annual audited accounts
- An annual report on Trust performance and activities

6. Administration
The AGM will be clerked by the Governance Professional to the Board.

Board of Trustees Meetings

1. Purpose
The Board of Trustees (the Board) is the principal decision-making body of the Trust and is responsible for its strategic leadership, oversight of performance and financial probity.

2. Responsibilities
The Board is responsible for:

- Setting the strategic direction of the Trust
- Holding the Chief Executive Officer (CEO) to account for performance
- Monitoring educational and financial performance across the Trust
- Ensuring effective governance, compliance and risk management
- Approving the Scheme of Delegation
- Approving the Annual Accounts, following the recommendation from the Finance and Resources Committee
- Strategic engagement with stakeholders to inform decision-making and support continuous improvement

3. Membership
The Board will consist of up to 13 Trustees.

A quorum will be no fewer than three non-executive Trustees or any one third made up to a whole number.

The Chair and Vice-Chair will be elected annually by the Board. Trustees employed by the Trust are not eligible to serve as Chair or Vice-Chair.

4. Meetings
The Board will meet six times per year, in line with the Governance Calendar.

Additional meetings may be convened in accordance with the Articles of Association.

5. Reporting
The Board is accountable to Members and provides reports on Trust performance as required.

6. Administration
Meetings will be clerked by the Governance Professional to the Board.

Finance & Resources Committee

1. Purpose
The Finance and Resources Committee (the Committee) supports the Board of Trustees by providing oversight and assurance on financial performance, budgeting, and resource management, including estates, compliance, ICT and HR.

2. Responsibilities
The Committee is responsible for:

- Reviewing and monitoring Trust and Academy budgets, including capital funding
- Monitoring financial performance, including income, expenditure and management accounts
- Reviewing financial risks and implications of new proposals
- Advising the Board on finance, estates, procurement, HR and support services
- Ensuring effective financial management arrangements are in place (with the Audit and Risk Committee)
- Reviewing the Trust's Financial Statements and recommending approval to the Board
- Reviewing and recommending changes to financial delegations

The Committee may:

- Request relevant information from staff, auditors and advisors
- Seek appropriate professional advice, in consultation with the Accounting Officer
- Not incur expenditure without prior Board approval

3. Membership
The Committee will consist of between three and six Trustees.

A quorum will be two Trustees.

The Chair of the Committee must not also serve as Chair of the Board or Chair of the Audit and Risk Committee.

4. Meetings
The Committee will meet at least three times per year, in line with the Governance Calendar.

5. Reporting
The Committee will report to the Board of Trustees following each meeting and make recommendations as appropriate.

6. Administration
Meetings will be clerked by the Governance Professional to the Board.

Audit & Risk Committee

1. Purpose
The Audit and Risk Committee (the Committee) supports the Board of Trustees by providing independent assurance on the adequacy and effectiveness of the Trust's governance, risk management, internal control and financial reporting arrangements.

The Committee operates independently of the Executive Leadership Team.

2. Responsibilities
The Committee is responsible for:

- Overseeing the Trust's risk management framework and Risk Register
- Reviewing the effectiveness of governance, internal control and financial systems
- Monitoring key financial and non-financial risks
- Reviewing the Annual Report and Financial Statements and recommending approval to the Board
- Overseeing internal and external audit, including plans, reports and follow-up actions
- Ensuring coordination between audit functions and monitoring auditor independence
- Reviewing policies relating to fraud, irregularity and whistle-blowing, and ensuring appropriate reporting arrangements
- Monitoring the management of audit findings, risks and incidents

The Committee advises the Board on:

- Appointment and effectiveness of internal and external auditors
- Recommendation to Members following procurement of the internal and external auditors
- Audit programme in line with key risks
- Adequacy of governance, risk management and value for money

The Committee may:

- Request information from staff, auditors and advisors
- Meet auditors without management present
- Seek professional advice in consultation with the Accounting Officer
- Not incur expenditure without Board approval

3. Membership
The Committee will consist of between three and six Trustees.

A quorum will be two Trustees.

At least one member will have recent or relevant audit or financial experience.

The Chair of the Committee must not also serve as Chair of the Finance and Resources Committee.

4. Meetings
The Committee will meet at least three times per year, in line with the Governance Calendar.

5. Reporting
The Committee will report to the Board of Trustees following each meeting and provide assurance on the effectiveness
of risk management, internal control and audit arrangements.

6. Administration
Meetings will be clerked by the Governance Professional to the Board.

Pay & Remuneration Committee

1. Purpose
The Pay and Remuneration Committee (the Committee) supports the Board of Trustees by providing oversight of remuneration, pay progression and reward arrangements across the Trust.

2. Responsibilities
The Committee is responsible for:

- Advising the Board on remuneration and conditions of service for the Chief Executive Officer (CEO), Academy Leaders and senior staff
- Making recommendations on remuneration for senior roles, including those disclosed in the Trust's financial statements
- Considering benchmarking information to ensure pay is appropriate and competitive
- Overseeing the implementation of appraisal, pay and grading frameworks across the Trust

The Committee may:

- Seek appropriate professional advice, in consultation with the Accounting Officer
- Not incur expenditure without prior Board approval

NB. All decisions on Executive Pay will be determined by the Trust Board.

3. Membership
The Committee will consist of four Trustees.

A quorum will be two Trustees.

4. Meetings
The Committee will meet as required and at least annually.

5. Reporting
The Committee will report to the Board of Trustees and make recommendations as appropriate.

6. Administration
Meetings will be clerked by the Governance Professional to the Board.

Standards & Performance Committee

1. Purpose
The Standards and Performance Committee (the Committee) supports the Board of Trustees by overseeing educational performance and standards across the Trust.

2. Responsibilities
The Committee is responsible for:

- Setting and monitoring educational targets across the Trust
- Monitoring the quality of education and challenging under-performance
- Holding Academy Leaders and AECs to account for outcomes and provision
- Reviewing Academy strategic priorities, self-evaluation and improvement planning
- Monitoring the impact of Pupil Premium and other targeted funding on outcomes and wellbeing
- Reviewing the impact of professional learning and development on the quality of education
- Considering internal and external review findings and promoting best practice
- Reviewing relevant policies and monitoring their implementation

The Committee will escalate any significant concerns or recommendations to the Board.

3. Membership
The Committee will consist of between three and six Trustees.

A quorum will be two Trustees.

At least one member will have relevant educational experience.

4. Meetings
The Committee will meet at least three times per year, in line with the Governance Calendar.

5. Reporting
The Committee will report to the Board of Trustees following each meeting and make recommendations as appropriate.

6. Administration
Meetings will be clerked by the Governance Professional to the Board.

Academy Education Committee (AEC)

1. Purpose
The Academy Education Committee (AEC) supports the Trust by providing local oversight of educational provision and outcomes at Academy level, ensuring effective challenge and support to Academy Leaders.

2. Responsibilities
The AEC is responsible for:

- Supporting and challenging Academy Leaders on the quality of education, progress and outcomes
- Monitoring Academy performance, self-evaluation and improvement planning
- Ensuring safeguarding arrangements are effective and reporting this through meeting minutes
- Maintaining oversight of inclusion, pupil wellbeing and the impact of targeted funding
- Contributing to the Academy Strategic Plan and monitoring progress against priorities
- Reviewing pupil data and understanding strengths and areas for development
- Supporting leadership capacity while maintaining a strategic (not operational) role
- Undertaking statutory duties, including participation in panels (exclusions, complaints, staffing) as required
- Acting as a link between the Academy and the Board of Trustees, escalating concerns where appropriate

3. Membership
The AEC will consist of between seven and eleven Governors, with the constitution approved by the Board of Trustees.

The majority of Governors will be Trust-appointed. The Academy Leader (up to two in a shared Primary AEC) and CEO/Director of Education will serve as ex-officio members.

There will be a maximum of two parent and two staff governors, appointed in line with the Trust's election process.

A quorum will be 50% of Governors.

4. Meetings
The AEC will meet at least five times per year, in line with the Governance Calendar.

5. Reporting
The AEC will report to the Board of Trustees following each meeting.

Any significant concerns or recommendations will be escalated as appropriate.

6. Administration
Meetings will be clerked in line with the Trust's approved clerking arrangements.

The AEC operates within delegated authority and does not hold overall accountability, which remains with the Board of Trustees.

Constitutions

Members and Trustees Constitutions

Up to 7	Members
Up to 13	Trustees
3 - 6	Finance and Resources Committee
3 - 6	Audit and Risk Committee
3 - 6	Standards and Performance Committee
4	Pay and Remuneration Committee

Primary Constitution

Joint academy constitution

X1	CEO/Director of Education
1/2	Principal
X2	Parent/Carer
X2	Staff
X4	Trust Appointed Governors

Single academy constitution

X1	CEO/Director of Education
X1	Principal
X2	Parent/Carer
X2	Staff
X5	Trust Appointed Governors

Secondary Constitution

X1	CEO/Director of Education/Executive Principal
X1	Principal/Head of Academy
X2	Parent/Carer
X2	Staff
X5	Trust Appointed Governors

Link Trustee and Governor Roles

Trustee Link Roles

HR and People (People)	Finance and Resources Committee
Estates (Place)	Audit and Risk Committee
Safeguarding and Vulnerable Pupils (Purpose)	Standards and Performance Committee

Governor Link Roles

- Attendance
- SEND including Mental Health and Wellbeing
- Safeguarding and Vulnerable Pupils
- Careers Education (Secondary Academies)

Other Link Governor Roles Linked to the Academy Strategic Plan Priorities

- Health and Safety
- Academic Outcomes
- Quality of Education – Implementation
- Finance
- Personal Development
- Post 16
- Parent and Community Engagement
- Attendance
- Pupil Premium
- Behaviour including Anti-Bullying Quality Mark

Section 03

Calendar 2026/27

Primary

	31.08.26	07.09.26	14.09.26	21.09.26	28.09.26	05.10.26	12.10.26	19.10.26	26.10.26	02.11.26	09.11.26	16.11.26	23.11.26	30.11.26	07.12.26	14.12.26	21.12.26	28.12.26
	HT1 (8 Weeks)									HT2 (7 Weeks)								
Student Wk No.	1	2	3	4	5	6	7	8		9	10	11	12	13	14	15		
Bank Hols in Term Time																		
INSET Days	1							1										
Student Days	3	5	5	5	5	5	5	4		5	5	5	5	5	5	5		
Govs/Trustees		MCU	AEC			SAP						AAR	PAR		AGM			
		CFO				BM							FAR		BM			

	04.01.27	11.01.27	18.01.27	25.01.27	01.02.27	08.02.27	15.02.27	22.02.27	01.03.27	08.03.27	15.03.27	22.03.27	29.03.27	05.04.27
	HT3 (6 Weeks)							HT4 (5 Weeks)						
Student Wk No.	16	17	18	19	20	21		22	23	24	25	26		
Bank Hols in Term Time												1		
INSET Days						1								
Student Days	5	5	5	5	5	4		5	5	5	5	4		
Govs/Trustees		AEC			SAP				FAR	AEC	AAR			
					BM						BM			

	12.04.27	19.04.27	26.04.27	03.05.27	10.05.27	17.05.27	24.05.27	31.05.27	07.06.27	14.06.27	21.06.27	28.06.27	05.07.27	12.07.27	19.07.27
	HT5 (7 Weeks)								HT6 (6 Weeks)						
Student Wk No.	27	28	29	30	31	32	33		34	35	36	37	38	39	
Bank Hols in Term Time				1											
INSET Days															3
Student Days	5	5	5	4	5	5	5		5	5	5	5	5	5	
Govs/Trustees			AEC				MCU			SAP	FAR		AEC	AAR	
					BM		CFO							BM	

Secondary

	31.08.26	07.09.26	14.09.26	21.09.26	28.09.26	05.10.26	12.10.26	19.10.26	26.10.26	02.11.26	09.11.26	16.11.26	23.11.26	30.11.26	07.12.26	14.12.26	21.12.26	28.12.26
	HT1 (8 Weeks)									HT2 (7 Weeks)								
Student Wk No.	1	2	3	4	5	6	7	8		9	10	11	12	13	14	15		
Bank Hols in Term Time																		
INSET Days	1							1										
Student Days	3	5	5	5	5	5	5	4		3	5	5	5	5	5	5		
Govs/Trustees		MCU		AEC		SAP						AAR	PAR		AGM	AEC		
		CFO				BM							FAR		BM			

	04.01.27	11.01.27	18.01.27	25.01.27	01.02.27	08.02.27	15.02.27	22.02.27	01.03.27	08.03.27	15.03.27	22.03.27	29.03.27	05.04.27
	HT3 (6 Weeks)							HT4 (5 Weeks)						
Student Wk No.	16	17	18	19	20	21		22	23	24	25	26		
Bank Hols in Term Time												1		
INSET Days						1								
Student Days	5	5	5	5	5	4		5	5	5	5	4		
Govs/Trustees				AEC	SAP				FAR		AAR			
					BM						BM			

	12.04.27	19.04.27	26.04.27	03.05.27	10.05.27	17.05.27	24.05.27	31.05.27	07.06.27	14.06.27	21.06.27	28.06.27	05.07.27	12.07.27	19.07.27
	HT5 (7 Weeks)								HT6 (6 Weeks)						
Student Wk No.	27	28	29	30	31	32	33		34	35	36	37	38	39	
Bank Hols in Term Time				1											
INSET Days															3
Student Days	5	5	5	4	5	5	5		5	5	5	5	5	5	
Govs/Trustees		AEC					MCU			SAP	FAR	AEC		AAR	
					BM		CFO							BM	

		Number of Meetings
AEC	Academy Education Committee (Academic Performance Focus)	5
SAP	Standards and Performance Committee	3
AAR	Audit & Risk	3
FAR	Finance & Resources	3
PAR	Pay and Remuneration	1
BM	Board Meeting	6
AGM	Annual General Meeting	1
MCU	Members Catch Up	2
CFO	Chairs Forum	2

Meetings for Members & Trustees on Teams - except AGM and Board 5 (Wed)

Meetings for AECs are in Person
(South - Tue, Wed & Thurs / West - Tue & Wed)

Total INSET Days: 6
Total student days: 189

Trustee and Academy Education Committee Workplan 2026/27

Trustee Workplan

	Autumn		Spring		Summer	
	1	**2**	**3**	**4**	**5**	**6**
Members	**Members Catch Up** • Verbal Update and Q&A with Chair of Trustees • AGM Planning	**AGM** **Key Items** • Presentation of Governance Report & Annual Accounts • Trustees Annual Report to Members **Decision** • Appointment of Auditors		**Members Catch Up** Verbal Update and Q&A with Chair of Trustees.		**Members Catch Up** • Verbal Update and Q&A with Chair of Trustees.
Board of Trustees	**Meeting 1** **Procedural** • Appointment of Chair/Vice-Chair • Appointment of Chair/Vice-Chair of AEC's • Register of Interests & Code of Conduct & Skills Audit • Previous Minutes • Action Tracker **Key Items** • Headline CEO Report (inc Finance Update) • Trust Strategic Plan Spotlight **Decision** • Risk Register • Governance Handbooks (current year) • Approval of Term Dates 2027/28 **Consent** • Policy Review	**Meeting 2** **Procedural** • Previous Minutes • Action Tracker **Key Items** • Headline CEO Report (inc Finance Update) • Trust Strategic Plan Spotlight **Decision** • Risk Register • Approval of Annual Accounts **Assurance** • Update from Committees • Receive Safeguarding Report from designated Trustee • ICT Report **Consent** • Policy Review	**Meeting 3** **Procedural** • Previous Minutes • Action Tracker **Key Items** • Headline CEO Report (inc Finance Update) • Trust Strategic Plan Spotlight **Decision** • Risk Register **Assurance** • Update from Committees • HR & Operations Report **Consent** • Policy Review	**Meeting 4** **Procedural** • Previous Minutes • Action Tracker **Key Items** • Headline CEO Report (inc Finance Update) • Trust Strategic Plan Spotlight • Edurio Survey Feedback • Trustee Self-evaluation & Review **Decision** • Risk Register **Assurance** • Update from Committees • Finance Report • ICT Report • Receive Safeguarding Report from designated Trustee **Consent** • Policy Review	**Meeting 5** **Procedural** • Previous Minutes • Action Tracker **Key Items** • Trust Visioning & Strategic Planning • Edurio Survey Feedback **Decision** • Risk Register • Governance Calendar (following year) **Assurance** • Update from Committees **Consent** • Policy Review	**Meeting 6** **Procedural** • Previous Minutes • Action Tracker **Key Items** • Headline CEO Report (inc Finance Update) • Trust Strategic Plan Spotlight • Edurio Survey Feedback **Decision** • Risk Register • Trust Budget Approval **Assurance** • Update from Committees • HR & Operations Report • Receive Safeguarding Report from designated Trustee **Consent** • Policy Review

Trustee Workplan

	Autumn		Spring		Summer	
	1	**2**	**3**	**4**	**5**	**6**
Audit & Risk Committee		**Meeting 1** **Procedural** • Previous Minutes • Action Tracker **Key Items** • Review of Risk Register & Recommendations • Risk Policy and Risk Appetite Review **Decision** • External Audit (narrative for annual report) **Assurance** • Internal Audit Update (previous year) • Internal Audit Programme (current year) • Link Trustee Report – H&S and Estates **Consent** • Policy Review		**Meeting 2** **Procedural** • Previous Minutes • Action Tracker **Key Items** • Review of Risk Register & Recommendations • External Audit Recommendations **Assurance** • Internal Audit Update • Link Trustee Report – H&S and Estates **Consent** • Policy Review		**Meeting 3** **Procedural** • Previous Minutes • Action Tracker **Key Items** • Review of Risk Register & Recommendations **Decision** • Internal Audit Arrangements & Programme (following year) **Assurance** • Internal Audit Update • Link Trustee Report – H&S and Estates **Consent** • Policy Review
Standards and Performance	**Meeting 1** **Procedural** • Previous Minutes • Action Tracker **Key Items** • Headline Report Recommendations • Review of Trust Test & Examination Outcomes • Review of Wider Educational KPIs • Quality of Education Profile Review • Benchmarking / Aspirations / Target Setting **Assurance** • Director of Education Reports • Link Trustee & Governor Reports • Safeguarding Update • Standards and Performance Risk Review **Consent** • Policy Review		**Meeting 2** **Procedural** • Previous Minutes • Action Tracker **Key Items** • Headline Report • Academic Outcomes KPIs - Update • Wider Educational KPIs – Update • Quality of Education Profile Review **Assurance** • Director of Education Reports • Link Trustee & Governor Reports • Safeguarding Update • Standards and Performance Risk Review **Consent** • Policy Review		**Meeting 3** **Procedural** • Previous Minutes • Action Tracker **Key Items** • Headline Report • Academic Outcomes KPIs - Update • Wider Educational KPIs – Update • Quality of Education Profile Review **Assurance** • Director of Education Reports • Link Trustee & Governor Reports • Safeguarding Update • Standards and Performance Risk Review **Consent** • Policy Review	

Trustee Workplan

	Autumn		Spring		Summer	
	1	2	3	4	5	6
Finance & Resources Committee		**Meeting 1** **Procedural** • Previous Minutes • Action Tracker **Key Items** • Forecast Update • Capital Planning **Decision** • Approval of Draft Annual Accounts **Assurance** • External Audit Update • Current Period Reporting • Finance & Resources Risk Review **Consent** • Academy Trust Handbook • Scheme of Delegation • Policy Review		**Meeting 2** **Procedural** • Previous Minutes • Action Tracker **Key Items** • Forecast Update • Capital Expenditure Update **Assurance** • Current Period Reporting • Gender Pay Gap Report • Schools Resource Management Assessment (SRMAT) • Financial Bench-marking Review • Finance & Resources Risk Review **Consent** • Policy Review		**Meeting 3** **Procedural** • Previous Minutes • Action Tracker **Decision** • Proposed Trust Budgets / BFR (following year) • Capital Expenditure Proposals (following year) **Assurance** • Current Period Reporting • External Audit Programme (next academic year) • Finance & Resources Risk Review **Consent** • Policy Review
Pay & Remuneration Committee		**Meeting 1** **Decision** • CEO / Executive Appraisal • Review & Approval of Trust Appraisal Recommendations • Approval of Pay Award Recommendations • Pay Policy Review • Other Pay Related Items for Approval (as applicable)				

Academy Education Committee Workplan

	Autumn		Spring		Summer	
	1	2	3	4	5	6
Procedural	• Confirmation of Chair & Vice-Chair • Constitution Update • Register of Interests & Code of Conduct & Skills Audit • Governance Handbooks 2026/27 • Apologies for Absence • Declarations of Interest • Previous Minutes & Action Tracker • Chairs Actions	• Apologies for Absence • Declaration of Interests • Previous Minutes & Action Tracker • AEC Self Evaluation (and next steps) • Chairs Actions	• Apologies for Absence • Declaration of Interests • Previous Minutes & Action Tracker • Chairs Actions		• Apologies for Absence • Declaration of Interests • Previous Minutes & Action Tracker • Chairs Actions	• Apologies for Absence • Declaration of Interests • Constitution Update • Previous Minutes & Action Tracker • Chairs Actions
Key Agenda Items for Review and Input	• Academy Headline Report • Leadership Presentations (ADP and Summer Outcomes)	• Academy Headline Report • Leadership Presentations (No more than two - determined by Academy Leader and Director of Education) • LA Safeguarding Audit Review & Action Plan • Pupil Premium Strategy Review & Statement (for publication) • Inclusion Strategy (Including IMF spend – new for 2026) • Sharing of Academy Development Plan and SEF	• Academy Headline Report • Leadership Presentations (No more than two - determined by Academy Leader and Director of Education) • Edurio Survey Feedback (parents)		• Academy Headline Report • Leadership Presentations (No more than two - determined by Academy Leader and Director of Education) • Edurio Survey Feedback (pupils)	• Academy Headline Report • Leadership Presentations (No more than two - determined by Academy Leader and Director of Education) • Edurio Survey Feedback (staff)
Items for Approval		• Pupil Premium Strategy Review & Statement (for publication) • Inclusion Strategy (Including IMF spend – new for 2026)	• Admissions Policy 2027/28			
Items for Assurance	• Link Visit Guidance, Reports & Appointment of Link Governors • Keeping Children Safe in Education	• Link Visit Reports • Finance Update • ICT Update	• Link Visit Reports • Ofsted IDSR • HR & Operations Update • Admissions Policy 2027/28		• Link Visit Reports • Finance Update • ICT Update	• Link Visit Reports • Governance Calendar (following year) • HR & Operations Update
Items for Consent	• Trust / Academy Policies	• Trust / Academy Policies	• Trust / Academy Policies		• Trust / Academy Policies	• Trust / Academy Policies
General Items	• Governor Training • Confidential Items • Agreed Communications	• Governor Training • Trustee Newsletter/ Chairs Forum • Confidential Items • Agreed Communication	• Governor Training • Trustee Newsletter/ Chairs Forum • Confidential Items • Agreed Communications		• Governor Training • Trustee Newsletter/ Chairs Forum • Confidential Items • Agreed Communications	• Governor Training • Trustee Newsletter/Chairs Forum • Confidential Items • Agreed Communications

Governor Training and Induction

The Trust requires all Trustees and Governors to complete appropriate training to support them in fulfilling their roles effectively.

Mandatory training must be completed within three months of appointment. Certain elements of training require periodic refresh.

ll Governors and Trustees are required to undertake training within specified timeframes during their time of office. Training includes:

- Certificate in Safeguarding for Governors – National College*
- Certificate in Online Safety for Governors and Trustees – National College*

*These courses are undertaken with the National College online; however, we do offer the courses at certain points within the year as a online meeting with the Strategic Director of Safeguarding and Mental Health.

- Cybersecurity – National College
- GDPR – National College
- Advanced Prevent Training – This is held in person and online at certain points through the academic year

Additional mandatory training applies to specific link roles, such as safeguarding, and must be completed in line with requirements.

Accessing Training
Links to online training are available via the main menu on GovernorHub.

The Trust subscribes to external governance training providers, including the National Governance Association (NGA) and The Key. Access to training materials provided by these organisations can be arranged through the Governance Professional.

Tracking of Training Completion
Training completion is reviewed regularly at both Board of Trustees and AEC meetings.

Updates are provided to enable Chairs to monitor compliance and follow up any outstanding training, supporting effective governance across the Trust.

Governor Hub

All Trustees and Governors within the Trust use GovernorHub as the central platform for governance documentation and communication.

GovernorHub is a secure, password-protected online system which is fully compliant with data protection requirements and is used to store and share governance information.

Website: **www.governorhub.com**

Information Available
GovernorHub provides Trustees and Governors with access to key governance information, including:

- Meeting dates for the academic year
- Constitution and structure of the Board and AECs
- Declarations of interest and training records
- Designated Trustee and Governor roles
- Meeting papers and minutes
- Trust Strategic Plan and Academy Development Plans
- Ofsted reports
- Self-evaluation documents
- Templates for key governance documents

Administrator Access
In each Academy, the Governance Professional will allocate administrator access to the:

- Principal
- Executive Principal (where applicable)
- Head of Academy
- Principal's PA
- Office Manager

At Trust level, the Governance Professional to the Board will allocate administrator access to the:

- Chair of the Trust Board
- Chief Executive Officer (CEO)
- Director of Education
- Chief Commercial and Operating Officer (CCOO)

Access to Information

In each Academy, the Governance Professional will provide viewing access to:

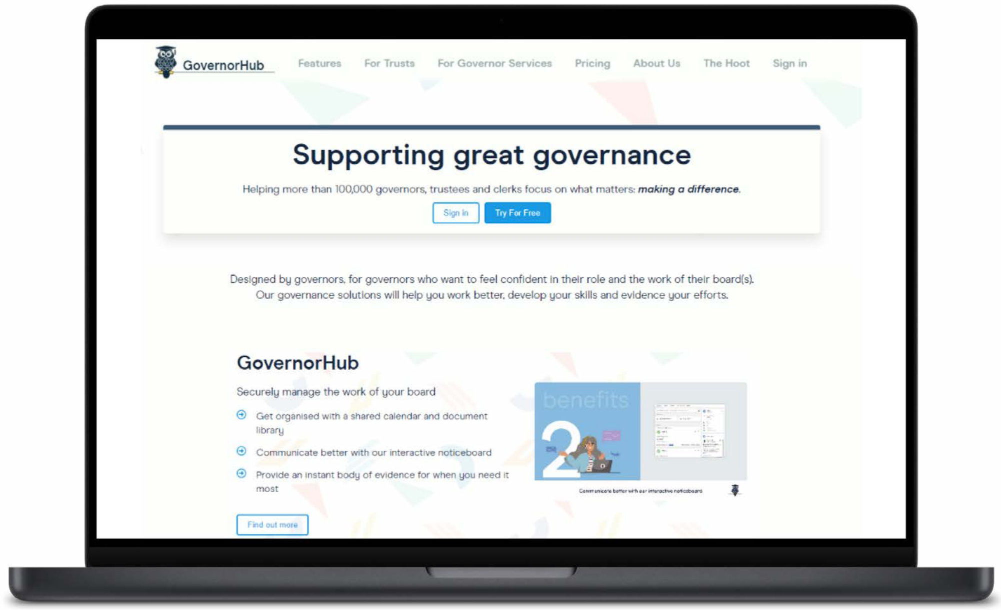
- All Governors
- Additional staff, as agreed by the Executive Principal, Principal or Head of Academy

At Trust level, the Governance Professional to the Board will provide viewing access to:

- All Trustees
- Additional staff, as agreed by the CEO

GovernorHub is the primary method of communication and document sharing for governance across the Trust.

GovernorHub



Glossary

Term	Acronym	Meaning
Academy	–	A state-funded school funded directly by the DfE and operating within a Trust.
Academy Education Committee	AEC	Local governance committee responsible for oversight at academy level.
Academy Development Plan	ADP	Document setting out academy priorities and improvement actions.
Academy Improvement Plan	AIP	Plan outlining targets for improving teaching, outcomes and leadership.
Academy Trust Handbook	ATH	DfE guidance setting financial and governance rules for Trusts.
Articles of Association	–	Legal document outlining governance arrangements.
Age Related Expectations	ARE	Expected standard for pupils at a given age in primary assessment.
Board of Trustees	–	The accountable body responsible for Trust strategy and performance.
Chief Executive Officer	CEO	Executive leader responsible for Trust operations.
Combined Measure	–	Primary assessment combining reading, writing and maths outcomes.
Department for Education	DfE	Government department responsible for education.
Disclosure and Barring Service	DBS	Checks for suitability to work with children.
Disadvantaged Pupils	–	Pupils eligible for pupil premium or additional support.
Education Health and Care Plan	EHCP	Statutory plan for pupils with SEND.
English as an Additional Language	EAL	Pupils whose first language is not English.
Executive Leadership Team	ELT	Senior leaders managing Trust operations.
Free School Meals	FSM	Used as an indicator of disadvantage.
Funding Agreement	–	Contract between Trust and Secretary of State.
Good Level of Development	GLD	EYFS measure indicating children meet expected level.
Governor	–	Member of AEC responsible for local oversight.
Keeping Children Safe in Education	KCSIE	Statutory safeguarding guidance schools must follow.
Key Stage	KS	Stages of education (EYFS, KS1–KS5).
Local Authority	LA	Local council responsible for education services.
Looked After Child	LAC	Child in care of the Local Authority.
Members	–	Individuals with ultimate control of the Trust.
Multi-Academy Trust	MAT	Group of Academies governed by one Trust.

Term	Acronym	Meaning
Ofsted	–	Body that inspects schools and sets standards.
Published Admission Number	PAN	Maximum number of pupils admitted per year group.
Pupil Premium	PP	Funding to support disadvantaged pupils.
Progress	–	Measure of pupil improvement over time.
Progress 8	P8	Measure of progress across 8 GCSE subjects.
Register of Interests	–	Record of declared financial and personal interests.
Safeguarding	–	Keeping children safe from harm.
Scheme of Delegation	SoD	Document outlining governance responsibilities.
Self Evaluation Framework	SEF	Document evaluating academy performance and priorities.
Senior Leadership Team	SLT	Leaders responsible for running an academy.
Special Educational Needs and Disabilities	SEND	Pupils requiring additional support.
Strategic Oversight	–	Focus on direction rather than day-to-day operations.
Terms of Reference	ToR	Defines purpose and roles of committees.
Transitional Improvement Board	TIB	Temporary governance board for underperforming academies.
Trust	–	Legal entity responsible for Academies.
Trustee	–	Board member with legal governance responsibility.
Value Added	VA	Measure comparing pupil outcomes nationally.
Vulnerable Pupils/ Learners	VP/ VL	Pupils needing additional support (e.g. SEND, disadvantaged).
Professional Learning and Development	PLD	Training and development for staff.
Reading Writing Maths	RWM	Primary performance measure at KS1/KS2.

Notes

Notes

Place Partnership

A MULTI-ACADEMY TRUST

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