

FAIRFAX
MULTI-ACADEMY TRUST

FMAT GUIDE TO
GOVERNANCE
2024-2025



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Acronyms

A8	Attainment 8 for Year 11 students
AA	Academy Association
AIF	Academy Improvement Fund
AIP	Academy Improvement Plan
ADP	Annual Development Plan (MAT)
AP	Assistant Principal
AP	Alternative Provision
ARC	Audit and Risk Committee
BoD	Board of Directors
BV	Bournville Academy
CEAIG	Careers Education, Advice, Information and Guidance
CEO	Chief Executive Officer
CLFP	Curriculum Led Financial Planning
COO	Chief Operating Officer
CP	Child Protection
CPD	Continuous Professional Development
DfE	Department for Education
DG	Disciplinary Group
DoE	Director of Education
DPA	Data Protection Act 2018
DPIA	Data Protect Impact Assessment
DPO	Data Protection Officer
DSL	Designated Safeguarding Lead
EA	Erdington Academy
EAL	English as an Additional Language
EC	Education Committee
EHCP	Education, Health and Care Plan
EHE	Elective Home Education
ESFA	Education and Skills Funding Agency
ETM	Executive Team Meeting
EYFS	Early Years and Foundation Stage
FF	Fairfax Academy
FMAT	Fairfax Multi-Academy Trust
FFT	Fischer Family Trust
FRC	Finance and Resource Committee
FSM	Free School Meals
FTE	Fixed Term Exclusions
GDPR	General Data Protection Regulation
GIAS	Get Information About Schools (DfE)
GL	GL Assessments
HMI	Her Majesty's Inspector

HRD	Human Resources Director
IDSR	Inspection Data Summary Report
ITT	Initial Teacher Training
KCSIE	Keeping Children Safe in Education
KPIs	Key Performance Indicators
KS1	Key Stage 1 (Year 1 to Year 02)
KS2	Key Stage 2 (Year 03 to 06)
KS3	Key Stage 3 (Year 07 to 09)
KS4	Key Stage 4 (Year 10 to 11)
KS5	Key Stage 5 (Year 12 to 13)
LA	Local Authority
LAC	Looked After Children
NC	National Curriculum
NQT	Newly Qualified Teacher
P8	Progress 8 for Year 11 pupils
PA	Prior Attainment
PAN	Published Admission Number
PAC	Performance Appraisal Committee
PC	People Committee
PEX	Permanent Exclusion
PG	Principals Group
PP	Pupil Premium
QA	Quality Assurance
QTS	Qualified Teacher Status
RI	Requiring Improvement
RSC	Regional Schools Commissioner
SCR	Single Central Record
SDG	Strategic Development Group
SIG	School Improvement Group
SEMH	Social Emotional Mental Health
SEND	Special Educational Needs and Disability
SLT	Senior Leadership Team
SW	Smith's Wood Academy
TNG	Trust Network Group
ToR	Terms of Reference
TU	Trade Union
UPS	Upper Pay Scale
VA	Value Added
VfM	Value for Money
VP	Vice Principal

This list is not exhaustive. Please visit [Academies: A to Z of terms - GOV.UK \(www.gov.uk\)](https://www.gov.uk/glossary?term=academies) for a full glossary.

Mission, Vision and Values

Our mission, vision and values are at the core of everything we do. They serve as a way to communicate our purpose and direction to all stakeholders as well as guiding decision-making and providing a standard that actions can be assessed against. They are integral to FMAT's strategy and are used to define future goals and operational approaches.

FMAT Mission

Enriching lives; transforming futures.

FMAT Vision

Every child within the Trust will attend an Academy that offers high quality education. They will have access to first-class pastoral care and will benefit from a wide range of enriching opportunities. This will mean that each of our Academies is the Academy of choice for parents, carers and students within their local community.

FMAT Values

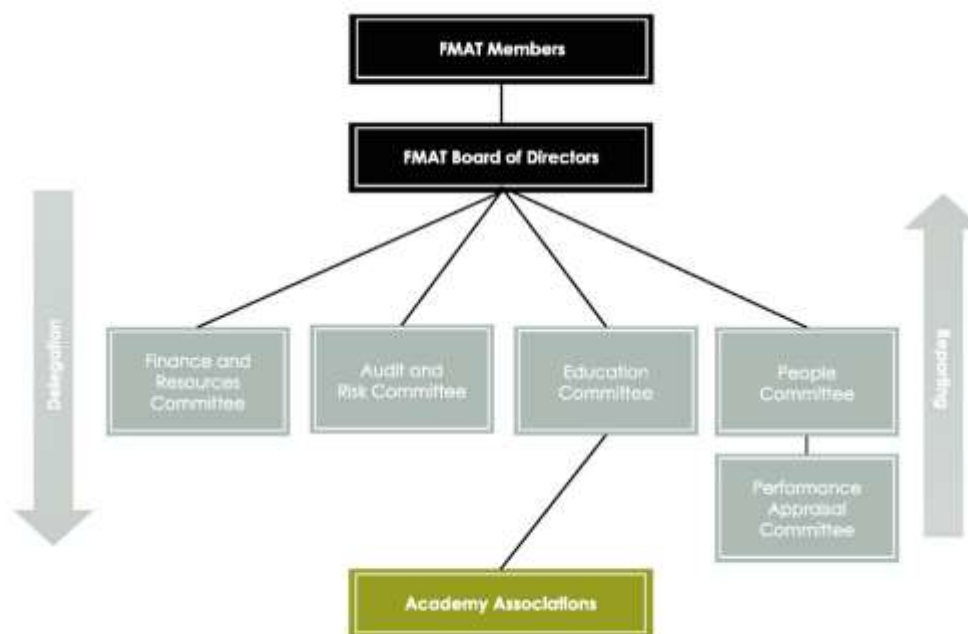
Excellence:	We strive for the highest quality to ensure excellent outcomes and personal achievements.
Dedication:	We believe there is dignity in hard work and effort.
Ambition:	We aim to be the best that we can be, in all that we do.
Integrity:	We believe in openness, honesty and have a real sense of moral purpose.
Tradition:	We believe in good manners, courtesy and respect

Trust Governance Arrangements

The Trust has established a clear organisational structure with identified lines of accountability and reporting for all of its operations. This includes defining the responsibilities of the Board of Directors of Directors and those responsibilities delegated to its committees and Trust Executive within the Trust.

Trust Governance Structure

The diagram below sets out the governance structure of Fairfax Multi-Academy Trust (FMAT) and its committees.



Scheme of Delegation

The responsibilities of the Board of Directors and its committees are set out in the Trust's Scheme of Delegation (SoD). Decisions reserved for the Board of Directors are set out in the Scheme of Reservation. The Board of Directors has agreed terms of reference for each committee, which are briefly summarised below. The different roles and responsibilities of Directors and Trust Executive are laid out in the SoD. The Scheme makes it clear how methods of escalation operate between Trust Executive, Committees and the Board of Directors and on what matters Committees are required to make recommendations or provide advice to the Board.

FMAT Members

The Members of FMAT are the subscribers to the Trust's Articles of Association. They have oversight of the governance arrangements of the Trust and have the power to appoint and remove Directors.

FMAT Board of Directors (BoD)

The Board of Directors is comprised of Non-Executive Directors and the Trust CEO. The Board of Directors is responsible for the overall strategic direction of the Trust, as well as holding the Executive Team to account for delivering agreed priorities and ensuring the financial probity of the Trust. Specific responsibilities include:

- Holding the Executive Team to account for the delivery of strategic objectives and the overall performance of the Trust and its Academies, through receiving regular performance data and analysis.
- Appointment, appraisal, discipline and dismissal of the Chief Executive Officer (CEO).
- Approval of the annual budget, medium-term financial plans, the Trust's Business Plans and Risk Management Policy.
- Approval of the Trust's annual report and statutory accounts, receiving the annual management letter and governance report of the External Auditor and agreement of proposed action(s).
- Continuous appraisal of the affairs of FMAT and its Academies.
- Consideration of the Trust's overall performance, including financial performance.
- Approval of significant management policies, including SEND and Safeguarding (incorporating PREVENT) and receiving assurance from the Executive Team that such policies are being implemented.
- Requesting and noting the declaration of Board Directors' interests that may conflict with those of the Trust and determining the extent to which that Director may remain involved with the matter under consideration; also, maintaining a register(s) of pecuniary interests for Directors, Academy Associates and staff.

The Board of Directors meets formally at least five times annually. Ultimately, the Board of Directors holds each Academy to account for its performance through the CEO.

Present Directors have a broad range of backgrounds, professions, and expertise. The Trust undertakes a skills audit for all new Directors and Associates, and Directors are kept up to date for them to be equipped to fulfil their role. There is periodic training on topical issues and Directors have access to a significant amount of training materials.

The Board has set up 4 sub committees of the Board and has further constructed an Academy Association for each academy to scrutinise, monitor and support in the following areas:

Finance and Resources Committee (FRC)

The main purpose of the Finance and Resource Committee is to assist in the decision making of the Board of Directors, by enabling more detailed consideration of the Trust's/individual Academy's planning, control and monitoring of finances and resources. This includes making recommendations to the Board of Directors in relation to annual budgets, medium term financial plans, financial policy, budget monitoring etc.

The Finance and Resources Committee meets at least five times a year.

Audit and Risk Committee (ARC)

The Audit and Risk Committee provides independent advice and assurance to the Board of Directors primarily in relation to matters of probity, propriety and the effective stewardship of public funds. A key input to the committee is external assurance. The Audit and Risk Committee meets at least five times per year.

Education Committee (EC)

The Education Committee provides assurance to the Board of Directors in relation to the education performance of the Trust's Academies.

The Education Committee meets at least five times per year.

People Committee (PC)

The People Committee considers the workforce aspects of the Trust, including their Health and Wellbeing

The People Committee meets at least five times per year.

Performance Appraisal Committee (PAC)

The PAC is a sub meeting of the PC. This committee will meet once per year and will review the outcomes of performance management.

Academy Associations (AA)

Each Academy within the Trust has an Academy Association that provides more detailed oversight at a local level. The remit and terms of reference are established by the Board of Directors.

The Academy Associations meet at least five times a year.

Governance Reviews

An internal review of governance will be carried out annually and will involve stakeholder feedback. Feedback from this review, along with advice and updates from the DfE, ESFA and NGA, will be used to update the FMAT guide to Governance for the following academic year.

Every 3 years, an external review of governance will be commissioned by the Board and the outcomes actioned by a Governor Working Party, made up of selected, Members, Directors and Associates. The Governor Working Party will meet bi-monthly to review progress.

The next ERG is due in January 2026.

Communication

Effective communication is an absolute priority to enable effective governance. The following activities will be carried out and reviewed throughout the year:

- Relevant minutes will be uploaded to appropriate websites and on GovernorHub once signed off as a true and accurate record.
- Minutes of all meetings will be available for Director scrutiny.
- Chair of sub-committee summary reports will be provided to each full Board of Directors of Directors meeting.
- Chair of AA summary reports will be provided to each EC sub-committee meeting.
- The Chair of the Board and Vice Chair of the Board will meet the CEO fortnightly.
- The Chair or Vice Chair of the Board will meet with each AA Chair within 10 days of each Board meeting to ensure that key information is provided to Associations.
- Chair of AA should meet Principals fortnightly.
- Chair of AA to keep AA's updated in between formal meeting where the additional information will support Associates carrying out their roles.
- The Directors will ensure they write a relevant article for FMAT Connect (Intranet) each full term. Each Chair of the AA's will write to their Academy staff each full term.

Scheme of Reservation

The powers and responsibilities reserved for the Board of Directors include¹:

- Determining any matter, for which it has delegated or statutory authority.
- Approval of the Financial Regulations and suspension of, or amendments, to them; including approval of a Scheme of Delegation of powers from the Board of Directors to Committees and Trust Executive.
- Establishing the following committees:
Finance and Resources (FRC).
Audit and Risk (ARC).
People (PC).
Performance Appraisal Committee (PAC).
Education (EC).
Academy Associations (AA).
Along with the election of their members, approval and review of their Terms of Reference and membership on an annual basis.
- Ratification of urgent decisions taken by the Chair and Chief Executive Officer (CEO) using 'Chairs Powers to Act'*.
- Ratification or otherwise of recommendations by committees that do not have executive powers.
- Appointment, appraisal, discipline and if required dismissal of the CEO.
- Approval of the financial plans that have been reviewed by the FRC.
- Approval of the Trust's Strategic Aims every 3 years.
- Approval of the Trust's Growth plan every 3 years.
- Approval of the Annual Development Plan of the MAT (ADP).
- Approval of the annual budget and material changes to it, as proposed by the Accounting Officer throughout the year, including future spending priorities.
- Appointment of the Trust's External Auditor.
- Approval of the Trust's annual report and statutory accounts.
- Receiving the annual management letter(s) and governance report(s) of the External Auditor and agreement of proposed action.
- Approval of the internal assurance arrangements for the Trust.

¹ this list is not exhaustive.

- Approval of the Trust's risk management policy, strategy, annual Risk Management Plans, processes, and procedures once they have been scrutinised and reviewed by the ARC Committee.
- Continuous appraisal of the affairs of the Trust and its Academies by means of the provision of reports to the Board of Directors, as may be required from the Executive Team, committees of the Trust and external parties.
- Requesting and recording the declaration of the Board of Directors' interests that may conflict with those of the Trust and determining the extent to which that member may remain involved with the matter under consideration.
- Ensuring that funds from sponsors are received in accordance with any associated Trust Deed and are used only for the purposes intended.
- Ratification of proposals for the acquisition, disposal or otherwise legal change of use of land and/or buildings.
- Authorising use of the company seal.
- Appoint or remove Directors and appoint or remove Board committee chairs.
- Remove an Academy Association where it is not performing well and replace it.
- Approve role descriptors for Directors/chairs/specific roles/committee/AA members.
- Appoint or remove Clerk to the Board.
- Approve the Governance structure (annually) and amendments to Terms of Reference and Scheme of Delegation as required.
- Recruit Directors, Board committees and Board appointed AA members.
- Agree the Trust's vision and strategy, agreeing key priorities and KPIs against progress towards achieving the vision can be measured.
- Approve the reporting arrangements for progress against Trust key priorities.
- Performance Management of Chief Executive Officer.

The Board of Directors delegates some of its responsibilities for day-to-day management to Trust Executive of FMAT and to its sub-committees. Day-to-day responsibility for running the Trust is delegated to the CEO.

The powers and responsibilities delegated to key committees and an overview of the responsibilities of key individuals in the organisation are outlined in the following sections of this document.

***Chairs Powers**

No individual Director is empowered to make decisions on behalf of the Trust outside any specific authority set out in this Scheme. However, as an exception, the Chair of Directors can decide as a single Director when a delay in doing so would be:

- Seriously detrimental to the interests of the Trust and any of its academies, and
- It would not be possible to postpone the decision to a meeting of Directors (which the Chair can convene with less than seven days' notice, if necessary, provided Directors will have sufficient time to receive and give due consideration to relevant documents relating to the decision).

The following types of decision cannot be made by the Chair's Action:

- Decisions related to admissions.
- Approval of financial spend over £10k.
- Decisions on Executive pay

Scheme of Delegation

		FMAT Members	Board of Directors	Board of Directors Sub Committees					Executive Functions				
				Finance and Resources (FRC)	Audit and Risk (ARC)	Education (EC)	People (PC)	Academy Associations (AA)	Chief Executive Officer (CEO)	Chief Operating Officer (COO) – Finance & Operations	Chief Operating Officer (COO) - HR	Director of Education (DoE)	Principal
SD001	PRIME FUNCTION	Appointment of Directors	Strategy, Policy and Discharge of legal duties	Discharge of duties delegated from the Board of Directors of Directors through assurance, scrutiny and exercise of delegated authority					Exercise of delegated Executive functions for Trust	Executive functions for support areas (Inc. financial management of the Trust, Procurement, Estates, Contract Management)	Executive functions for HR	Exercise of delegated executive functions for group of academies	Exercise of delegated executive functions for academy
SD002	MEMBERSHIP	5	11 non-executives	3 non-executives	3 non-executives	3 non-executives	3 non-executives	Per Terms of Reference					
SD003	LEAD OFFICER	CEO	CEO	COO	COO	DoE	COO	Principal					
STRATEGY AND LEADERSHIP													
SD004	POLICY		Receive and ratify policies; recommendations from sub-committees	All statutory and centralised financial policies	All centralised audit and risk policies	All centralised education policies	All related HR policies	None	Develop policy and monitor adherence	Develop policy and monitor adherence	Develop policy and monitor adherence	Develop policy and monitor adherence. Approval of local policies.	Monitor and adherence to all policies. Develop and Implement local policies
SD005	TERMS OF REFERENCE OF COMMITTEES		Approve Ensure committees are adhering to terms of reference.	Adhere to	Adhere to	Adhere to	Adhere to	Adhere to	Development of Draft Terms of Ref to be passed to the Directors for consideration for approval.				
SD006	TRUST STRATEGIC PLAN		Develop and approve. Hold CEO to account for delivery of strategic plan.						Develop and recommend to the Board of Directors.	Align executive objectives to the Trust Strategic Objectives.	Align executive objectives to the Trust Strategic Objectives.	Align executive objectives to the Trust Strategic Objectives.	Align Academy objectives to the Trust Strategic Objectives.
SD007	GROWTH		Approve						Recommend to Board. Co-ordinate due diligence.	Perform due diligence. Co-ordinate integration to Trust.	Perform due diligence. Co-ordinate integration to Trust.	Perform due diligence. Co-ordinate integration to Trust.	
SD008	ACADEMY ADMISSION		Approve									Review and refine proposals from Principal.	Recommend.
SD009	ACADEMY TERM DATES AND ACADEMY DAY					Approve						Review and refine proposals from Principal.	Recommend.
SD010	SALE/PURCHASE OF LAND/LEASE		Approve							Recommend transaction.			

		FMAT Members	Board of Directors	Board of Directors Sub Committees					Executive Functions				
				Finance and Resources (FRC)	Audit and Risk (ARC)	Education (EC)	People (PC)	Academy Association (AA)	Chief Executive Officer (CEO)	Chief Operating Officer (COO) – Finance and Operations	Chief Operating Officer (COO) – HR	Director of Education (DoE)	Principal
RISK AND INTERNAL CONTROL													
SD011	RISK MANAGEMENT		Approve policy and strategy. Ensure Trust meets statutory requirements.		Oversight and scrutiny of risk register.			Scrutiny of local risk register.		Recommend policy and strategy to ARC. Implement trust approach. Provide assurance to ARC that the Trust is meeting its legal responsibilities.	Implement risk management plan.	Implement risk management plan.	Implement risk management plan.
SD012	BUSINESS CONTINUITY		Approve policy and strategy. Ensure Trust meets statutory requirements.		Oversight and scrutiny of business continuity plans.					Develop and recommend policy and strategy to ARC. Formulate business continuity and disaster recovery plan for functional area. Provide assurance to ARC that the Trust is meeting its legal responsibilities.	Formulate business continuity and disaster recovery plan for functional area.		Review, update and implement local academy continuity plan and disaster recovery plan.
SD013	HEALTH AND SAFETY		Approve policy and strategy. Ensure Trust meets statutory requirements.		Oversight and scrutiny of health and safety plans and compliance monitoring					Develop and recommend policy and strategy to FRC. Implement trust approach. Provide assurance to FRC that the Trust is meeting its legal responsibilities			Adhere to trust policy and strategy. Ensure policy and strategy is fully implemented.
SD014	SAFEGUARDING (INCLUDING THE SINGLE CENTRAL RECORD)		Approve policy and strategy. Ensure Trust meets statutory requirements			Oversight and scrutiny of trust safeguarding arrangements.		Oversight and scrutiny of local safeguarding arrangements and the SCR. Provide assurance to EC that local academy is meeting statutory responsibilities.			Complete SCR for Central Team, Members and Director of the Board of Directors.	Define and implement safeguarding strategy for Trust. Provide assurance to Education Committee that Trust academies are meeting statutory responsibilities.	Responsible for safeguarding within the academy and ensuring FMAT policy/AA arrangements are fully implemented. Ultimate responsibility for the safeguarding of students in academy.
SD015	ESTATES MANAGEMENT									Determine policies and working practices and monitor academy compliance			Ensure policy and working practices are fully implemented. Ensure the standards set out are met day-to-day.
SD016	IT SYSTEMS			Oversight and scrutiny of Trust IT strategy						Develop and recommend policy and strategy to FRC. Oversight of delivery of IT strategy.			Ensure working practices are fully implemented.

SD017	COMMUNICATIONS								Overall responsibility for communications				
SD018	STUDENT RECRUITMENT							Scrutiny of plans and strategy					Develop strategy and plans
		FMAT Members	Board of Directors	Board of Directors Sub Committees					Executive Functions				
				Finance and Resources (FRC)	Audit and Risk (ARC)	Education (EC)	People (PC)	Academy Associations (AA)	Chief Executive Officer (CEO)	Chief Operating Officer (COO) – Finance & Operations	Chief Operating Officer - HR	Director of Education (DoE)	Principal
EDUCATION STANDARDS													
SD019	EDUCATIONAL PERFORMANCE: ACADEMIC STANDARDS, STUDENT ATTENDANCE, STUDENT EXCLUSIONS.		Accountable for Educational Standards in Trust.			Hold the executive to account for educational performance in the Trust.		Scrutiny of academy performance. Provide local intelligence to EC.	Hold DoE to account for student performance. Maintain oversight.			Hold Principal to account for educational performance. Monitor and report to CEO and EC.	Responsible for educational performance within the academy.
SD020	SCHOOL IMPROVEMENT					Approve strategy.			Hold DoE to account for impact of strategy. Maintain oversight.			Develop and recommend strategy to EC. Implement strategy.	Suggest areas of support. Implement next steps within the academy.
SD021	OFSTED		Accountable for Educational Standards in Trust.			Represent the Trust during inspections.		Represent the Trust during inspections, where required.	Represent the Trust during inspections. Maintain oversight. Approve Ofsted recovery plans.			Available during inspection	Responsible for Ofsted preparation within the academy.
SD022	SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND)		Ensure Trust meets statutory requirements			Oversight and scrutiny of trust SEND arrangements.		Provide local intelligence to EC. Support & challenge Principal to deliver local SEND policy	Maintain oversight.			Provide assurance to EC that Trust academies are meeting statutory responsibilities.	Responsible for SEND within the academy and ensuring policy is fully implemented.
SD023	KEY PERFORMANCE INDICATORS (KPIs)		Approve Trust KPIs. Hold the CEO to account for Trust KPIs.			Hold the executive to account for Academy KPIs.		Provide local intelligence to EC. Support and challenge Principal to deliver Academy KPIs	Develop and recommend (for the Trust) to the Board of Directors. Hold DoE to account for Academy KPIs. Approve Academy KPIs			Develop and recommend to CEO and EC Academy KPIs. Hold Principal to account for KPIs.	Responsible for delivering on Academy KPIs.
SD024	ACADEMY IMPROVEMENT PLANS					Hold the executive to account for Academy plans.		Support and challenge Principal to deliver AIP's	Approve Academy plans.			Recommend plans to CEO. Monitor and evaluate progress of Academy plans. Hold Principal to account for progress of plans.	Develop academy plans in line with Trust strategic objectives.
SD025	CAREERS PROVISION					Approve policy and strategy. Ensure Trust meets statutory responsibilities.		Provide local intelligence to EC.	Hold DoE to account for Trust Careers Provision.			Develop and recommend strategy to EC. Provide assurance to EC and CEO that Trust academies are meeting statutory responsibilities.	Responsible for Careers provision within the academy and ensuring policy is fully implemented.

SD026	QUALITY OF TEACHING					Approve policy & strategy. Hold the executive to account for the quality of teaching in the Trust. Consider the Teacher performance progression submitted by Principal		Support and challenge Principal to deliver high quality teaching within the Academy	Hold DoE to account for the quality of teaching in the Trust.			Develop and recommend strategy to EC. Monitor and report to CEO and Education Committee.	Responsible for Quality of Teaching within the academy and ensuring policy is fully implemented.
SD027	PUPIL PREMIUM CATCH-UP PREMIUM SPORTS PREMIUM					Ensure Trust meets statutory responsibilities.		Scrutiny of Academy Plans and their impact. Provide local intelligence to EC.	Hold DoE to account for impact of strategy.			Hold Principal to account for impact of strategy.	Responsible for strategy and implementation in Academy.
SD028	CURRICULUM					Approve policy & strategy. Hold the executive to account on implementation on Trust policy & strategy.		Scrutiny of the local application and impact of the Curriculum strategy and policy	Hold DoE to account for impact of strategy.			Develop and recommend strategy to CEO and EC. Implement strategy. Monitor and report to CEO and Education Committee.	Responsible for curriculum within the academy and ensuring policy is fully implemented.
		FMAT Members	Board of Directors	Board of Directors Sub Committees					Executive Functions				
				Finance and Resources (FRC)	Audit and Risk (ARC)	Education (EC)	People (PC)	Academy Associations (AA)	Chief Executive Officer (CEO)	Chief Operating Officer (COO) – Finance & Operations	Chief Operating Officer - HR	Director of Education (DoE)	Principal
HUMAN RESOURCES													
APPOINTMENTS													
SD029	APPOINTMENT AND DETERMINE PAY OF CHIEF EXECUTIVE		Approve										
SD030	APPOINTMENT AND DETERMINE PAY OF TRUST EXECUTIVE TEAM		Consult				Consult		Approve		Recommend		
SD031	APPOINTMENT AND DETERMINE PAY OF OTHER CENTRAL TRUST TEAM POSTS								Approve		Recommend		
SD032	APPOINTMENT OF PRINCIPALS AND DETERMINATION OF PAY		Consult				Consult	Consult	Approve		Recommend		

SD033	APPOINTMENT AND DETERMINE PAY OF VP, SLT MEMBER AND OTHER SIGNIFICANT POSTS								Approve		Recommend	Consult	
SD034	APPOINTMENT AND DETERMINE PAY OF ALL OTHER POSTS										Consult		Approve
DISMISSALS													
SD035	DISMISSAL OF CHIEF EXECUTIVE		Approve										
SD036	DISMISSAL OF ALL OTHER STAFF UNLESS THERE IS A CONFLICT OF INTEREST. DISMISSALS SPECIFIC TO THE AREA OF RESPONSIBILITY								Inform		Consult	Inform	Recommend (PANEL APPROVAL)
SD037	DISMISSAL DUE TO FAILED PROBATION										Consult		Approve
SETTLEMENT AGREEMENTS													
SD038	UP TO £50,000 (NEGOTIATED AND AGREED)								Approve		Consult		Recommend
SD039	IN EXCESS OF £50,000 – APPROVAL VIA ESFA		Approve				Approve		Recommend		Consult		Recommend
		FMAT Members	Board of Directors	Board of Directors Sub Committees					Executive Functions				
				Finance and Resources (FRC)	Audit and Risk (ARC)	Education (EC)	People (PC)	Academy Associations (AA)	Chief Executive Officer (CEO)	Chief Operating Officer (COO) – Finance & Operations	Chief Operating Officer - HR	Director of Education (DoE)	Principal
PAY													
SD040	SALARY REVIEW REQUESTS (INCLUDING REGARDING) UP TO £100K GROSS SALARY (FTE)								Approve	Propose	Recommend	Propose	Propose
SD041	SALARY REVIEW REQUESTS (INCLUDING REGARDING) OVER £100K GROSS (FTE)						Approve		Recommend	Propose	Recommend	Propose	Propose
SD042	ADDITIONAL PAYMENTS/ACTING UP PAYMENTS – CHIEF EXECUTIVE		Approve										
SD043	ADDITIONAL PAYMENTS/ACTING UP PAYMENTS –						Consult		Approve				

	PRINCIPALS, CROSS TRUST ROLES AND SLT												
SD044	ADDITIONAL PAYMENTS/ACTING UP PAYMENTS- ALL OTHER ACADEMY STAFF										Consult		Approve
SD045	APPROVAL OF PERFORMANCE RELATED PAY PROGRESSION FOR TEACHING STAFF ANNUALLY						Approve	Consult	Recommend			Recommend	Propose
SD045	APPROVAL OF PERFORMANCE RELATED PAY PROGRESSION FOR CHIEF EXECUTIVE						Approve						
SD046	APPROVAL OF PERFORMANCE RELATED PAY PROGRESSION FOR TRUST EXECUTIVE TEAM						Consult		Approve				
REDUNDANCY													
SD047	DECISION TO MAKE REDUNDANCIES AND STAFFING RESTRUCTURES WITH A REDUCTION IN HEADCOUNT OVER 20		Approval of redundancy process where Section 188 required, i.e., 20 staff or more				Approve		Recommend		Consult		Recommend
SD048	DECISION TO MAKE REDUNDANCIES AND STAFFING RESTRUCTURES WITH LESS THAN 20 OR NO REDUCTION IN HEADCOUNT						Approve		Recommend		Consult		Recommend
SD049	STAFF REDUNDANCY POLICY		Approval of redundancy process where Section 188 required, i.e., 20 staff or more				Approve policy and strategy. Maintain oversight.				Develop & recommend strategy and policy to PC. Monitor and report to CEO and PC.		Implement actions within the Academy.
		FMAT Members	Board of Directors	Board of Directors Sub Committees					Executive Functions				
				Finance and Resources (FRC)	Audit and Risk (ARC)	Education (EC)	People (PC)	Academy Associations (AA)	Chief Executive Officer (CEO)	Chief Operating Officer (COO) - Finance & Operations	Chief Operating Officer - HR	Director of Education (DoE)	Principal
TERMS AND CONDITIONS OF EMPLOYMENT													
SD050	COLLECTIVE AGREEMENTS		Approve						Recommend		Recommend		
SD051	REVISIONS TO TERMS AND CONDITIONS AWAY FROM STANDARD								Approve		Recommend		
SD052	ADMINISTRATION OF EMPLOYMENT CONTRACTS										Approve		
GENERAL													

SD053	RECRUITMENT (STAFF)		Specific responsibility for CEO supported by COO. Ensure that FMAT acts in accordance with employment law				Approve policy and strategy. Maintain oversight		Specific responsibility for Principals, Executive Team and Central Team supported by COO		Develop and recommend strategy and policy to PC. Monitor and report to CEO and PC	Specific responsibility for Principal, VP and AP.	Implement actions within the Academy. Recruit teaching and support staff for Academy
SD054	PERFORMANCE APPRAISAL		Specific responsibility for CEO supported by COO				Approve policy and strategy. Maintain oversight		Specific responsibility for Executive Team supported by COO	Specific responsibility for line reports	Specific responsibility for function Develop and recommend policy a strategy to PC. Monitor and report to CEO and PC Specific responsibility for line reports	Specific responsibility for Principal	Implement policy and actions within the Academy. Appraise teaching and support staff at Academy
SD055	SETTING REMUNERATION		Specific responsibility to be set for all employees. Ensure that FMAT acts in accordance with employment law				Approve policy and strategy. Maintain oversight				Develop and recommend strategy and policy to PC. Monitor and report to CEO and PC		Implement actions within the Academy.
SD056	WORKFORCE PLANNING		Ensure that FMAT exercises a duty of care to its employees.				Approve policy and strategy. Maintain oversight. Scrutinise impact of the strategy		Specific responsibility for function	Specific responsibility for function	Develop and recommend strategy to PC. Monitor and report to CEO and PC Specific responsibility for function	Specific responsibility for function	Implement actions within the Academy. Specific responsibility teaching and support staff at Academy
SD057	TRADE UNION RELATIONS		Ensure that FMAT acts in accordance with employment law and that FMAT exercises a duty of care to its employees				Approve policy and strategy. Maintain oversight.				Develop and recommend strategy and policy to PC. Monitor and report to CEO and PC		Implement actions within the Academy.

HUMAN RESOURCES - GENERAL (CONTINUED)

		FMAT Members	Board of Directors	Board of Directors Sub Committees					Executive Functions				
				Finance and Resources (FRC)	Audit and Risk (ARC)	Education (EC)	People (PC)	Academy Associations (AA)	Chief Executive Officer (CEO)	Chief Operating Officer (COO) – Finance & Operations	Chief Operating Officer - HR	Director of Education (DoE)	Principal

SD058	STAFF TRAINING AND DEVELOPMENT						Approve policy and strategy. Maintain oversight.				Develop and recommend strategy and policy to PC. Monitor and report to CEO and PC.	Manage and operate CPD plan – reporting into PC	Implement actions within the Academy.
SD059	STAFF RETENTION		Ensure that FMAT acts in accordance with employment law and that FMAT exercises a duty of care to its employees.				Approve policy and strategy. Maintain oversight.				Develop & recommend strategy and policy to PC. Monitor & report to CEO and PC		Implement actions within the Academy.
SD060	STAFF GRIEVANCE, CAPABILITY, ABSENCE MANAGEMENT, DISCIPLINE		Ensure that FMAT acts in accordance with employment law and that FMAT exercises a duty of care to its employees				Approve policy and strategy. Maintain oversight				Develop & recommend strategy and policy to PC. Monitor & report to CEO & PC.		Implement actions within the Academy.
SD062	SUSPENSIONS		Ensure that FMAT acts in accordance with employment law and that FMAT exercises a duty of care to its employees				Approve policy and strategy. Maintain oversight.				Develop & recommend strategy and policy to PC. Monitor & report to CEO & PC.		Implement actions within the Academy.
SD063	PAYROLL PROCESSING		Ensure that FMAT acts in accordance with employment law.				Maintain oversight.				Monitor, action and report to CEO & PC		Implement actions within the Academy.
SD063	PENSIONS		Ensure that FMAT acts in accordance with employment law.				Maintain oversight.			Complete return TPS and	Support completion of TPS		Implement actions within the Academy.
SD064	STATUTORY RETURNS		Ensure that FMAT acts in accordance with employment law and statutory requirements.				Maintain oversight.				Implement actions for the Trust ad report to the CEO and PC.		Implement actions within the Academy.
SD065	EMPLOYMENT TRIBUNAL CLAIMS		Ensure that FMAT acts in accordance with employment law and that FMAT exercises a duty of care to its employees.				Maintain oversight.		Notify COO without delay of any employment tribunal claims		Monitor and report to CEO and PC. Formulate response in conjunction with legal advisors & relevant colleagues		Notify COO without delay of any employment tribunal claims
SD066	HEALTH AND WELLBEING OF THE WORKFORCE		Ensure FMAT pays due consideration to health and wellbeing of the workforce				Maintain oversight				Review the health and wellbeing position of the workforce and report to the PC as appropriate		Ensure all actions consider the health and wellbeing of the workforce. Implement any recommended actions to improve the health & wellbeing of the workforce.

Scheme of Delegation - Finance Department

Budget Approval

The Trust operates from a single legal entity, accounting in Academy 'streams'.

A Trust-wide budget and 3-year financial plan must be recommended by the Finance & Resource Committee, for approval by the Board of Directors, on an annual basis, ahead of the ESFA's BFR submission deadline.

		FMAT Members	Board of Directors	Board of Committees	Sub	Executive Functions							
				Finance and Resources (FRC)	Audit and Risk (ARC)	Education (EC)	People (PC)	Academy Associations (AA)	Chief Executive Officer (CEO)	Chief Operating Officer (COO) - Finance	Chief Operating Officer (COO) - HR	Director of Education (DoE)	Principal
FINANCE													
	Financial Planning and Control												
SD067	FINANCIAL POLICY AND PROCEDURES HANDBOOK		Approval	Recommend						Recommend			Adhere
SD068	TRUST AND ACADEMY ANNUAL BUDGETS		Approval	Approval					Approval	Recommend			
SD069	ANNUAL REPORT AND FINANCIAL STATEMENTS		Approval		Recommend				Approval	Recommend			
SD070	APPOINTMENT OR REAPPOINTMENT OF AUDITORS		Approval		Recommend								
SD071	APPOINTMENT OR REAPPOINTMENT OF RESPONSIBLE OFFICER		Approval		Recommend								
SD072	WRITTEN RESPONSES TO DFE OR ESFA								Approval	Recommend			
SD073	ENTERING INTO CONTRACT WITH ASSOCIATED PERSONS (AND COMPANIES)		Approval						Recommend				
SD074	OPENING BANK ACCOUNTS		Approval							Recommend			
SD075	AMENDMENTS OF BANK MANDATES AND/OR AUTHORISED SIGNATORIES ON EXISTING BANK ACCOUNTS								Approval	Approval			
SD076	SINGLE INVOICE VALUE PAID BY ELECTRONIC (BACS, DIRECT DEBITS, CHAPS, ETC) OR PAPER (CHEQUES) TRANSMISSION			Approval by Chair & CEO >£200k					Approval and COO approval >£100k	Approval and Accountant approval <£100k			
SD077	MULTIPLE INVOICES PAID BY ELECTRONIC (BACS, DIRECT DEBITS, CHAPS, ETC) OR PAPER (CHEQUES) TRANSMISSION								Approval and COO approval >£200k	Approval and Accountant approval <£200k			
SD078	BORROWING (INCLUDING FINANCE LEASES AND OVERDRAFT FACILITIES) FROM ANY SOURCE, REGARDLESS OF THE INTEREST RATE CHARGEABLE		Approval with appropriate ESFA approval										
SD079	INVESTMENT OF SURPLUS FUNDS		Approval (indirectly though approval of investment policy)	Recommend									

		FMAT Members	Board of Directors	Board of Committees	Sub	Executive Functions								
				Finance and Resources (FRC)	Audit and Risk (ARC)	Education (EC)	People (PC)	Academy Associations (AA)	Chief Executive Officer (CEO)	Chief Operating Officer (COO) - Finance	Chief Operating Officer & Officer - HR	Director of Education (DoE)	Principal	
FINANCE														
	Capital Expenditure													
SD080	APPROVE/ REJECT PROPOSALS FOR THE ACQUISITION/ DISPOSAL OF LAND/BUILDINGS			Approval (ESFA approval also required)										
SD081	SALE, DISPOSAL OR WRITE OFF OF OTHER FIXED ASSETS		Approval if consideration of book value of assets being disposed of >£50k	Approval £20k - £50k						Approval £5k - £20k Accountant approval £5k				
SD082	IT RELATED CAPITAL EXPENDITURE		Approval >£200k						Approval and approval >£100k	COO	Approval and Accountant approval <£100k			
SD083	ALL OTHER CAPITAL EXPENDITURE		Approval >£200k						Approval and approval >£100k	COO	Approval and Accountant approval <£100k			
	Non-Capital Expenditure													
SD084	WRITE-OFF OF OUTSTANDING DEBTS			Approval >£1k, reporting to Board					Approval up to £1k, reporting to Board					
SD085	ENTERING INTO GUARANTEES, LETTERS OF COMFORT OR INDEMNITIES		Approval (ESFA approval also required)											
SD086	TAKING UP A LEASEHOLD OR TENANCY AGREEMENT ON LAND OR BUILDINGS FROM ANOTHER PARTY		Approval if term >7 years (ESFA approval also required) or if total cost over lease term >£200k						Approval >£50k over lease term and CFO approval		Approval regardless of value			
SD087	CHARITABLE DONATIONS / CONTRIBUTIONS TO SOCIAL INNOVATION PROJECTS / GIFTS / SPONSORSHIP / DONATIONS		Approval >£1k						Approval <£1k					
SD088	SETTLEMENT OF LITIGATION CLAIMS/THREATENED OR PENDING LEGAL PROCEEDINGS		Approval >£50k								Approval <£50k			
	INCOME													
SD089	SUBMISSION OF GRANT APPLICATION		Approval if >£100k						Approval £50k - £100k		Approval £20k - £50k Accountant approval <£20k			
SD090	LEGAL TERMS AND CONDITIONS FOR COMMERCIAL INCOME GENERATION ARRANGEMENTS								Approval					
SD091	TO ENTER INTO NEW TYPES OF COMMERCIAL INCOME GENERATION ARRANGEMENTS		Approval						Recommend					
	Procurement and Contracts													
SD092	EXPENDITURE UP TO £10,000												Budget Holder approval and Principal approval	
SD093	EXPENDITURE OVER £10,000 AND UP TO £30,000									Approval			Budget holder approval and Principal approval	
SD094	EXPENDITURE OVER £30,000 AND UP TO £100,000.								Approval	Approval			Budget holder approval and Principal approval	

		FMAT Members	Board of Directors	Board of Directors Committees	Sub	Executive Functions								
				Finance and Resources (FRC)	Audit and Risk (ARC)	Education (EC)	People (PC)	Academy Associations (AA)	Chief Executive (CEO)	Chief Operating (COO) - Finance Operations	Officer & Officer - HR	Chief Operating (COO) - Finance Operations	Director of Education (DoE)	Principal
FINANCE														
SD095	EXPENDITURE OVER £100,000 UP TO £200,000		Approval >£200k						Approval >£100k	Approval >£100k				
SD096	SIGN CONTRACTS (IN BUDGET)		Approval >£200k						Approval and COO approval >£100k or exceeding 5-year term	Approval of all contracts	Recommend	Recommend	Recommend	Recommend
SD097	LEGAL TERMS AND CONDITIONS FOR SUPPLIER CONTRACTS									Approval				
Operating Leases														
SD098	ALL LEASES OVER 12 MONTHS									Approval				
SD099	LIFETIME VALUE OF UP TO £5,000									Approval				
SD100	LIFETIME VALUE OVER £5,000 AND UP TO £25,000		Approval							Approval				
SD101	LIFETIME VALUE OVER £25,000 AND UP TO £100,000		Approval						Approval	Approval				
SD102	LIFETIME VALUE >£100k OR MORE		Approval >£200k						Approval >£100k	Approval >£100k				
Virements/Budget Variances and Out of Budget Spend														
SD103	SCHEDULE OF BUDGETS		Approval required if there is a virement between academies budgets	Presented at every committee meeting for approval					Approval >£100k	Approval <£100k	Finance Business Partner approval <£10k			
SD104	OUT OF BUDGET EXPENDITURE		Approval >£100k	Approval <£100k					Approval					
SD105	STRUCTURE REORGANISATION								Approval	Recommend and approve	Recommend	Recommend	Recommend	Recommend
OPERATIONAL														
New Academies														
SD106	CONTACT WITH RSC TO DISCUSS POTENTIAL NEW ACADEMY AND INITIAL PREPARATORY WORK.		Chair as part of consultation						Approval					
SD107	APPROVAL TO PROGRESS TO DUE DILIGENCE		Approval						Recommend					
SD108	APPROVAL TO SIGN THE MEMORANDUM OF UNDERSTANDING OF TRANSFER TO FMAT		Approval						Recommend	Recommend				
Legal														
SD109	AUTHORITY TO SEEK LEGAL ADVICE FROM FMAT'S PROCURED SOLICITORS								Approval					

		FMAT Members	Board of Directors	Board of Directors Sub Committees					Executive Functions				
				Finance and Resources (FRC)	Audit and Risk (ARC)	Education (EC)	People (PC)	Academy Associations (AA)	Chief Executive Officer (CEO)	Chief Operating Officer - Finance (COO) - Finance	Chief Operating Officer - HR (COO) - HR	Director of Education (DoE)	Principal
FINANCE													
SD110	FRC AUTHORISED TO OBTAIN ANY OUTSIDE LEGAL OR INDEPENDENT PROFESSIONAL ADVICE IT CONSIDERS NECESSARY		Approval >£10k										

Summary of Roles & Responsibilities

	Members	Board of Directors	Chair of Board of Directors	CEO	AA	AA Chair	Principals
WHO	<ul style="list-style-type: none"> The guardians of the mission, vision and values of the Trust 	<ul style="list-style-type: none"> The accountable body Accountable to the Secretary of State 	<ul style="list-style-type: none"> Responsible for the effective operation of the Board of Directors Accountable to the Secretary of State 	<ul style="list-style-type: none"> Accountable to the Board of Directors for the performance of the Trust Accountable to the Directors of the Board of Directors 	<ul style="list-style-type: none"> Support the Board of Directors by providing oversight at an Academy level. Accountable to the Board of Directors (EC) 	<ul style="list-style-type: none"> Responsible for the effective operation of the Academy Association Accountable to the Board of Directors (EC) 	<ul style="list-style-type: none"> Accountable to the CEO for the performance of the Academy Accountable to the CEO
WHEN	<ul style="list-style-type: none"> Member Up to 3 meetings per annum Up to 6 hours per annum 	<ul style="list-style-type: none"> Director 5 Board of Directors Meetings per annum, plus 10 committee or Association meetings per annum Lead Link Role 100 hours per annum 	<ul style="list-style-type: none"> Director 5 Board of Directors meetings per annum, plus 10 committee meetings per annum 200 hours per annum 	<ul style="list-style-type: none"> Employee 	<ul style="list-style-type: none"> Associate 5 meetings per annum Link role visits Support Academy activities 50 hours per annum 	<ul style="list-style-type: none"> Associate 5 meetings per annum Regular Academy visits Support Academy activities 70 hours per annum 	<ul style="list-style-type: none"> Employee
WHAT	<ul style="list-style-type: none"> Appoint Directors to the Board of Directors Monitor the overall effectiveness of the Trust. Act as a last line of resort in holding the Board of Directors to 	<ul style="list-style-type: none"> Strategic oversight, set the vision and policies for the Trust. Ensure appropriate governance and decision making. Set the strategy for the Trust. Ensure compliance with all regulatory requirements. Hold the executive to account for academic standards and 	<ul style="list-style-type: none"> Ensure effective and efficient conduct of the Directors' business. Agree with the agenda with the CEO for all of the Board of Directors meetings. Ensure that all Directors are given the opportunity to express their views before any important decision is taken. Establish a constructive relationship between the Board of Directors, the 	<ul style="list-style-type: none"> Chair the ELT and communicate to the Board of Directors on behalf of the ELT. Lead the development of the Trust's strategy. Deliver the strategy and the strategic goals. Communicate on behalf of the Board with the DfE 	<ul style="list-style-type: none"> Scrutinise the impact of expenditure of the budget allocated to the Academy by Directors Carry out the Trust's vision, policies and priorities. Scrutinize the academic performance of the academy as defined by the Board of Directors Support the Board of Directors and its committees in relation to the impact of additional funding (Pupil Premium, 	<ul style="list-style-type: none"> Ensure effective and efficient conduct of the Academy Association meetings. Agree with the Chair of the Education Committee the agenda for Academy Association Meetings Ensure that all Academy Associates are given the opportunity to express their views. Establish a constructive relationship between the Academy Association, 	<ul style="list-style-type: none"> Provide professional leadership for the Academy and secure its success and improvement, ensuring high quality educational provision and care for all its students and good standards of learning and

	<p>account.</p> <ul style="list-style-type: none"> Act as "ambassadors" for the Trust Remove ineffective Directors or Board of Directors 	<p>outcomes.</p> <ul style="list-style-type: none"> Oversee the finances and effective use of funds. Set appropriate targets and hold the CEO to account. Agree and monitor budgets. Review performance across the Trust Dealing with contractual relationships with third parties. Maintain a risk register which actively informs Trust agenda and decision making. Ensure robust and effective governance across the Trust. 	<p>CEO and the Executive</p> <ul style="list-style-type: none"> Ensure when a vacancy arises that the CEO is replaced in a timely and orderly fashion. Ensure that the Board of Directors reviews its own effectiveness and to review the Director's contribution. Represent the Board of Directors in discussions with the Department for Education (DfE) and Education Skills Funding Agency (ESFA) Represent the Trust at public occasions. Ensure members of the Board of Directors have completed agreed training. Ensure New Directors receive mentoring. Expectation that Directors will be available to support Behaviour Panels and PX hearings. 	<p>and other regulatory bodies (e.g., ESFA) and government.</p> <ul style="list-style-type: none"> Act as the Trust's Accounting Officer. Responsible to the Board of Directors for ensuring appropriate oversight of financial transactions of the Trust. Responsible for education standards across the Trust and in all Academies Support the board in the development of the Trust's strategy 	<p>Catch-up and Sports Premium)</p> <ul style="list-style-type: none"> Advise and act as a critical friend to the Principal and advise the Board of Directors about local issues they need to consider. Represent the interests of the Academy community in the running of the Academy and to represent the Academy in its community. Provide support to the Principal in undertaking appropriate day-to-day procedures that are essential to the life of the Academy. Ensure the academy operates within the ethos, values and mission of the Trust. Expectation that Associates will be available to support Behaviour Panels and PX hearings. 	<p>Principal</p> <ul style="list-style-type: none"> Represent the Academy at public occasions. Be a guardian of the Trust's Mission, Vision and Values. Ensure that the board or sub-committees receive the information they require in a timely fashion. Ensure members of the Academy Association have completed training that has been stipulated by the Board of Directors Ensure new Associates receive mentoring. Ensure all relevant Link Governor visits are completed. Ensure effective comms with the Board of Directors. 	<p>achievement.</p> <ul style="list-style-type: none"> Implement the agreed policies and procedures laid down by the Board of Directors, including the implementation of all statutory regulations. Advise the Academy Association on forward planning and quality assurance. Provide leadership and management of the Academy and its staff. Manage the delegated budget and resources.
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The Golden Thread of Safeguarding

One of the most important duties that Directors and Associates fulfil is to ensure that their Academy and Trust is creating safe environments for students. At FMAT the golden thread of safeguarding feeds through every aspect of Academy life and as such through every aspect of governance.

Safeguarding in schools means:

- protecting students from maltreatment
- preventing impairment of students' mental and physical health or development
- ensuring that students grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all students to have the best outcomes.

Directors and Associates fulfil their safeguarding duties by providing strategic leadership that supports an overarching culture of safeguarding and checking that the culture has become embedded.

An effective safeguarding culture is characterised by:

- safeguarding and child protection underpinning all elements of school life so that school/trust systems, processes and policies operate with the best interests of the student at their heart.
- an environment where students feel confident to approach a member of staff if they have a worry or problem, and students' wishes and feelings being considered when determining what action to take.
- an environment where staff remain vigilant and act on safeguarding concerns.

Governance safeguarding responsibilities:

- to ensure the safeguarding policies and procedures in your Academy/Trust are effective and comply with the law at all times.
- to ensure all staff understand their roles and responsibilities and can discharge them.
- to ensure that the Board has sufficient knowledge, training, and capacity to fulfil its safeguarding responsibilities.
- to appoint a lead safeguarding Associate and Director
- to maintain oversight of the single central record
- to ensure staff receive appropriate CPD.
- to ensure students are taught about safeguarding.
- to maintain strategic oversight and monitoring of safeguarding by making use of the data and information made available and using this to identify strategic priorities linked to safeguarding.
- to understand how policy works in practice.

To ensure that safeguarding runs as a golden thread through all aspects of governance at FMAT the following information sharing, and scrutiny will apply:

Link Safeguarding Associates

Will carry out a focussed visit to the Academy each term using the provided template and data provided. This information is then fed back at both local association level and directly to the appointed Director with responsibility for safeguarding, for further scrutiny.



Appointed Safeguarding Director

The appointed Director with responsibility for safeguarding will receive and scrutinise the local association link safeguarding reports through the Education Committee. These will then be scrutinised and any actions or trends that are pertinent to other committees will be filtered into the next committee meeting for further scrutiny.



FMAT Board of Directors

The Board will receive relevant updates from the Chair of each sub-committee of the Board.

Finance and Resource Committee Terms of Reference

1. Constitution

The Board of Directors hereby resolves to establish a Committee of the Board of Directors to be known as the Finance and Resources Committee (FRC).

2. Membership

The FRC shall be appointed by the Board of Directors. All members of the Committee shall be independent non-executive Directors. The FRC shall consist of not less than three Directors.

A quorum shall be two members.

The Chair of the Committee shall be appointed by the Board of Directors from amongst the independent non-executive Directors. The Chair should have the necessary financial background and/or qualifications to undertake the role effectively. The Chair should not also be the Chair of the Audit and Risk Committee.

3. Attendance at Meetings

The Chief Executive Officer (CEO) and Chief Operating Officer (COO) shall normally attend meetings, or parts thereof, at the invitation of the Committee. The Chair of the Board of Directors can attend any meeting; other Board members and senior Trust Executive may also attend, if invited by the Committee. The Committee has the right to exclude any Director and any other attendees during any part of Committee business.

4. Frequency of Meetings

Meetings shall be held no less than five times a year.

5. Purpose

The FRC is authorised by the Board of Directors to:

- Investigate any activity within its terms of reference.
- Seek any appropriate information that it requires from any Executive within the Trust and all Trust Executive are directed to co-operate with any request made.

6. Responsibilities

Directors and Associates fulfil their safeguarding duties by providing strategic leadership that supports an overarching culture of safeguarding and checking that the culture has become embedded.

The responsibilities of the FRC shall include:

- Fulfil their safeguarding governance duty by reviewing and challenging the allocation of resources including, but not restricted to LAC students and the appropriate spending of LAC funding.
- To consider the Academies' indicative funding, notified annually by the Education and Skills Funding Agency, and to assess the risks and/or implications for the Trust's Academies, drawing any matters of significance or concern to the attention of the Board of Directors.
- To contribute to the formulation of the Academies' improvement/business plans, through the consideration of financial priorities and proposals and to review the level and use of revenue and capital reserves.
- To advise the Board on the efficacy or otherwise of the curriculum through the FRC oversight of KPI's created via Curriculum-Led Financial Planning in the Trust's Academies.

- To receive and make recommendations on the broad budget headings and areas of expenditure to be adopted each year, including the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the improvement priorities set out in the improvement plan.
- To review and challenge the proposed annual budgets for Academies and the Central Team, and to recommend their approval to the Board of Directors.
- To monitor and review progress against budget throughout the year for each Academy and the Central Team, drawing any matters of concern to the attention of the Board of Directors.
- To approve proposed changes during the year to the initial budget, in line with the authority delegated to the Committee under the Scheme of Delegation.
- To monitor and review, on a regular basis, procedures for ensuring the effective implementation and operation of financial procedures, for example the implementation of banking arrangements and, where appropriate, to make recommendations for improvement.
- To ensure the Academy Trust's estate is both an asset and a mechanism to deliver outcomes for students.
- To ensure that Academy Trust manages their estates strategically and maintain their estate in a safe working condition.
- To annually approve the FMAT Asset Management Plan.
- Where applicable, approve policies on behalf of the Board of Directors.
- To receive and review reports from the COO on the waiver of competitive quotations and tenders, ensuring the waivers have been duly authorised and are justified.
- To monitor all Key Performance Indicators (KPIs) as delegated to the Committee.
- To undertake all other responsibilities delegated to the Committee by the Board of Directors through the Scheme of Delegation or specific resolution.

7. Reporting Procedures

The Chair of the FRC shall ensure that a Chair's Report is prepared for the Board within 5 working days of the meeting and that minutes are available to the Board of Directors within 10 working days of the meeting being held and are signed at the next FRC meeting to confirm their accuracy.

Audit and Risk Committee Terms of Reference

1. Constitution

The Board of Directors resolves to establish a Committee of the Board of Directors to be known as the Audit and Risk Committee (ARC).

2. Membership

The ARC shall be appointed by the Board of Directors. All members of the Committee shall be Non-Executive Directors. The ARC shall consist of not less than three Directors.

A quorum shall be two members.

The Chair of the Committee shall be appointed by the Board of Directors from amongst the independent non-executive Directors. The Chair should have the necessary financial background and/or qualifications to undertake the role effectively. The Chair of this committee should not also be the Chair of the Finance and Resource Committee.

3. Attendance at Meetings

The Chief Executive Officer (CEO) and Chief Operating Officer (COO) shall normally attend meetings, or parts thereof, at the invitation of the Committee. The Chair of the Board of Directors, other Board members and senior Trust Executive may also attend, if invited by the Committee. The Committee has the right to exclude any Director and any other attendees during any part of Committee business.

4. Frequency of Meetings

Meetings shall be held not less than five times a year. External and Internal auditors may request a meeting if they consider that one is necessary.

5. Purpose

The ARC is authorised by the Board of Directors to:

- Investigate any activity within its terms of reference.
- Seek any appropriate information that it requires from any Executive within the Trust and all Trust Executive are directed to co-operate with any request made.

6. Responsibilities

The strategic responsibility of the ARC is to provide independent advice and assurance to the Board of Directors, primarily in relation to matters of probity, propriety, and the effective stewardship of public funds.

Directors and Associates fulfil their safeguarding duties by providing strategic leadership that supports an overarching culture of safeguarding and checking that the culture has become embedded.

Specific responsibilities of the ARC include:

- Review the annual safeguarding audit and the associated report from the Trust Pastoral Lead to mitigate any safeguarding risks posed to the organisation.
- To review any internal and external reviews of safeguarding to mitigate any safeguarding risks posed to the organisation.
- Reviewing the adequacy and effectiveness of the Trust's governance, risk management and internal control arrangements, as well as its arrangements for securing value for money.

- Considering the appointment of the external and internal auditors, assessing their independence.
- Reviewing their management letter and management's response.
- Reviewing the internal assurance programme and individual reports including reports on the effectiveness of systems for internal financial control, financial reporting and risk management.
- Reviewing the Trust's procedures for handling allegations from whistle-blowers and allegations of fraud, bribery, and corruption.
- Reviewing and challenging the actions and judgements of management, in relation to the annual financial statements before submission to the Board of Directors.
- Reviewing the skills and competence of all staff involved in the financial controls within the Trust.
- Receiving and reviewing reports from the COO, detailing how the Trust is discharging its Health and Safety legal responsibilities for staff and students and receiving reports on incidents on behalf of the Board of Directors.
- Reviewing the Trust Health & Safety Policy, processes and procedures.
- Review the Trust compliance monitoring data.
- Reviewing the Trust Data Protection and Cyber-security Policies, processes, and procedures.

The Committee must agree an annual programme of work to address and provide assurance on those risks. This programme must assure the process involves identifying the types of risk the Trust faces, scoring and prioritising the risks in terms of their potential operational and financial impact, assessing the likelihood of occurrence and identifying means of mitigating the risks.

7. Reporting

The ARC must present its annual programme of work to the Board of Directors, at the earliest possible opportunity in each financial year. The Board of Directors must provide written commentary of the completeness and whether the programme provides the assurance the Board seeks for that financial year ahead.

The Chair of the ARC shall ensure that a Chair's Report is prepared for the Board within 5 working days of the meeting and that minutes are available to the Board of Directors within 10 working days of the meeting being held and are signed at the next ARC meeting to confirm their accuracy.

The ARC shall prepare, each year, a report on its role and responsibilities and the actions it has taken to discharge those responsibilities for inclusion in the annual report and accounts. Such a report should specifically include a summary of the role of the ARC and the way the ARC discharges its responsibilities.

Education Committee Terms of Reference

1. Constitution

The Board of Directors hereby resolves to establish a Committee of the Board of Directors to be known as the Education Committee (EC).

2. Membership

The EC shall be appointed by the Board of Directors. All members of the EC shall be independent non-executive Directors and shall consist of not less than three members.

A quorum shall be two members.

The Chair of the EC shall be appointed by the Board of Directors from amongst the independent Non-Executive Directors. The Chair should have the necessary background and/or qualifications to undertake the role effectively.

The Chair of the EC should be the direct link between the Board of Directors and the Chairs of the Academy Associations.

3. Attendance at Meetings

The Chief Executive Officer (CEO) and Director of Education (DoE) shall normally attend meetings, or parts thereof, at the invitation of the EC. The Chair of the Board of Directors can attend any meeting; other Board members and senior Trust Executive may also attend if invited by the EC. The EC has the right to exclude any Director and any other attendees during any part of EC business.

4. Frequency of Meetings

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

5. Purpose

The Committee is authorised by the Board of Directors to:

- Investigate any activity within its terms of reference.
- Seek any appropriate information that it requires from any Executive within the Trust and all Trust Executive shall be directed to co-operate with any request made.

6. Responsibilities

Directors and Associates fulfil their safeguarding duties by providing strategic leadership that supports an overarching culture of safeguarding and checking that the culture has become embedded.

The responsibilities of the EC include:

6.1. Reviewing and evaluating Reports on:

- The local association safeguarding report with the purpose of highlighting any pertinent issues to other related committees.
- Academy reviews by the School Improvement Team and external safeguarding reviews to quality assure safeguarding arrangements on a Trust level.
- The academic performance of individual Academies and the Trust as a whole, against agreed KPIs.
- The quality of leadership in each individual Academy to account for academic performance, quality of SEND provision, quality of teaching and learning, suspensions and student attendance across the Trust.

- Improvement plans and progress made against targets of any Academy within the Trust.
- Any Ofsted or DfE Inspection reports.
- The quality of CEIAG across the Trust.
- The impact of the use of Additional funding such as Pupil and Sport Premium funding by the Trust as a whole.
- How any changes to national legislation with regards to curriculum, examinations, SEND and reporting to parents may affect individual Academies and the Trust as a whole.
- The performance of Academy Associations.
- Safeguarding arrangements of individual Academies and the Trust as a whole.
- Student health and wellbeing
- The quality and impact of the curriculum across the Trust.
- Overall progress made against Academy Improvement Plans
- Community engagement and activities addressing barriers to student's learning.

6.2. Policies

- Receiving and considering revisions to policies, which relate directly to the work of the EC.

6.3. Miscellaneous

- Reviewing or investigating any matters referred to the EC by the Board of Directors.
- Bring any significant recommendations and matters of concern to the attention of the Board of Directors.
- Accept and consider reports from the Academy Associations.
- To review the strategic risks, and the adequacy and delivery of any mitigating actions, in relation to the areas delegated to the EC; and
- To develop and support the Trust priorities in relation to careers guidance and to receive periodic reports from the Executive Team.

7. Reporting Procedures

The Chair of the EC shall ensure that a Chair's Report is prepared for the Board within 5 working days of the meeting and that minutes are available to the Board of Directors within 10 working days of the meeting being held and are signed at the next EC meeting to confirm their accuracy.

People Committee Terms of Reference

1. Constitution

The Board of Directors hereby resolves to establish a committee of the Board of Directors to be known as the People Committee (PC).

2. Membership

The PC shall be appointed by the Board of Directors. All members of the PC shall be independent non-executive Directors and shall consist of not less than three members.

A quorum shall be no less than two members.

The Chair of the PC shall be appointed by the Board of Directors from amongst the independent non-executive Directors. The Chair should have the necessary background and/or qualifications to undertake the role effectively.

3. Attendance at Meetings

The Chief Executive Officer (CEO) and Chief Operating Officer (COO) shall normally attend meetings, or parts thereof, at the invitation of the Committee. Board of Directors members and senior Trust Executive may also attend if invited by the PC. The PC has the right to exclude any Director and any other attendees during any part of Committee business.

4. Frequency of Meetings

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

5. Purpose

The PC is authorised by the Board of Directors to:

- Investigate any activity within its terms of reference.
- Seek any appropriate information that it requires from any Executive of the Trust and all Trust Executive are directed to co-operate with any request made.

6. Responsibilities

The Committee is responsible for recommendations to the Board of Directors on HR and Pay Policy, based on the proposals received from the Executive Team. The Committee will challenge the COO to ensure proposed changes make sense for the Trust as a whole.

Directors and Associates fulfil their safeguarding duties by providing strategic leadership that supports an overarching culture of safeguarding and checking that the culture has become embedded.

The main responsibilities of the Committee shall be:

6.1. Employee Pay and Performance Development

- To receive proposals from the COO with regard to policies for performance development and pay for the staff deployed across the Trust's Academies and the Central Team. Where required to recommend such policies to the Board of Directors for approval.
- To maintain oversight of performance development and pay awards across the Trust. This will include assuring the Board of Directors that the Trust is compliant with all employee-related legislation and regulation.
- To monitor and evaluate the performance of the CEO and to recommend to the Chair of the Board of Directors the remuneration and other employee benefits for the CEO.

6.2. Staff Grievance, Discipline, Dismissals and Appeals

- To receive proposals from the COO with regard to policies for staff discipline and grievances and where required to recommend such policies to the Board of Directors for approval.
- To consider individual cases that may be delegated to the PC by the Board of Directors or that may be required as part of the escalation processes under these policies.
- To manage such processes on behalf of the Board of Directors in relation to the CEO, where such delegation has been made by the Board of Directors.

6.3. Workforce Strategy

- To review the staffing establishment for each academy in relation to ensuring that it meets the safeguarding needs of the academy and the Trust.
- To review the strategic planning of the Trust's human resources and its development.
- To receive reports from the COO and make recommendations to the Board of Directors on workforce planning and academy staffing structures.
- To receive, and comment on, regular reports from the Executive Team relating to all aspects of the workforce, which may for example include:
 - staff absence rates.
 - staff turnover rates.
 - ratios of staff type, by Academy.
 - health and wellbeing of staff.
 - pay analysis, such as average salaries and level of TLRs.
- To review, at least on an annual basis, the staffing establishment for each Academy and the Central Office Team in advance of the approval of the annual budget for the following academic year.

6.4. Other

- To comment on and input to, the Academy approach to with regard to providing adequate safeguarding training to all staff.
- To review and approve policies that are brought before the PC in relation to the workforce, including but not limited to, remuneration and benefits, recruitment, performance development, capability, discipline, grievance and Trade Unions.
- To support the COO in relation to interactions with Trade Unions.
- To assure the Board of Directors on its policies and their implementation with respect to the wellbeing of its workforce.
- To comment on, and input to, the Trust approach with regard to staff training and continuous professional development.
- To work with the COO to ensure that SG training not only leads to compliance but supports a strong culture of safeguarding vigilance at all levels within the Trust, including governance.
- To work with the COO on matters of employment law in order to advise the Board of Directors.
- To review the strategic risks, together with the adequacy and delivery of any mitigating actions, in relation to the areas delegated to the PC.

7. Reporting Procedures

The Chair of the PC shall ensure that a Chair's Report is prepared for the Board within 5 working days of the meeting and that minutes are available to the Board of Directors within 10 working days of the meeting being held and are signed at the next PC meeting to confirm their accuracy.

Performance Appraisal Committee Terms of Reference

1. Constitution

The Board of Directors hereby resolves to establish a committee of the Board of Directors to be known as the Performance Appraisal Committee (PAC).

2. Membership

The PAC shall be appointed by the Board of Directors. All members of the PAC shall be independent non-executive Directors and shall consist of not less than three members.

A quorum shall be no less than two members. The Chair of the Committee shall be appointed by the Board of Directors from amongst the independent non-executive Directors. The Chair should have the necessary background and/or qualifications to undertake the role effectively.

3. Attendance at Meetings

The Chief Executive Officer (CEO), the COO and the Director of Education (DoE) shall attend this meeting at the invitation of the Committee. Board of Directors members and senior Trust Executive may also attend if invited by the PAC. The PAC has the right to exclude any Director and any other attendees during any part of Committee business.

4. Frequency of Meetings

Meetings shall be held once per year.

5. Purpose

The PAC is authorised by the Board of Directors to:

- Investigate any activity within its terms of reference.
- Seek any appropriate information that it requires from any Executive of the Trust and all Trust Executive are directed to co-operate with any request made.

6. Responsibilities

The Committee is responsible for making recommendations relating to remuneration linked to Performance Management and teacher threshold applications.

Directors and Associates fulfil their safeguarding duties by providing strategic leadership that supports an overarching culture of safeguarding and checking that the culture has become embedded.

The main responsibilities of the Committee shall be:

- Receive a summary of Performance Management outcomes (COO).
- Receive samples of documentation used to reach PM decisions (COO.)
- Receive a summary of UPS applications and recommendations (DoE).
- Receive samples of evidence used to reach UPS decisions (DoE).
- Recommend outcomes based upon Executive submissions.
- Review Teacher's Pension criteria.

7. Reporting Procedures

The Chair of the Committee shall ensure that minutes are submitted to all Board of Directors within 10 working days of the meeting being held and are signed by the Chair of the PAC to confirm their accuracy.

Academy Association Terms of Reference

1. Constitution

The Board of Directors resolves to establish committees of the Board of Directors to be known as the Academy Associations (AA). The AA's assure the Board of Directors of the efficiency, effectiveness and appropriateness of the controls required to fulfil their oversight responsibilities. The Board of Directors may review these terms of reference at any time but shall review them at least annually. These terms of reference may only be amended by the Board of Directors. The Trust reserves the right to suspend or withdraw any or all delegated responsibilities at any time during the academic year.

2. Membership

Members of the AA shall be known as "Associates". The Directors have the right to appoint such persons to the AA as they shall determine from time to time with the normal term of office being 4 years.

The composition of the Academy Associations shall be as follows:

- The Principal
- A minimum of 5 Associates
- Up to 2 parent Associates
- Up to 9 Associates, appointed by the Board of Directors

The Principal may ask any member of their SLT to attend AA meetings with the agreement of the Chair of the AA.

The Chief Executive Officer (CEO), the Director of Education (DoE) or any of the Directors of the Trust may attend the Association meetings without invitation.

At their first meeting of each academic year, the Association must elect a Chair and a Vice-Chair, with the position of Chair being subject to formal approval of the next available Board of Directors. Should the Board decline to approve, then the Board of Directors can appoint a Chair of their choosing.

At the first meeting of the year, link roles should be assigned to all Associates. The Chair of the Association should NOT be assigned a link role.

Every AA should have members covering the following Link Roles; Safeguarding, SEND, Behaviour and Attendance. Further link roles should be allocated where the AA membership is sufficiently large enough to accommodate the tasks.

Conduct and proceedings.

- All AAs meetings shall be conducted in accordance with the Trust's specific policies and procedures.
- All Academy Associates shall conduct themselves in accordance with the Trust's specific policies and procedures.
- All Academy Associations must conduct an annual skills audit review, which must subsequently be reported to the Board of Directors. This is to ensure it has the skills to carry out the functions that the Board of Directors has delegated to it and, where necessary, identify training needs.
- The Chair of the Education Committee and the Chair of AA will set annual objectives for each Associate and will review their performance annually.

3. Purpose

The AA, on behalf of the Board of Directors, shall be responsible for the following activities:

3.1. Governance

- To visit the Academy and to report back to leaders and the AA using the reporting templates specified by the Board of Directors.
- To provide induction and mentoring for Associates as specified by the Board of Directors.
- To monitor the implementation of Trust policies including Child Protection and Safeguarding and Sex and Relationships Education.
- To monitor that the Academy website is compliant with statutory requirements.
- To carry out Link Governor visits covering, Safeguarding, SEND, Behaviour and Attendance, and any other Link Governor visits as are introduced from time to time by the Board of Directors (e.g., Additional Funding, Curriculum, CEIAG).
- To support the Principal and the Trust, in undertaking appropriate day to day procedures that are essential to the life of the Academy, such as complaints and permanent exclusion procedures. Associates may also be required to undertake disciplinary hearings across the Trust in this respect.
- To review medium and high-level risks for the Academy on a termly basis and to report to the Board of Directors as required.
- To be available for any questions during Ofsted inspections.
- Engaging with wider Academy activities as a means of monitoring the overall quality of provision e.g., Parents evenings, Open evenings, Creative Arts events, Sporting events etc.

3.2. Learning – Provision and Outcomes

- To ensure that the Safeguarding Policy is fully implemented and that procedures are adhered to within the Academy.
- To ensure current student numbers and student recruitment numbers are reviewed and implications discussed.
- To check the Single Central Record (SCR) termly, along with the Principal.
- To contribute to, review and monitor the Academy Improvement Plan (AIP), ensuring that the Academy is set to meet the KPIs as specified by the Board of Directors.
- To monitor the quality of Careers Education.
- To monitor and challenge the appropriate implementation of the local curriculum to ensure it has a positive impact.
- To monitor, and where appropriate, report to the Board on:
 - The impact of SEND funding (including High Needs Funding) on provision, progress and outcomes.
 - The use and impact of the Pupil Premium funding.
 - The impact of PE and Sports premium funding.
 - Behaviour and attendance.

The Board of Directors may require additional reports from the AA in order to assure itself against its obligations, statutory or otherwise.

4. Reporting

The Chair of the AA must provide a report to the Education Committee, as per the template specified by the Board of Directors. This report must be delivered within 5 working days of the AA meeting being held. This will include, unless otherwise specified by the Trust:

- The key issues discussed.
- The consideration given to the risks facing the Academy.
- Any additional notes that set out issues for the Board of Directors to consider.

Minutes of the meeting to be available to the Education Committee with 10 working days of the meeting.

Board of Directors Meeting Agenda

Meeting Date:

Location:

Start Time:

1. Meeting Opening	
1.1	Welcome and Apologies
1.2	Declarations of Interests on any Agenda Item
1.3	Any Changes to Business Interests
1.4	Board Membership Update (resignations/appointments)
1.5	Previous Minutes – DATE
1.5.1	Confirmation
1.5.2	Matters Arising
1.6	Chairs Powers to Act
2. Matters for Decision	
2.1	Board Committee Membership
2.2	Policies
3. Items for Specific Discussion	
3.1	Safeguarding Update
3.2	CEO Report
3.2.1	Key Organisational Risks
3.3	Subcommittee Chair Reports
3.3.1	ARC
3.3.2	FRC
3.3.3	EC
3.3.4	PC
3.4	Chair of Board of Directors Update
4. Meeting Close	
4.1	Review Actions to be Taken
4.2	Urgent Matters
4.3	Date and Time of Future Meeting
4.4	Items for Information Only

[NAME OF ACADEMY] Association Meeting Agenda

Meeting Date:

Location:

Start Time:

1. Meeting Opening
<ul style="list-style-type: none"> 1.1. Apologies 1.2. Previous Minutes 1.3. Confirmation 1.4. Matters Arising
2. Principal Report incl. Standing Items (see specific annual agenda summary) and topical issues
<ul style="list-style-type: none"> 2.1. 2.2. 2.3. 2.4.
3. Additional Items for Specific Discussion (see specific annual agenda summary)
<ul style="list-style-type: none"> 3.1. 3.2. 3.3. 3.4.
4. Meeting Close
<ul style="list-style-type: none"> 4.1. Review of actions to be taken (what/who/when) 4.2. Other matters to be passed to the Board of Directors/Sub-Committee 4.3. Urgent Matters 4.4. Review of Meeting

Finance & Resource Committee (FRC) - Summary of Annual Agenda Items

Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5
<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Review of ADP 2024-25 Budget Review Review KPI's Procurement Update Investment Reporting Review of Risk Register Capital Project Update 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Budget Review Review KPI's Procurement Update Investment Reporting Capital Project Update 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Review ADP Budget Review Review KPI's Procurement Update Investment Reporting Review of Risk Register Capital Project Update 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Review of ADP Budget Review Review KPI's Procurement Update Investment Reporting Capital Project Update 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Budget Review Review KPI's Procurement Update Investment Reporting Review of Risk Register Capital Project Update
<u>Specific Discussion Items</u> <ul style="list-style-type: none"> IT Service Review 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Review Additional funding plans Review IT Service 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Review of Asset Management Plan 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Funding Review Submission of draft 3-year budget 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Submission of final 3-year budget Review and recommend the FMAT Academy Trust Handbook 2025 Policy overview 2025-26

Audit & Risk Committee (ARC) - Summary of Annual Agenda Items

Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5
<u>Standing Items</u> <ul style="list-style-type: none"> • Safeguarding • Review ADP 2024-25 • H&S Report • Review of risk register • Review any external/internal audit/RO reports. • Review Data Protection • Review Cyber security 	<u>Standing Items</u> <ul style="list-style-type: none"> • Safeguarding • H&S Report • Review any external/internal audit/RO reports • Review Data Protection • Review Cyber security. 	<u>Standing Items</u> <ul style="list-style-type: none"> • Safeguarding • Review ADP • H&S Report • Review of risk register • Review any external/internal audit/RO reports. • Review Data Protection • Review Cyber security 	<u>Standing Items</u> <ul style="list-style-type: none"> • Safeguarding • Review ADP • H&S Report • Review any external/internal audit/RO reports • Review Data Protection • Review Cyber security. 	<u>Standing Items</u> <ul style="list-style-type: none"> • Safeguarding • H&S Report • Review of risk register • Review any external/internal audit/RO reports. • Review Data Protection • Review Cyber security
<u>Specific Discussion Items</u> <ul style="list-style-type: none"> • Review and set the annual Programme of Internal Audit • Review H&S policy 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> • Business continuity and emergency planning updates 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> • Review Business Risk Management processes 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> • Business continuity and emergency planning updates • Review ESFA Handbook updates to ensure compliance 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> • Review Business Risk Management processes • Review H&S policy • Policy overview 2025-26

Education Committee (EC) - Summary of Annual Agenda Items

Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5
<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Review of ADP 2023-24 Review of 202-24 KPI's Review of Risk Register Smith's Wood Academy Update Bournville School Update 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Review of 2024-25 KPI's from half term 1 Smith's Wood Academy Update Bournville School Update Academy Reviews 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Review of ADP Review of 202-25 KPI's from half term 2 Review of Risk Register. Reporting on Behaviour Panel Effectiveness. Smith's Wood Academy Update Bournville School Update Academy Reviews 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Review of ADP Review of 2024-25 KPI's from half term 3 and 4 Smith's Wood Academy Update Bournville School Update 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Review 2024-25 KPI's from half term 5 Review of Risk Register Reporting on Behaviour Panel Effectiveness Smith's Wood Academy Update Bournville School Update CLFP High Level Update to Directors
<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Review reports from the Chair of each Academy Association Review Exec summary of each Academy Improvement Plan SDG Impact Statement 2023-24 SDG Focus Areas 2024-25 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Review reports from the Chair of each Academy Association Link Director reports as available 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Review reports from the Chair of each Academy Association Link Director reports as available. SDG term 1 impact statement SDG Term 1 Impact Statement 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Review reports from the Chair of each Academy Association Link Director reports as available SDG term 2 impact statement Admissions 2025-26 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Review reports from the Chair of each Academy Association Link Director reports as available Finalise KPI's for 2025-26 Policy overview for 2025-26

People Committee (PC) - Summary of Annual Agenda Items

Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5
<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Review ADP 2023-24 Review HR KPIs 2023-24 Review of Risk Register FMAT Joint Council (FJC) update 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Review HR KPIs 2024-25 FMAT Joint Council (FJC) update 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Review ADP Review HR KPIs 2024-25 Review of Risk Register FMAT Joint Council (FJC) update 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Review ADP Review HR KPIs 2024-25 FMAT Joint Council (FJC) update 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Review HR KPIs 202-25 Review of Risk Register FMAT Joint Council (FJC) update
<u>Specific Discussion Items</u> <ul style="list-style-type: none"> HR Team Update Executive Team Performance Objectives Executive Team Performance Review Teachers Pay Award 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Recruitment and Retention Strategy Review the use of HRIS. Learning & Development Update 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Gender Pay Gap Report. Support Staff CPD Update Health & Wellbeing Update 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Support Staff Pay Award. Review the use of HRIS Learning & Development Update 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Teachers' pay award. Policy overview 2025-26 Review of Staffing Structures at each Academy Health & Wellbeing Update

Academy Association (AA) Meetings - Summary of Annual Agenda Items

The Principal will produce a report on a standardised template that follows the meeting agendas set out below. The report templates for the entire year are provided to Principals in September and can be viewed [here](#).

Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5
<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Students on Roll Update. 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Students on Roll Update. 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Students on Roll Update. 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Students on Roll Update. 	<u>Standing Items</u> <ul style="list-style-type: none"> Safeguarding Students on Roll Update.
<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Election of roles Single Central Record (SCR) Update Outcomes Report 2023-24 Key Performance Indicators 2023-24 (KPI) Review of Key Risks Review AIP 2023-24 Academy Improvement Plan 2023-24 Summarised SEF Academy Staff Structure New Starter Onboarding Update 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Review of Educational KPI's Review of staff KPI's Appraisal Process Completion Link Associate feedback <ul style="list-style-type: none"> Safeguarding Curriculum Attendance / Exclusions Website Compliance Stakeholder Voice Feedback from Academy Reviews 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Review of Educational KPI's Review of staff KPI's Review of AIP Review of Key Risks Impact of Additional funding streams (PP/HNF/Covid/Sports premium) Term 1 Summarised SEF Update Link Associate feedback <ul style="list-style-type: none"> SEND Additional funding CEIAG Feedback from Academy Reviews 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Review of Educational KPI's Review of staff KPI's Review of AIP Review of Key Risks Impact of Additional funding streams (PP/HNF/Covid/Sports premium) Term 2 Summarised SEF Update Link Associate feedback <ul style="list-style-type: none"> SEND Additional Funding CEIAG 	<u>Specific Discussion Items</u> <ul style="list-style-type: none"> Review of Educational KPI's Review of staff KPI's Review of AIP Review of Key Risks Impact of Additional funding streams (PP/HNF/Covid/Sports premium) Term 2 Summarised SEF Update Link Associate feedback <ul style="list-style-type: none"> SEND Additional Funding CEIAG

Chair of [NAME OF Sub-Committee] Report to the Board of Directors

Please complete this form using bullet points where possible to capture the key themes. The report is intended to make the Board of Directors aware of issues discussed and decisions made on their behalf by Sub-Committees. Sub-Committee minutes are to be made available should more detail of discussions be required.

1. Significant issues discussed or decisions made on behalf of the Board (For noting by Board)
1.1
2. Key Outcomes from Subcommittee Meeting
2.1. Where is good progress being made and how do you know?
2.2. What are the areas of progress you have concerns about and why?
2.3. What are the specific achievements the Board should be aware of?
3. Training
3.1. Has any additional training been identified for the subcommittee or the full Board of Directors?
4. Risks
4.1. Are you satisfied that the Executive Team have identified the key risks relevant to this subcommittee?
4.2. Are you satisfied that the Executive Team have strategies in place to mitigate and address the key risks identified?
4.3. What is the status of the trend for the key risks relevant to this subcommittee i.e. are they increasing/decreasing?
5. Further Feedback
Please provide 3 key priorities for the Board to be updated on to support the Board of Directors execute its role.
5.1
5.2
5.3

Meeting Name: _____

Meeting Date: _____

Chair Signature: _____

Date: _____

Please complete and forward a copy of your report to the Clerk of the Board of Directors within 5 working days. Please note that these notes along with the minutes of the committee meeting could be published.

Chair of [NAME OF Academy] Association Report to the Board of Directors

Please complete this form using bullet points where possible to capture the key themes. The report is intended to make the Education Committee members aware of significant issues discussed at the AA's. AA minutes are to be made available should more detail of discussions be required.

1. Significant issues discussed (For noting by Education Committee)
<p>1.1. Student Absence & Persistent Absence</p> <p>1.2. Student Punctuality</p> <p>1.3. Suspensions</p> <p>1.4. Permanent Exclusions</p> <p>1.5. Student Attainment at KS4</p> <p>1.6. Other</p>
2. Key Outcomes from Academy Association Meeting
<p>2.1. Where is good progress being made and how do you know?</p> <p>2.2. What are the areas of progress you have concerns about and why?</p> <p>2.3. What are the specific achievements the Board should be aware of?</p>
3. Training
<p>3.1. Has any additional training been identified for the AA?</p>
4. Risks
<p>4.1. Are you satisfied that the Executive Team have identified the key risks relevant to this AA?</p> <p>4.2. Are you satisfied that the Executive Team have strategies in place to mitigate and address the key risks identified?</p> <p>4.3. What is the status of the trend for the key risks relevant to this AA i.e. are they increasing/decreasing?</p>
5. Further Feedback

Please provide 3 key areas that are relevant to support the Education Committee execute its role (successes and A4D). This **MUST** include reference to any relevant areas that will support the development of building a strong culture of safeguarding vigilance. (Topics such as attendance, staff and governor training, suspensions, site walks, stakeholder feedback could all be considered within this area).

5.1

5.2

5.3

Meeting Name: _____ Meeting Date: _____

Chair Signature: _____ Date: _____

*Please complete and forward a copy of your report to the Clerk of the Board of Directors within 5 working days.
Please note that these notes along with the minutes of the committee meeting could be published.*

Visits to Academies – Guidance for Directors and Associates

Context

One of the key roles and responsibilities for Directors and Associates is to monitor the progress and performance of the Academies. Undertaking visits demonstrates the Directors' and Associates' role in the strategic management of the Academy by helping to hold the Academy to account and evaluate its progress.

The Director / Associate visiting programme is an integral part of the yearly monitoring calendar. Directors/Associates should arrange to visit the Academy in between governance meetings, focussing on an aspect of the Academy Improvement Plan or Governors statutory duties. Where possible the focus of forthcoming visits should be identified in the Board of Directors / Academy Association Meetings. Visits to the Academy allow Directors / Associates to:

- See the Academy at work and observe the range of attitudes, behaviour and achievements.
- Get to know the staff and demonstrate their commitment to the Academy.
- Give active support to the staff and the activities of the Academy.
- Evaluate resources and discuss with staff further requirements.
- Gain first-hand information to assist with policy making and decision taking.
- Work in partnership with the staff.

Before making a visit Directors / Associates will:

- Contact the Principal and agree a date, time and focus for the visit.
- Clarify the etiquette, courtesies and expectations for the visit.
- Draw up a timetable for the visit with the Principal or the visit co-ordinator.

On the day of the visit the Associate will remember to: -

- Arrive on time.
- Respect the professionalism of all colleagues, supporting but not interfering.

After the visit the Associate will: -

- Remember to thank colleagues and students (where appropriate).
- Meet with the Principal to give brief verbal feedback.
- Complete the Academy Visit Pro-forma, reporting on the focus. The completed form must be given to the Principal and then, after any possible alterations, the form will be circulated to the Board of Directors/Academy Association via the Principal.

Directors / Associates must report without giving personal opinions and, where possible, individuals should not be identifiable. It is important to remember that visits are a snapshot in time, and judgements should not be made arbitrarily.

The visit is not about:

- Inspection.
- Making judgements about the professional expertise of teachers or leaders.
- Checking on your own children.
- Pursuing a personal agenda.
- Arriving with inflexible pre-conceived ideas.

What to Avoid

It is important for all parties to note that visits are not a form of inspection and do not involve Directors / Associates making a judgement about teaching in any official capacity. That remains the responsibility of the Principal and other education professionals.

Directors / Associates must avoid visiting classrooms where their own children are present. They should also be aware of 'pursuing personal agendas' and make sure they fulfil the code of conduct and fulfil the "ground rules" as outlined below.

Please remember that members of staff are very busy people whose first priority must be the students. There may be times when arrangements have to be changed or alterations made.

Please be sensitive to the circumstances and flexible in your expectations.

It is important to remember that any information you gather on the visit must remain confidential.

Ground Rules

	Always	Never
Before	<ul style="list-style-type: none"> • Arrange details of the visit • Agree purpose of the visit • Sign in at reception wearing your ID badge 	<ul style="list-style-type: none"> • Turn up unannounced
During	<ul style="list-style-type: none"> • Keep to the role agreed. • Remember confidentiality. • Stick to the times and purpose agreed. • Wear your ID badge. 	<ul style="list-style-type: none"> • Assume a different role to the role agreed. • Walk into a classroom with a clipboard. • Interrupt the teacher. • Distract the students from their work.
After	<ul style="list-style-type: none"> • Thank colleagues. • Provide brief verbal feedback to the Principal. • Feedback to the Board of Directors/Academy Association using the 'Visit Report Form'. • Sign out at reception. 	<ul style="list-style-type: none"> • Leave without acknowledgement. • Break rules of confidentiality

Academy Associate Visit Report

Name	
Date of Visit	
Focus of Visit	
Summary of activities e.g., observing classes, talking to staff and students, looking at resources etc....	
What I have learned as a result of my visit	
Positive comments about the focus	
Aspects I would like clarified/questions I have.	
Any other comments:	

Signed by Associate: _____

Signed by Principal/Principal Representative: _____

Code of Conduct for Directors and Academy Associates

The Role of Directors and Associates

The Board of Directors is a corporate body, and the Academy Association is a subcommittee of the Board of Directors, which means:

- No Director or Associate can act on her / his own without proper authority from the Board of Directors.
- Although appointed through different routes the overriding concern of all Directors and Associates must be the welfare of the Academies and all the students who attend them.

Code of Conduct for Directors and Associates

- We understand the purpose of the Board of Directors and Academy Associations.
- We are aware of and accept the Nolan seven principles of public life (as detailed in the Director/Associate Person Specification).
- We accept that we have no legal authority to act individually, except when the Board of Directors has given us delegated authority to do so; therefore, we will only speak on behalf of the Board of Directors when we have been specifically authorised to do so.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We accept collective responsibility for all decisions made. This means that we will not speak against majority decisions outside the Board of Directors or Academy Association meetings.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our Trust. Our actions within the Academies and the local community will reflect this.
- In making or responding to criticism or complaints affecting the Trust / Academies we will follow the procedures established by the Board of Directors.

Commitment

- We acknowledge that accepting office as a Director / Associate involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the Board of Directors / Academy Association and accept our fair share of responsibilities, including service on strategic groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance in full why we are unable to.
- We will get to know the Academies well and respond to opportunities to involve ourselves in Academy activities.
- Our visits to any of the Trust's Academies will be arranged in advance with the Principal and undertaken within the framework established by the Academy and agreed with the Principal.
- We will consider seriously our individual and collective needs for training and development and will undertake relevant training.
- We are committed to actively supporting and challenging the Principal.

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other Directors and / or Academy Associations.
- We will support the Chair in their role of ensuring appropriate conduct, both at meetings and at all other times.
- We are prepared to answer queries from other Directors and Academy Associations in relation to delegated functions and consider any concerns expressed; we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the Principal, staff and parents, and other relevant agencies and the community in all the Trust's Academies.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or students, both inside and outside the Trust's Academies
- We will always exercise the greatest prudence when discussions regarding Academy business arise outside a Board of Directors or Academy Association meeting.
- We will not reveal the details of any Board of Director or Academy Association vote.

Conflicts of Interest

- We will record with the Clerk any pecuniary or other business interest that we have in connection with the Academy Trust's business.
- We will declare any pecuniary interest - or a personal interest which could be perceived as a conflict of interest - in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

Breach of this Code of Conduct

- If we believe this code has been breached, we will raise this issue with the Chair and the Chair will investigate; the Directors should only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.

Director and Associate Training

It is vital that Directors and Associates are highly trained and aspire to learn more about their roles and the education sector in general.

Training will be provided through a variety of Professional Learning platforms, with some core modules applicable to all, and others recommended according to specific lead roles. Details can be found in the tables below and via the following links:

[For Schools & Trusts | National Governance Association \(nga.org.uk\)](https://nga.org.uk)

[The National College | CPD for Schools, Trusts, Colleges & Nurseries](#)

[Handsam - Your Safety Net](#)

FMAT Trust Leads are also available to provide advice and guidance regarding areas of expertise. i.e. Pastoral/Safeguarding, SEND.

Collective Governor training can also be delivered prior to AA or Board meetings, however, where this occurs it should be limited to 15 minutes to ensure there is sufficient time for the scheduled agenda. Training items delivered in these sessions will be at the request of Governors themselves or where national updates identified by the Executive Team require additional whole Governor training.

Formal new Governor induction training (Directors and Associates) will be delivered during 2 periods of the year. These sessions will be held twice per year and will be coordinated by the CEO, Trust Clerk and the CoBD.

DIRECTORS FMAT TRAINING SUMMARY 2024-2025		
Training	Source	Frequency
Blanket Training		
FMAT Governance Structure, Roles and Responsibilities	CEO	Induction
KCSiE - Part One	DfE	Annually
KCSiE - FMAT Training by TPL	FMAT	Annually
Safeguarding Children	Handsam	Annually
GDPR & Data Protection	Handsam	Induction
PEX and PDC Panel Training	FMAT	Induction
NCSC Cyber Security	Handsam	Induction
Directed Training - Recommended		
Safeguarding Lead		
Safeguarding: The Governors Role	NGA	Induction
SCR	FMAT TPL	Induction
SEND Lead		
The Role of the SEN Governor	NGA	Induction
SEND Training with Trust SEND Lead	FMAT SEND Lead	Induction

Additional Funding Lead		
Pupil premium: a guide for governing boards	NGA	Induction
Pupil Premium	NGA	Induction
EEF – Guide to the Pupil Premium (EEF Website)	EEF Website	Induction
Relevant DfE guidance on individual AF streams (DfE website)	DfE Website	Induction
Curriculum Lead (Inc. RHSE)		
National curriculum in England: framework for key stages 1 to 4	DfE Website	Induction
Relationships Ed, Relationships & Sex Ed (RSE) and Health Ed	DfE Website	Induction
Your Org: Understanding school structures/what children should learn	NGA	Induction
FMAT Curriculum Training	FMAT DoE	Induction
CEIAG Lead		
Careers guidance: the role of the governing board	NGA	Induction
The eight Gatsby benchmarks of Good Career Guidance	www.gatsby.org.uk/education/focus-areas/good-career-guidance	Induction
Career Mark	https://complete-careers.com/career-mark/about-us/	Induction
Attendance and Behaviour Lead		
School attendance (Guidance for maintained schools, academies (DfE website)	DfE Website	Induction
Pupil Success & Wellbeing	NGA	Optional
Health and Safety Lead		
Health and safety: responsibilities and duties for schools	DfE Website	Induction
Health and Safety	NGA	Induction
Chairs & Vice Chairs		
Safer Recruitment	NSPCC	Every 3 years
Chairs (including BoD & Subcommittees)		
How to be a Chair/Vice Chair	CEO/Chair of the Board of Directors	Induction
Handling Complaints and FMAT Complaints Policy	CEO/Chair of the Board of Directors	Induction
Whistleblowing Policy and Process	CEO/Chair of the Board of Directors	Induction

**ACADEMY ASSOCIATES
 FMAT TRAINING SUMMARY 2024-2025**

Training	Source	Frequency
Blanket Training		
FMAT Governance Structure, Roles and Responsibilities	CEO	Induction
Academy Associate Induction: Introduction to the Academy	Principal	Induction
KCSiE - Part One	DfE	Annually
KCSiE - FMAT Training by TPL	FMAT	Annually
Safeguarding Children	Handsam	Annually
GDPR & Data Protection	Handsam	Induction
NCSC Cyber Security	Handsam	Induction
PEX and PDC Panel Training	FMAT	Induction
Directed Training - Recommended		
Safeguarding Lead		
Safeguarding: The Governors Role	NGA	Induction
Single Central Record (SCR)	FMAT TPL	Induction
SEND Lead		
The Role of the SEN Governor	NGA	Induction
SEND Training with an Academy Lead	FMAT	Induction
Additional Funding Lead		
Pupil premium: a guide for governing boards April 2021	NGA	Induction
Pupil Premium (NGA LearningLink)	NGA	Induction
EEF – Guide to the Pupil Premium (EEF Website)	EEF Website	Optional
Relevant DfE guidance on individual AF streams (DfE website)	DfE Website	Optional
Curriculum Lead (Inc. RHSE)		
National curriculum in England: framework for key stages 1 to 4	DfE Website	Induction
Relationships Ed, Relationships & Sex Ed (RSE) and Health Ed	DfE Website	Induction
Your Org: Understanding school structures/what children should learn	NGA	Optional
CEIAG Lead		
Careers guidance: the role of the governing board January 2021	NGA	Induction
The eight Gatsby benchmarks of Good Career Guidance	www.gatsby.org.uk/education/focus-areas/good-career-guidance	Induction
Career Mark	https://complete-careers.com/career-mark/about-us/	Optional
Attendance and Behaviour Lead		

School attendance (Guidance for maintained schools, academies)	DfE Website	Induction
Pupil Success & Wellbeing	NGA	Optional
Induction Session with SLT lead in each Academy	Academy SLT Lead	Induction
Health and Safety Lead		
Health and safety: responsibilities and duties for schools	DfE Website	Induction
Health and Safety	NGA	Induction
Chairs & Vice Chairs		
Safer Recruitment	NSPCC	Every 3 years
Chairs		
How to be a Chair/Vice Chair	Chair of the Board of Directors	Induction

Please note that induction and annually required training holds a deadline of 1 term for completion. Failure to do so may result in suspension from role.

Support

Support for your training requirements can be sought from the Trust Learning and Development Lead, Trust Clerk for Directors and the AA Clerks for Associates.

Director training to be requested, arranged and recorded via the Trust Clerk.

Associate Training to be requested, arranged and recorded via the AA Clerk. AA Clerk to update Trust Clerk for Central Record.

Skills Audit

Following the annual skills audit carried out by the Board of Directors and by each Academy Association, a training plan can be created with the Chair, to ensure that each section of governance is suitably trained to deliver its remit.

Effective Meetings Guidance

1. Introduction

It is imperative that all governance meetings within our Trust are run efficiently and effectively. This guidance sets out the expectations of the Trust to those Clerking, Chairing and participating in governance meetings.

2. Stages to Holding an Effective Meeting

The steps set out below should be followed to increase the effectiveness of your meetings.

2.1. Prior to the meeting:

- All governance meeting dates are determined and agreed by the Chair of the Board of Directors in the summer term for the following academic year.
- The Clerk should ensure the meeting will be quorate.
- The Chair should agree an agenda with the Clerk 10 working days in advance and circulate the agenda to all members of the meeting at least 5 working days prior to the meeting.
- The expectation is that no meeting should last longer than 2 hours. This must be set out in the agenda and diary invites to allow Associates and Trust Executive to plan effectively.

2.2. Preparing for the meeting:

- The Chair should, in advance, meet with all individuals who are expected to present at the meeting. This is to confirm that their papers are short and set out a clear expectation the individual requires from members (e.g., for information means debates are by exception, for decision should mean a short brief presentation by the individual and a Chair-led debate for a brief period, culminating in a clear decision).
- It is particularly important that employee and finance papers are concise and comprehensible.
- This should enable the Chair to plan how they intend to run the meeting and for individuals to understand their role in the meeting and any additional information the Chair may require from them.
- The Clerk should then arrange for all papers to be issued 5 working days in advance of the meetings. The Clerk should also ensure that all members have access to the papers, including any passwords, software for unzipping large files, etc.
- It is the responsibility of the members of the Committee or Board to:
 - ensure they have access to the papers.
 - have read them well in advance.
 - have prepared their questions for the individuals presenting in advance.
- It is the responsibility of individuals attending the meeting to notify the Clerk at least 2 working days in advance of the meeting of any items they wish to raise that are not already covered within the specified agenda.

2.3. Running the meeting:

- Anyone unable to attend a meeting must notify the Clerk at the earliest opportunity. Equally, they should notify the Clerk if they are going to be late attending the meeting.
- The Clerk, working with site staff should ensure, in advance of the meeting, that an appropriate room has been reserved and set up according to the number of attendees.
- The Chair at every meeting should ensure that all conflicts of interest are declared and recorded.

- The Chair must decide whether to accept the apologies offered or whether the members attendance is of concern and requires discussions at a later date on their continued membership of the Committee.
- It is the responsibility of the Clerk to ensure the agenda is followed and to provide support to the Chair throughout the meeting. The Clerk must not leave the meeting, even for sensitive items to ensure that the minutes are a true and accurate record of the meeting at all times.
- The Chair should ensure that the meeting flows and that all voices are heard during the meeting.
- The Chair should ensure that the meeting does not last longer than 2 hours. They should ensure that the agenda is well planned and executed to avoid running over time.
- The Chair should then ensure that all notified urgent matters of "any other business" are concluded and bring the meeting to a close. It is for the Chair to decide whether matters being raised without prior notification can be discussed or debated.

2.4. After the meeting:

- The Clerk must produce a draft set of minutes (using the specified template for all FMAT minutes) within 10 working days of the conclusion of the meeting.
- The Chair must approve the draft minutes within 5 working days of receipt from the Clerk.
- The minutes of the meeting should be made available to the Committee and signed at the next meeting to confirm their accuracy.

The above steps should be repeated at every subsequent meeting.

Procedure for Electing a Chair/Vice-Chair of Board of Directors Committees and/or Academy Associations

1. Introduction

The Fairfax Multi-Academy Board of Directors has established a governance structure that establishes a Board, as well as a number of Committees, including Academy Associations. This policy establishes the procedures for the annual election of the Chair and Vice-Chair of the Board and those Committees. The FMAT Board has decided that these appointments are subject to ratification of all Chair and Vice-Chair of Committees, including Chair and Vice-Chair of Academy Associations.

2. Procedure

- 2.1. The Clerk to the Directors/Associates at least two weeks' notice prior to the first meeting of the relevant Board, Committee or Association each year requesting written nominations. These should be submitted to the Clerk at least one week before the election. Candidates must submit a written statement of their suitability of no more than 250 words in support of their nomination. Nominations on the day will only be accepted where no written nominations have been received prior to the meeting. The Chair or Vice-Chair cannot be someone who is employed at the Trust in any capacity at any school in the Trust. Members of the respective Board, Committee or Association may self-nominate, but if you are nominating another member, please seek their approval prior to submitting the nomination.
- 2.2. The Clerk will act as chair during the election of the chair and **will** ensure the meeting is quorate. Each nominated candidate will be invited to speak to the respective Board, Committee or Association, setting out her / his reasons for standing. Candidates will be limited to three minutes. All candidates **must** leave the room while a discussion and vote take place of the remaining members. This will be the case even if there is a single nomination.
- 2.3. A vote by secret ballot will be held, even if there is only one nomination.
- 2.4. The Clerk will count the votes and announce who has been elected as chair. The successful candidate will be invited to take the chair and will oversee the election of the vice-chair.
- 2.5. In the event of a tie, the governing body will re-run the ballot. If it remains a tie, the tied candidates will draw lots.
- 2.6. The Board of Directors, other than in the appointment of the Board Chair, must ratify the appointments of the Chair and Vice-Chair of the other Committees, including Academy Associations. This must be completed at the first available meeting subsequent to the elections held in each Committee or Academy Associations. The Board of Directors reserves the right to reject the elected Chair or Vice-Chair without having to provide any reasons for their rejection. In the event that the Board of Directors rejects a candidate(s), the Committee must hold another election and the rejected candidate(s) cannot stand for election.

Election of Parent / Carer Associates to the Academy Associations

1. Introduction

To ensure that the Academy Association has the skills to deliver the functions delegated to it, the Board of Directors will carry out a skills audit at least annually. All individuals governing on the Academy Association, regardless of their constituency are elected or appointed with one common purpose – to govern the Academy's best interest of students. Parent/Carer Academy Associates are no exception. They are not elected to represent all parents/Carers, but to contribute to the work of the Academy Association to ensure high standards of achievement for all students, contribute to strategic discussion and to monitor academy performance.

The Board of Directors are responsible for making the arrangements for parental elections and must take reasonably practicable steps to ensure that every parent/carers of a registered student at the academy is:

- Informed of the vacancy and the fact that it is required to be filled by election.
- Informed that they are entitled to stand as a candidate and vote in the election; and
- Given the opportunity to do so.

2. Election Procedure - step by step

Appendix 1 sets out a step-by-step procedure for the election of Parent/Carer Associates.

3. Terms of Appointment

All Academy Associates must agree to a full enhanced assessment by the Disclosure and Barring Service. Failure to do so will invalidate their nomination and/or election. The Board of Directors reserves the right to remove any elected parent/carers if the DBS check establishes concerns of any nature. If any parent/carers is removed, then a fresh election will be held as soon as possible.

All Parent/Carer Associates of an Academy are appointed for an initial two-year period. They may seek re-election by following the procedure set out in Annex 1. Parent/carers Associates must have a child in attendance at the Academy at the start of their tenure. They must step down should their child no longer attend the Academy.

4. Additional Sheet with Parent/Carer Letter.

The Academy shall, on behalf of the Board of Directors, be responsible for the following activities:

4.1. Governance

- To visit the Academy and to report back to leaders and the AA using the reporting templates specified by the Board of Directors.
- To provide induction and mentoring for Associates as specified by the Board of Directors.
- To monitor the implementation of Trust policies and strategies including Pupil Premium, SEND and Sex and Relationships Education.
- To monitor that the academy website is compliant with statutory requirements.
- To support the Principal and the Trust, in undertaking appropriate day to day procedures that are essential to the life of the Academy.
- To review the medium and high-level risks within the Risk Register for the Academy and to report to the Board of Directors as required.
- To ensure value for money and impact is achieved in relation to the expenditure of Academy Improvement Funds.

4.2. Learning – Provision and Outcomes

- To ensure that the safeguarding policy is fully implemented and that procedures are adhered to within the Academy.
- To check the Single Central record termly along with the Principal.
- To contribute to, review and monitor the Academy Improvement Plan (AIP), ensuring that the Academy is set to meet the KPIs as specified by the Board of Directors.
- To monitor and report to the Board on:
 - The impact of SEND funding (including High Needs Funding) on provision, progress and outcomes.
 - The use and impact of the Pupil Premium funding.
 - The impact of PE and Sports premium funding.
 - Exclusions and attendance.

The Board of Directors may require additional reports from the AA in order to assure itself against its obligations, statutory or otherwise.

5. Reporting

The Chair of the AA must provide a report to the Education Committee, as per the template specified by the Board of Directors. This report must be delivered within 5 working days of the AA meeting being held. This will include, unless otherwise specified by the Trust:

- The template report for the academy.
- The latest risk register update.
- Any additional notes that set out issues for the Board of Directors to consider.

Appendix 1: Election of Parent/Carer Associates

1. When a vacancy arises, either because a serving Associate has stepped down or a new position is agreed with the Trust, the Clerk to Association (who is also the returning officer for the Trust) will inform the Board of Directors and Principal. A timetable for an election is agreed that minimises delay and avoids academy holidays.
2. The Clerk to the Association will draft a letter for the Principal to issue to all parents/carers notifying them that of the vacancy on the Academy association. The invitation letter and nomination form should be made available on the Academy website. Based on the skills audit, the Board of Directors may specify a particular skillset for an Academy Associate vacancy.
3. The nomination form will indicate the closing date for nominations, which will be no less than 10 school days from the date of issue. Candidates will be invited to submit a statement in support of their nomination, which should be no longer than 250 words. Parents/carers may self-nominate but if a parent/carers wishes to nominate another parent/carers, they should seek their approval before submitting the nomination.
4. Where the number of candidates nominated is equal to or fewer than the number of vacancies, then all those nominated will be elected unopposed. If too few parents/carers stand for election to fill all the vacancies, the Board of Directors will appoint Parent/Carer Associates to the vacancy in accordance with the articles of association.
5. If there are more nominations than vacancies, a ballot will be conducted. Letters, ballot papers and return envelopes will be sent to all parents/carers. The letters will set out that all parents/carers of registered students at the Academy are entitled to vote. Depending on the number of vacancies, parent/carers may be asked to vote for more than one candidate. Each parent/carers can submit one ballot form, regardless of the number of children they have attending the Academy.
6. The closing date and time for receipt of ballot papers, which will be no less than 10 school days. The candidates' personal statements will be enclosed and will also be available to view on the Academy website. A ballot box will be provided in the Academy and parents/carers will also be given the option to vote by post. No arrangements will be made for proxy voting. Returned envelopes must be locked away, unopened, until the closing date.
7. At the closing date for return of ballot papers, the returning officer will count the votes in front of at least two witnesses, one of whom is the Principal and, if possible, the other being a serving member of the association with no affiliation to any of the proposed candidates. The returning officer is responsible for determining whether a "spoiled" ballot should be included. The outcome of the vote will be decided by the simple majority vote system.
8. In the event of a tie, there should be a recount. If this does not produce a clear result, the returning officer should, in the presence of the witnesses, draw lots.
9. The Clerk to Board of Directors will inform all the candidates individually about the result of the ballot. Other parents/carers will be notified of the result via the Academy newsletter and/or website. The ballot papers will be retained securely for six months in case the election result is challenged.

Model Letters, Forms and Ballot Papers

Dear Parent / Carer,

PARENT/CARER ACADEMY ASSOCIATE ELECTION

I am writing to you to invite you to nominate yourself (or another parent/carers) for election as a Parent/Carer Associate on our Academy Association.

The Academy Association is a local governing committee, which has specific functions delegated from the Fairfax Multi-Academy Board of Directors, as set out in the attached sheet to this letter.

No special qualifications are needed; the most important thing is to have a keen interest in the Academy and have the time available to commit to playing an active part in the Academy Association. *[Optional - we would particularly welcome nominations from parents/carers with the following skills <description of desired skills>.]* Training is available for all Associates and the Board of Directors expects all those who are newly appointed as an Associate, attend at least one induction training session. Details of these will be provided in due course.

Nominations must be from parents/carers, or individuals exercising parental responsibility, of a child at the Academy/one of the Academies in the Trust.

If you would like to stand for election, please complete the enclosed nomination form and return it to the Academy no later than <insert date>. You should also include a short personal statement to support your nomination, which should be no longer than 250 words. Self-nominations will be accepted but if you are nominating another parent/carers, please seek their prior consent.

If there are more nominations than vacancies, the election will be by secret ballot. Where necessary, voting papers will be sent to all parents, together with details of the ballot procedure.

Yours faithfully,

[Name]
Principal

Appendix 2: Model Parent/Carer Election Nomination Form**Election of Parent/Carer Academy Associate to [insert name of Academy]**

Please enter in BLOCK LETTERS, the name and address of the person being nominated for election:

Name: _____

Address: _____

Signature of proposer (if different to nominee): _____

Name and address of proposer (if different to nominee): _____

Telephone: _____

Email: _____

Personal Statement (maximum 250 words)

I wish to submit my nomination for the election of Parent/Carer Associate. I confirm (i) that I am willing to stand as a candidate for election as a Parent/Carer Associate, and (ii) that I am not disqualified from holding office for any of the reasons set out in the articles of association.

Signature: _____ Date: _____

Completed nomination forms must be returned to the academy by <insert date>

Appendix 3: Model Parent/Carer Ballot Letter and Ballot Form

Dear Parent/Carer,

BALLOT FOR ELECTION OF PARENT/CARER ACADEMY ASSOCIATE

I wrote to you on *<insert date>* to invite nominations for the vacancy/vacancies for a Parent/Carer academy Associate.

I am delighted to say that there has been a good response and there are *<insert number>* candidates for the positions. This means we must now hold a ballot.

Attached to this letter is:

- A ballot paper with the names of the candidates (in alphabetical order)
- A copy of the personal statements from the candidates.

You may vote for one of the candidates for each position. Each parent/carers may only submit one ballot paper, regardless of the number of children you have attending the Academy. As indicated on the ballot paper you should vote by marking an 'X' alongside the candidate you support.

Once you have marked the ballot paper you should seal it in the envelope provided. This should then be put in the ballot box, which can be found in the academy [DN location to be specified by the Principal]. If it is not possible for you to return this envelope in person, please return to the following address: *<insert address for returning officer>*.

The election will be decided by a simple majority of votes cast. In the event of a tie, lots will be drawn.

When the election has been completed, I will notify all parent/carers of the outcome. Thank you for taking the time to support this important activity in the Academy.

Yours faithfully,

[NAME]
Principal

Appendix 4: Model Ballot Paper

NB: This ballot paper includes the candidates' personal statements in the same document. You may choose to provide these as a separate document.

Election of Parent/Carer Academy Associate to <insert Academy name>

There are <insert number> vacancies for Parent/Carer Associates. You may vote for <insert number> candidates, but NOT vote more than once for each candidate.

Candidates

<Insert or attach a copy of candidates' personal statements>

Election of Parent/Carer Associates to <insert academy name>

Candidate	Mark an 'X' to indicate your vote

Director Person Specification

1. Purpose of the Role

The Directors are accountable for the effective operation of the MAT and must fulfil the following three core strategic functions of governance:

- Ensuring clarity of mission, vision, values and strategic direction.
- Holding the Executive Team to account for the educational performance of the MAT and its students as well as the performance management of staff.
- Overseeing the financial performance of the organisation ensuring value for money.

Also, All Directors must comply with the Trust's Code of Conduct.

Therefore, the Board of Directors considers the following as essential skills and attributes for membership of the board; training will be provided where necessary.

2. Personal Qualities

- Commitment to the mission, vision and values of the Trust.
- Commitment to the education and welfare of all our students.
- Commitment to equal opportunities, inclusion and the promotion of diversity.
- Independence of thought and sound judgment.
- Ability to work as part of a team.
- Commitment to seeking and taking account of the views of stakeholders (e.g., parents and students).
- Respect for the work and views of other Directors and staff.
- Willingness to devote time, enthusiasm and effort to the duties and responsibilities of a Director.
- Willingness to make and stand by collective decisions.

3. Aptitude and Skills

- Willingness to understand and accept of the legal duties, responsibilities and liabilities of directorship.
- Knowledge of education legislation, guidance and legal requirements or a willingness to learn.
- Willingness to challenge current thinking, the method of governance and management in a constructive manner and in the best interests of all our students.
- Ability to evaluate and interpret management information and other data/evidence.
- Ability to play a strategic role successfully to affect change and meet the objectives of the Trust.
- Ability to remain impartial and to maintain confidentiality.
- A positive and proactive approach to problem solving.
- Eagerness to reflect and learn, even in the role of Director.

4. Knowledge/experience

Specific professional knowledge and experience in at least one of the following:

- Charity law and governance.
- Directorship or management of a complex organisation with multiple sites/subsidiaries
- Financial expertise.
- Extensive expertise of school education in England.

- Health & safety expertise/experience.
- Safeguarding expertise/experience.
- Data analysis and/or research expertise.
- The management of change experience/expertise.
- Monitoring and evaluating performance in the commercial and/or not for profit sectors.
- Recruitment and Human Resources expertise, including employment legislation.
- Business development experience/expertise.
- Risk management experience/expertise
- Property and estate management expertise.
- Marketing, media and PR.

5. Other Requirements

- Willingness to attend meetings of the Board and other meetings as required – there will at least five meetings of the full Board of Directors per year. Directors will be asked to undertake additional meetings to ensure Committees of the Trust are quorate.
- Willingness to undertake training and participate in evaluation of the Board's work.

5.1. FMAT subscribes fully to the principles described by the work of the Committee on Standards in Public Life (The 'Nolan' principles, 1995). We commit to recognising the importance of these principles and expect all employees, governors, directors, members and any other Executive of the trust to uphold them at all times.

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

5.1.2. Integrity: Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

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

5.1.4. Accountability: Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

5.1.5. Openness: Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

5.1.6. Honesty: Holders of public office should be truthful.

5.1.7. Leadership: Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

Academy Associate Person Specification

1. Purpose of the Academy Association

The Academy Association is a governance committee for an Academy. The main role of the Academy Association is to ensure good governance in line with the priorities identified by the Board of Directors and to ensure that the Academy is led in accordance with the purpose, ethos and values of the Trust.

Therefore, the Board of Directors considers the following as essential skills and attributes for membership of an Academy Association; training will be provided where necessary. All Associates must comply with the Trust's Code of Conduct.

2. Personal Qualities

- Commitment to the mission, vision and values of the Trust.
- Commitment to the education and welfare of all our children, pupils and students.
- Commitment to equal opportunities, inclusion and the promotion of diversity.
- Independence of thought and sound judgment.
- Ability to work as part of a team.
- Commitment to seeking and taking account of the views of stakeholders.
- Respect for the work and views of other Associates, Directors and staff of the Trust.
- Willingness to devote time, enthusiasm and effort to Associate responsibilities.
- Willingness to make and stand by collective decisions as an Association.

3. Aptitude and Skills

- Ability to evaluate and interpret management information and other data/evidence.
- Eagerness to reflect and learn.
- Ability to remain impartial and to maintain confidentiality.
- A positive and proactive approach to problem solving.

4. Knowledge/experience

The Directors of the Trust recognise the volunteer nature of Academy Associates. Therefore, the Association should consider whether it has suitable access to the following knowledge and expertise as it fulfils the functions delegated by the Board of Directors.

- An understanding of school education in England.
- Health & safety.
- Safeguarding.
- Risk management.
- Financial Management.
- Property and estate management expertise.

5. Marketing, media and PR.

- Community and parental engagement
- Complaints handling

6. Other requirements

- Willingness to attend meetings of the Association and other meetings, including Academy visits, as required – there will be a minimum of five meetings of the Academy Association per year. Associates may be asked to undertake additional meetings to ensure the Trust complies with its obligations.
- Willingness to undertake training and participate in evaluation of the Association's work.

- 6.1.** FMAT subscribes fully to the principles described by the work of the Committee on Standards in Public Life (The 'Nolan' principles, 1995). We commit to recognising the importance of these principles and expect all employees, governors, directors, members and any other Executive of the trust to uphold them at all times.
- 6.1.1. Selflessness:** Holders of public office should act solely in terms of the public interest.
- 6.1.2. Integrity:** Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
- 6.1.3. Objectivity:** Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
- 6.1.4. Accountability:** Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
- 6.1.5. Openness:** Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
- 6.1.6. Honesty:** Holders of public office should be truthful.
- 6.1.7. Leadership:** Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

Link Associate Brief – Safeguarding

Purpose

One of the most important governance duties is to ensure that FMAT and our Academies create safe environments for our students through robust safeguarding practices.

An FMAT Director has been appointed as the governance safeguarding lead to help maintain trust wide oversight and to provide support and guidance to the Associate responsible for safeguarding in each Academy Association.

Each Academy Association must appoint an Associate to take leadership of governance arrangements for their academy's safeguarding.

Although the Director and Associates with safeguarding responsibilities take the lead on safeguarding, the Board of Directors retains collective responsibility for making sure that safeguarding procedures are properly followed by FMAT and its Academies.

Duties and responsibilities

1. Work with the Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is a senior member of the Academy leadership team who takes lead responsibility for safeguarding and child protection. The safeguarding Associate is the Academy Association's main point of contact with the DSL and so they should:

- build an effective relationship with the DSL that allows for appropriate support and challenge.
- arrange monitoring visits with the DSL to learn about the Academy's context and how this influences the approach to safeguarding.
- through discussion with the DSL (and other stakeholders within the Academy community), understand the Academy's safeguarding strengths and areas for development.
- meet with the DSL termly to discuss (without specific student details) any safeguarding incidents; conversation should be around the suitability of policies and whether any amendments are necessary. During these visits the Single Central Record (SCR) should be checked using the Trust's check list.
- use meetings and visits with the DSL to monitor progress on any strategic safeguarding priorities.
- ensure the DSL has received the training they need and is well supported to carry out their role.
- talk to the DSL about staff safeguarding training, seeking assurance that staff are up to date with policy and practice and know what steps to take if they have concerns about a student.
- Ensure that all Associates have completed their annual safeguarding training.

2. Understand how safeguarding works in practice.

The safeguarding Associate should be aware of the legal duties that schools, and their governing bodies, must comply with to keep students safe. It's also important to build an understanding of how safeguarding procedures work in practice. This should focus around:

- reading and understanding Keeping Children Safe in Education (KCSiE), the DfE's statutory safeguarding guidance (this is a requirement for all Directors and Associates)
- building a knowledge and understanding of the Academy's safeguarding policies and procedures, ensuring these are effective, regularly reviewed and updated.

- observing (through arranged visits) how the culture of safeguarding is working within the Academy.
- understanding how safeguarding is built into the Academy curriculum and how students are taught about staying safe (including online safety).
- using any safeguarding assessments or audits to help ascertain the robustness of safeguarding procedures and systems.
- using data (often supplied within DSL safeguarding reports) to spot trends, for example, absence rates for looked-after children.
- undertake additional safeguarding training as necessary.

3. Report back to the Academy Association and keep them up to date.

As the Academy Association's specialist on safeguarding and child protection, the safeguarding link Associate should:

- stay up to date on relevant guidance and policy (including local guidance), ensuring the Association are made aware of any changes to their safeguarding responsibilities.
- report to the Association and FMAT Director responsible for safeguarding following monitoring meetings with the DSL and any visits/interactions with staff and students.
- ensure safeguarding is given suitable coverage and prominence within the Association's discussions.
- ensure that the results of safeguarding audits are shared with the Association and any concerns addressed.
- support the Association's oversight of the Academy record of pre-appointment checks (the Single Central Record)

Training & reference material

- Read all sections of Keeping Children Safe in Education (KCSiE)
- Complete the NGA LearningLink - Safeguarding: The Governor's Role module.
- Complete a training conversation with the Academy's Principal (to gain overview of safeguarding in Academy) and DSL (to gain an understanding of the Academy's procedures and culture)
- Get copy of SCR checklist and Associate visit report template
- With support from the Trust Pastoral Lead, read and review the relevant sections pertaining to safeguarding found within the Ofsted Inspection Framework

Activity plan

- Termly visits to meet with the DSL to discuss (without specific student details) any safeguarding incidents; conversation should be around the suitability of policies and whether any amendments are necessary. During these visits the Single Central Record (SCR) should be checked using the Trust's check list.
- Maintain update knowledge of Academy safeguarding requirements.
- As part of FMAT governance safeguarding team maintain contact with FMAT Director.

Key Staff contacts

- Principal
- DSL
- FMAT Director for safeguarding

Reporting

- Safeguarding visit reports 3 times a year
- Review and supporting annual DSL safeguarding report to the Academy Association.

FMAT Strategic Governance of Safeguarding - Annual Link Associate Report

Summary of activities on every visit

- Tour of the school – look for signs that the children are safe around the school and signs that there is a strong, embedded culture of safeguarding as outlined in the Guide to Governance
- Meet the DSL to view the Single Central record (is the SCR kept up to date and checked regularly?)
- Discussion with DSL based on the areas for scrutiny.
- Meet some students to discuss how safe they feel at school and how the Academy supports their needs.

Link Visit 1 – Autumn Term

Date _____

Associate Name _____

Academy Name _____

Area for Scrutiny	Challenge and Supporting Evidence	Link Associate Notes
The governing board has appointed a senior member of staff as the designated safeguarding lead (DSL), with the appropriate status and authority to carry out the role. The board makes sure the DSL has the additional time, funding, training, resources and support needed to carry out their role effectively	Safeguarding supervision is in place for all staff working as DSL or deputy DSL. Is this in line with the Trust best Practice Guide? The DSL feels fully supported and resourced to discharge their role. Reference the role of the DSL in KCSiE.	
The governing board has appointed a designated teacher to promote the educational achievement of looked after children (LAC) and previously LAC, and this person	A meeting with the designated LAC lead demonstrates that they are fully trained and supported to carry out their role. There is a plan in place to support LAC children and a plan to spend LAC	

has appropriate training	<p>funding to fully support those children.</p> <p>Gather data: how many children are Lac, CIN, CP?</p> <p>How are they monitored and supported?</p> <p>How closely do leaders work with the Local Authority to support children and do the Academy challenge the Authority where this is not happening?</p>	
The DSL and any deputies undergo updated child protection training	<p>Training records and certificates should be available and should all be up to date.</p> <p>Is there evidence of additional training that has been provided above the DSL qualifications?</p> <p>This should include a check of safer recruitment training – how many staff are trained, and can this be evidenced?</p>	
An effective child protection policy is in place and available publicly.	<p>The policy should describe procedures that are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the local safeguarding partners.</p> <p>It should also reflect that child with special educational needs or disabilities (SEND), or certain medical or physical health conditions can face additional barriers, including cognitive understanding.</p> <p>The policy should be up to date on the website.</p>	

<p>There are systems in place for children to:</p> <p>Confidently report abuse, and for their concerns to be treated seriously.</p> <p>These systems are well promoted, easily understood and easily accessible</p>	<p>Children will be able to confirm this, and the culture should be visible in the Academy.</p>	
Areas of strength		
Key areas for development		
Risks to be reported to the Board		

Link Visit 2 – Spring Term

Date _____

Associate Name _____

Academy Name _____

Area for Scrutiny	Challenge and Supporting Evidence	Link Associate Notes
Governing boards should ensure that a safeguarding CPD programme is in place that is relevant to the school/trust. The CPD should result in staff developing the necessary knowledge, skills and understanding of child protection and safeguarding (including online safety).	<p>DSL should provide evidence that all staff have read and understood KCSiE and had Prevent training.</p> <p>Can the DSL provide evidence that staff have understood KCSiE? (do they test staff knowledge?)</p> <p>Can they evidence that even contractors, catering staff and volunteers have the same level of understanding?</p> <p>Do new staff and ECTs receive enhanced training?</p> <p>Can the DSL provide details of a comprehensive annual training programme for staff to cover all aspects of safeguarding?</p>	
Children are taught about safeguarding, including online safety, and this training is more personalised or contextualised for more vulnerable children, victims of abuse and some children with special educational needs (SEN) and/or disabilities, where needed	<p>DSL should be able to produce a comprehensive plan of topics to be covered through a range of forums throughout the year.</p> <p>Online safety - how do the Academy teach children to keep themselves safe?</p> <p>How do you know that it is taught consistently – can you see this in lessons?</p> <p>What if a student is absent – how do they catch up?</p> <p>Can you see the record of when each topic has</p>	

	<p>been taught? Have they got evidence that this is quality assured?</p> <p>How do they ensure that all children know how to keep themselves safe online?</p>	
Record keeping is timely and rigorous.	<p>How many open cases do the Academy have on MYConcern?</p> <p>What process do the Academy go through to triage and action cases once opened?</p> <p>Can the DSL provide case studies that show how a concern has been dealt with from start to finish to ensure swift and appropriate action with referrals made as appropriate?</p> <p>Can the DSL show that when a child leaves that their child protection file is transferred to the new school/college as soon as possible, and within 5 days of the start of a new term?</p>	
Governing bodies and proprietors should ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness.	<p>DSL should produce the filtering and monitoring data report – how many incidents have been recorded and at what level? Is this declining? Are there any trends and patterns?</p> <p>How often does the DSL monitor this?</p>	

	How do they record concerns and action patterns of concern with children online?	
Areas of strength		
Key areas for development		
Risks to be reported to the Board		

Link Visit 3 – Summer Term

Date _____

Associate Name _____

Academy Name _____

Area for Scrutiny	Challenge and Supporting Evidence	Link Associate Notes
Concerns about staff	<p>Can the DSL evidence that there are procedures in place for dealing with concerns and/or allegations of abuse against staff, including supply staff, volunteers and contractors, covering 2 levels of allegation/concern:</p> <p>Allegations that may meet the harm threshold.</p> <p>Allegations/concerns that do not meet the harm threshold – also known as 'low-level concerns'.</p> <p>How many LADO referrals have been made this year?</p> <p>Can the DSL evidence with outcomes and timeline to show that there is a culture of vigilance?</p> <p>Have there been any serious safeguarding incidents this year, what action was taken and what was the outcome?</p>	
There are clear processes and principles for sharing information within the school and with the	DSL should provide details of all referrals made to outside agencies (CASS/MASH) what was the reason for	

<p>local safeguarding partners, other organisations, agencies and practitioners as required – the Academy challenge those who are not taking swift action.</p>	<p>referral? What was the catalyst/event that led to referral – can the Academy show you the chronology of a case on MyConcern from referral to action?</p> <p>Can the Academy provide a record of any cases where they have had to challenge outside agencies because they were not taking swift and appropriate action?</p>	
<p>Off-site safeguarding</p>	<p>How often are children in Alternative provision visited and can a record of this be provided?</p> <p>What is the process for visiting vulnerable children who are absent from school? Can this be evidenced?</p> <p>What are the procedures for reporting a child missing from education (CME)? Can the Academy provide evidence of any referrals made and show that they were completed within 5 days of the student becoming missing?</p> <p>How many children are on a part-time timetable? How are these children monitored and supported?</p>	
<p>There is a whole school approach to safeguarding, and a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual</p>	<p>How many incidents of sexual harassment have there been this year? How were these dealt with? Can you evidence the timeline from report to conclusion? How many resulted in the</p>	

<p>harassment and that it is never acceptable, and it will not be tolerated.</p> <p>This includes a strong preventative education programme designed to help create an environment in which all children are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.</p>	<p>involvement of the Harmful Sexualised behaviour Team?</p> <p>How many incidents of Child-on-Child abuse have you had? How were these recorded? How were they actioned? (Ask to see the anti-bullying log).</p>	
Areas of strength		
Key areas for development		
Risks to be reported to the Board		

Link Associate Brief – Careers Education, Information, Advice and Guidance (CEIAG)

Purpose

One of the key governance duties is to ensure that FMAT and our Academies are supporting young people to make informed choices about their future. Access to high quality careers guidance is essential to build knowledge of the world of work and to outline the qualifications, skills and experience needed to secure the next milestone on the path to a rewarding career.

An FMAT Director has been appointed as the governance Careers Education, Information, Advice and Guidance (CEIAG) lead to help maintain trust wide oversight and to provide support and guidance to the Associate responsible for CEIAG in each Academy Association.

Each Academy Association must appoint an Associate to take leadership of the governance arrangements for their academy's CEIAG.

Although the Director and Associates with CEIAG responsibilities take the lead on CEIAG, the Board of Directors retains collective responsibility for making sure that CEIAG legal requirements are met and that the very best CEIAG provision is made across FMAT and its Academies.

Duties and responsibilities

1. Work with the Careers Lead

Each Academy has a Careers Lead appointed by the Principal, who takes delegated responsibility for the CEIAG provision within the Academy. The CEIAG Associate is the Academy Association's main point of contact with the Careers Lead and so they should:

- build an effective relationship with the Careers Lead that allows for appropriate support and challenge.
- arrange monitoring visits with the Careers Lead to learn about the Academy's context and student "destinations", and how this influences the approach to CEIAG.
- through discussion with the Careers Lead (and other stakeholders within the Academy community), understand the Academy's CEIAG strengths and areas for development.
- meet with the Careers Lead termly to discuss the CEIAG related activities, whether legal requirements are being met and how the provision is being enhanced. As a minimum, the Academy should be meeting its statutory requirements for the provision of work-related learning and employer engagement for all its students.
- ensure that there is a coordinated approach to implementing the Gatsby Benchmarks across the school.
- use meetings and visits with the Careers Lead to monitor progress on any strategic CEIAG priorities and understand medium term priorities that may affect curricula/extra-curricular planning.
- ensure the Careers Lead has received the training they need and is well supported to carry out their role.
- help facilitating partnerships with local businesses.
- encourage the Academy to work towards the "Career Mark".
- support careers events at the Academy.

2. Understand the scope of and current best practice in CEIAG.

The CEIAG Associate should be aware of the legal duties that schools, and their governing bodies, must comply with in the area of careers. It's also important to build an understanding of how CEIAG is working within the Academy. This should focus around:

- reading and understanding current advice to schools on CEIAG
- building a knowledge and understanding of the Academy's CEIAG strategy and processes, ensuring these are effective, regularly reviewed and updated.

- observing (through arranged visits) how CEIAG is working within the Academy.
- understanding how CEIAG is built into the Academy provision.
- making use of CEIAG self-review tools and checklists.
- using destination data to spot trends and therefore opportunities for students.

3. Report back to the Academy Association and keep them up to date.

As the Academy Association's specialist on CEIAG, the CEIAG link Associate should:

- stay up to date on relevant guidance and policy, ensuring the Association are made aware of any changes to their CEIAG responsibilities.
- report to the Association and FMAT Director responsible for CEIAG following monitoring meetings with the Career Lead.
- ensure that Academy's CEIAG reporting to the Academy Association covers:
 - student destination data
 - its statutory compliance and how it is performing in relation to the Gatsby Benchmarks
 - how it is contributing to the Academy's strategic priorities and how the curriculum promotes progression to further education, training, apprenticeships and employment
 - how it is contributing to students' learning and career decision making
 - whether the details of Careers Lead and the Academy's CEIAG information are up to date on the Academy's website

Training & reference material

- Read NGA - Careers guidance: the role of the governing board January 2021
- Visit www.gatsby.org.uk/education/focus-areas/good-career-guidance and read the information in relation to "The eight Gatsby benchmarks of Good Career Guidance".
- Visit <https://complete-careers.com/career-mark/about-us/> and read the information in relation to Career Mark.
- Complete a training conversation with the Academy's Principal (to gain overview of CEIAG in Academy) and Career Lead (to gain an understanding of the Academy's CEIAG approach and processes)
- Obtain copy of Associate visit report template

Activity plan

- Termly visits to meet with the Career Lead to discuss the CEIAG related activities, whether legal requirements are being met and how the provision is being enhanced.
- Maintain update knowledge of Academy CEIAG requirements.
- As part of FMAT governance CEIAG team maintain contact with FMAT Director

Key Staff contacts

- Principal
- Careers Lead
- FMAT Director for CEIAG

Reporting

- CEIAG visit reports 3 times a year.
- Review and supporting annual CEIAG report to the Academy Association

Link Associate Brief – Attendance and Behaviour

Purpose

Good Attendance and Behaviour (for learning) are vital to each student's progress. It is important that those involved with governance at FMAT are fully aware of our Academies policies and performance in these areas.

An FMAT Director has been appointed as the governance attendance and behaviour (A&B) lead to help maintain trust wide oversight and to provide support and guidance to the Associate responsible for A&B in each Academy Association.

Each Academy Association must appoint an Associate to take leadership of governance arrangements for their academy's A&B.

Although the Director and Associates with A&B responsibilities take the lead on A&B, the Board of Directors retains collective responsibility for attendance and behaviour within the FMAT Academies.

Duties and responsibilities

1. Work with the senior leaders responsible for A&B

The responsibility for A&B may be split across the senior leadership team. The A&B Associate is the Academy Association's main point of contact with these leaders and so they should:

- Build an effective relationship with the senior leaders involved that allows for appropriate support and challenge.
- Arrange monitoring visits with the senior leaders to learn about the Academy's context and how this influences the approach to attendance and behaviour.
- Through discussion with the senior leaders (and other stakeholders within the Academy community), understand the Academy's A&B strengths and areas for development.
- Ensure that attendance and behaviour expectations and policy are well understood by staff, students and parents.
- Meet with the senior leaders termly to discuss (without specific student details) any A&B incidents; conversation should be around the suitability of policies and whether any amendments are necessary. During these visits the latest KPI's and other A&B data should be reviewed.
- Ensure the attendance and behaviour teams have received the training they need and are well supported to carry out their role.

2. Understand how A&B works in practice.

The A&B Associate should be aware of the legal duties that schools, and their governing bodies, must comply with in terms of both attendance and behaviour. It's also important to build an understanding of how A&B policies and procedures work in practice. This should focus around:

- Staying up to date with government and other national guidance on A&B
- Building a knowledge and understanding of the Academy's A&B policies and procedures, ensuring these are effective, regularly reviewed and updated.
- Observing (through arranged visits) how the culture and practice of A&B is working within the Academy.
- Using A&B data (particularly KPI's) to spot trends, for example, absence rates for disadvantaged and SEND students.

3. Report back to the Academy Association and keep them up to date.

As the Academy Association's specialist on A&B, the A&B Link Associate should:

- Stay up to date on relevant guidance and policy (including local guidance), ensuring the Association are made aware of any changes to their A&B responsibilities.
Report to the Association and FMAT Director responsible for A&B following monitoring meetings with senior leaders and any visits/interactions with staff, students and parents.
- Ensure A&B is given suitable coverage and prominence within the Association's discussions.
- Ensure that the results of any A&B reviews are shared with the Association and any concerns addressed as well as achievements recognised.

Training & reference material

- Read DfE documents - School attendance (Guidance for maintained schools, academies, independent schools and local authorities) August 2020; Behaviour and discipline in schools (Advice for headteachers and school staff) January 2016; Behaviour and discipline in schools (Guidance for governing bodies).
- Complete a training conversation with the Academy's Principal (to gain overview of A&B in Academy) and senior leaders (to gain an understanding of the Academy's policies, procedures and culture).
- Obtain copy of Associate visit report template.

Activity plan

- Termly visits to meet with the senior leaders responsible for A&B to discuss (without specific student details) any A&B incidents; conversation should be around the suitability of policies and whether any amendments are necessary. During these visits the latest KPI's and other A&B data should be reviewed.
- Maintain update knowledge of Academy A&B policies and procedures.
- As part of FMAT governance A&B team maintain contact with FMAT Director.

Key Staff contacts

- Principal.
- Senior leaders responsible for A&B.
- FMAT Director for A&B.

Reporting

- A&B visit reports 3 times a year.
- Review and supporting any A&B reports to the Academy Association.

Link Associate Brief – Curriculum (incl. RSHE)

Purpose

The curriculum is broadly defined as the totality of student experiences that occur in the educational process.

It is FMAT's mission to provide each student with a high-quality education through a broad and balanced curriculum that enriches their lives and transforms their futures. In addition, the curriculum must meet statutory requirements.

An FMAT Director has been appointed as the governance curriculum lead to help maintain Trust-wide oversight and to provide support and guidance to the Associate responsible for the curriculum in each Academy Association.

Each Academy Association must appoint an Associate to take leadership of governance arrangements for their Academy's curriculum.

Although the Director and Associate with curriculum responsibilities take the lead on curriculum, the Board of Directors retains collective responsibility for making sure that curriculum procedures are properly followed by FMAT and its Academies.

Duties and responsibilities

1. Work with the Designated SLT Curriculum Lead.

The Curriculum Lead is a senior member of the Academy Leadership Team that takes lead responsibility for all aspects of the Curriculum at the Academy. The Curriculum Associate is the Academy Association's main point of contact with the Lead and so they should:

- Build an effective relationship with the SLT Lead that allows for appropriate support and challenge.
- Arrange monitoring visits with the SLT Lead to learn about the Academy's context and how this influences the approach to curriculum development.
- Through discussion with the SLT Lead (and other stakeholders within the Academy community), understand the Academy's curriculum strengths and areas for development.
- Use meetings and visits with the SLT Lead to monitor progress on any strategic curriculum priorities.
- Talk to the SLT Lead about staff curriculum training, seeking assurance that staff are up to date with policy and practice.

2. Understand What the Curriculum is and How it Should be Delivered.

The Curriculum Associate should be aware of the legal duties that schools, and their governing bodies, must comply with. It's also important to build an understanding of how curriculum procedures work in practice. This should focus around:

- Building a knowledge and understanding of the Academy's curriculum policies and expectations, ensuring these are effective, regularly reviewed and updated.
- Observing (through arranged visits) how the curriculum is delivered within the Academy.
- Undertake additional curriculum training as necessary.

3. Report back to the Academy Association and keep them up to date.

As the Academy Association's specialist on curriculum, the Curriculum Link Associate should:

- Stay up to date on relevant guidance and policy (including local guidance), ensuring the Association is made aware of any changes to their curriculum responsibilities.
- Following monitoring meetings with the SLT Lead and any visits/interactions with staff and students, report to the Association and FMAT Director responsible for curriculum.
- Ensure the curriculum is given suitable coverage and prominence within the Association's discussions.
- Ensure that the results of any curriculum audits are shared with the Association and any concerns addressed.

Training & Reference Material

- Read DfE - National curriculum in England: framework for key stages 1 to 4; Relationships Education, Relationships and Sex Education (RSE) and Health Education (Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers).
- Complete the NGA LearningLink - Your organisation: understanding school structures and what children should learn; and Arts and cultural education: improving your school and its curriculum.
- Complete a training conversation with the Academy's Principal (to gain overview of curriculum in Academy) and Curriculum lead (to gain an understanding of the Academy's curriculum plans and delivery)
- Reference the Associate visit report template in the Guide to Governance.

Activity plan

- Termly visits to meet with the Curriculum Lead to discuss the suitability of policies and whether any amendments are necessary.
- Maintain update knowledge of Academy curriculum requirements.
- As part of FMAT governance Curriculum Team, maintain contact with FMAT Director and another Academy Associates responsible for the curriculum.

Key Staff contacts

- Principal
- SLT Curriculum Lead
- FMAT Director for curriculum

Reporting

- Curriculum visit reports 3 times a year.

Link Associate Brief – Additional Funding

Purpose

Additional Funding (AF) streams are provided to schools to enable them to have targeted impact on the performance of identified groups of students who, without such funding, would underachieve. A key governance duty is to hold the academies to account for ensuring that all available additional funding is used effectively and that a positive impact is made on the targeted group of students. Currently the additional funding streams include Pupil Premium, (Covid) Catch-up Funding, PE and Sports Premium (Primary only).

An FMAT Director has been appointed as the governance AF lead to help maintain trust wide oversight and to provide support and guidance to the Associate responsible for AF in each Academy Association.

Each Academy Association must appoint an Associate to take leadership of governance arrangements for their academy's AF.

Although the Director and Associates with AF responsibilities take the lead on AF, the Board of Directors retains collective responsibility for making sure that AF is effectively used and has positive impact.

Duties and responsibilities

1. Work with the Academy leads for AF streams.

The AF Associate is the Academy Association's main point of contact with the Academy leads for AF streams and so they should:

- Build an effective relationship with the AF leads that allows for appropriate support and challenge.
- Arrange monitoring visits with the AF leads to learn about the Academy's context and AF approach, policies and spending plans.
- Use meetings and visits with the AF leads to monitor progress against AF plans and in particular the impact using agreed targets. Review student performance data that shows the progress made by different groups.
- Challenge the allocation of funding to ensure there is a clear audit trail showing appropriate use of the resources.
- Ensure the academy has published information on its website about AF (its allocation, spend and impact) in line with statutory requirements and that it can be understood by parents and others.

2. Understand the scope of and current best practice in AF streams.

The AF Associate should be aware of the legal duties that schools, and their governing bodies, must comply with in relation to AF streams. It's also important to build an understanding of how AF plans are established and activity co-ordinated within the Academy. This should focus around:

- Reading and understanding current advice to schools on AF streams.
- Building a knowledge and understanding of the Academy's AF strategies ensuring these are effective, regularly reviewed and updated.
- observing (through arranged visits) the impact of AF on the identified student groups within the Academy.

3. Report back to the Academy Association and keep them up to date.

As the Academy Association's specialist on AF, the AF link Associate should:

- stay up to date on relevant guidance and policy, ensuring the Association are made aware of any changes to their AF responsibilities.
- report to the Association and FMAT Director responsible for AF following monitoring meetings with the AF leads.
- ensure that Academy's AF reporting to the Academy Association clearly shows the allocation, spend and impact of the AF streams and that the information published on its website about AF is up to date, is in line with statutory requirements and can be understood by parents and others.

Training & reference material

- Read NGA - Pupil premium: a guide for governing boards – April 2021
- Complete the NGA LearningLink – Pupil Premium module.
- EEF – Guide to the Pupil Premium (essential reading)
- Review relevant DfE guidance on individual AF streams.
- Complete a training conversation with the Academy's Principal/SLT member (to gain overview of AF in Academy) and AF Leads (to gain an understanding of the Academy's AF strategies)
- Obtain copy of Associate visit report template

Activity plan

- Termly visits to meet with the AF Leads to discuss the AF strategies, progress made, and impact measured. Ensure published information on website is up to date.
- Maintain update knowledge of Academy AF stream requirements.
- As part of FMAT governance AF team maintain contact with FMAT.

Key Staff contacts

- Principal
- AF Leads
- FMAT Director for AF

Reporting

- AF visit reports 3 times a year.
- Review and supporting regular AF stream reporting to the Academy Association

Link Associate Brief – SEND

Purpose

One of the most important governance duties is to monitor that FMAT and our Academies ensure that all students with SEND get the support they need. Those with a SEND link responsibility need to act as the governance specialist for SEND and champion the needs of students with SEND.

An FMAT Director has been appointed as the governance SEND lead to help maintain trust wide oversight and to provide support and guidance to the Associate responsible for SEND in each Academy Association.

Each Academy Association must appoint an Associate to take leadership of governance arrangements for their academy's SEND provision.

Although the Director and Associates with SEND responsibilities take the lead on SEND, the Board of Directors retains collective responsibility for SEND.

Duties and responsibilities

4. Work with the SENCO

The special educational needs co-ordinator (SENCO) is the lead member of staff for SEND within each academy with responsibility for overseeing the day-to-day operation of the SEN policy and co-ordinating provision for children with SEND. The link Associate for SEND should engage with the SENCO on a regular basis in order to:

- Develop an effective working relationship that allows for appropriate support and challenge.
- Conduct monitoring visits to learn about the academy's context and the needs of students with SEND.
- Discuss SEND provision, focusing on how policies are applied and whether any changes are needed.
- Understand the academy's strengths in relation to SEND provision and areas for development.
- Ensure that the SENCO has received appropriate training and is well supported.
- Seek assurance that staff receive effective and up to date SEND training.

5. Understanding and monitoring effective SEND practice

The SEND Link Associate should have a good understanding of the legal duties of schools and governing boards in relation to students with SEND. They also need to learn how SEND provision works in their own setting. This should focus around:

- Investing time in appropriate development and learning: attending regular training on SEND and inclusion and reading and understanding chapter 6 of the SEND Code of practice.
- Understanding the views of all key stakeholders in relation to SEND (students, families, staff, and local partners).
- Checking that the academy makes good use of financial resources to support students with SEND.
- Ensuring the school publishes the necessary documentation detailing their SEND provision.

6. Report back to the Academy Association and keep them up to date.

As the board's SEND specialist, the link Associate should:

- Champion an inclusive culture, reminding the Association to consider the impact of their decisions on students with SEND (particularly during budget discussions).
- Use their specialist knowledge to challenge senior executive leaders about SEND provision.
- Ensure all Associates of the governing board have the knowledge and understanding they need to make informed decisions – all Associates should be familiar with Chapter 6 in the SEND Code of Practice.
- Make sure that the school/trust and governing board comply with their statutory duties around SEND.
- Report to the Association and FMAT Director responsible for SEND following monitoring meetings with the SENCO and any visits/interactions with staff and students.

Training & reference material

- Become familiar with SEND code of practice: 0 to 25 years, particularly Chapter 6 as it applies to schools.
- Complete the NGA LearningLink - The Role of the SEND Governor
- Complete a training conversation with the Academy's Principal (to gain overview of SEND in Academy) and SENCO (to gain an understanding of the Academy's approach, culture and procedures)
- Obtain copy of Associate visit report template

Activity plan

- Termly visits to meet with the SENCO to discuss (without specific student details) any SEND issues; conversation should be around the suitability of policies and whether any amendments are necessary.
- Maintain update knowledge of Academy SEND policy and the current SEND national conversation.
- As part of FMAT governance safeguarding team maintain contact with FMAT Director

Key Staff contacts

- Principal
- SENCO
- FMAT Director for safeguarding

Reporting

- SEND visit reports 3 times a year.
- Review and supporting annual SENCO report to the Academy Association

SEND Code of Practice - [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682222/SEND_Code_of_Practice_0_to_25_years.pdf)

Whole School SEND [Whole School SEND Home Page | Whole School SEND](#)

IPSEA [What are special educational needs \(ipsea.org.uk\)](https://www.ipsea.org.uk/)

FMAT Strategic Governance of SEND Annual Link Associate Report

Summary of activities on every visit

- Tour of the school – look at interventions and also the quality of educational provision for pupils.
- Meet the SENCo to look at provisions in place and discuss the SEN register and needs.
- Discussion with SENCo based on the areas for scrutiny.
- Meet some students to discuss their experience and support.

Link Visit 1 – Autumn Term

Date _____

Associate Name _____

Academy Name _____

Area for Scrutiny	Challenge and Supporting Evidence	Link Associate Notes
The governing board has appointed a senior member of staff as the SEND lead with the appropriate status and authority to carry out the role. The board makes sure the SEN trust lead has the additional time, funding, training, resources and support needed to carry out their role effectively	The Trust SEN lead feels fully supported and resourced to discharge their role. Reference the role of the SEN lead in line with the SEN Code of Practice.	
The SEN lead and SENCOs undergo updated training in relation to any SEN legislation and policy along with going through the yearly access arrangement policies.	Training records and certificates should be available and should all be up to date. Additional evidence of training on new legislation and sign posting for any updates.	
An effective website is in place in each school that sign posts the local offer along with SEN policies and	The policies should describe procedures that are in accordance with government guidance.	

references the details of the SENCos	Parents should be able to access additional information in relation to ADHD needs and careers within the SEN section.	
There are systems in place for parents/staff to refer any SEN concerns: These systems are well promoted and easily available to all stakeholders	Each SENCo should be able to explain how to refer and what the follow up is with each case.	
Areas of strength		
Key areas for development		
Risks to be reported to the Board		

Link Visit 2 – Spring Term

Date _____

Associate Name _____

Academy Name _____

Area for Scrutiny	Challenge and Supporting Evidence	Link Associate Notes
Governing boards should ensure that all schools have a robust CPD package in place for all staff regarding SEN.	What has been the impact of this and how does it impact the teaching and learning provision? How does the lead for teaching and learning work with the SEN lead?	
Governing bodies should ensure that all SEN leads identify and secure relevant services for individuals (and groups of pupils) to support them with their needs. Build strong working relationships with education psychologists and other available services to meet the needs of pupils with SEND.	How many agencies and outside groups do the SEN department work with? What process do the Academy go through to triage and action cases once opened? Does the SENCo in each school work effectively and collaboratively with safeguarding and the pastoral team?	

Areas of strength	
Key areas for development	
Risks to be reported to the Board	

Link Visit 3 – Summer Term

Date _____

Associate Name _____

Academy Name _____

Area for Scrutiny	Challenge and Supporting Evidence	Link Associate Notes
<p>Transitions both from Year 6 to Year 7 and post 16.</p> <p>Each SENCo should be able to state that they have plans in place for transition in collaboration with the careers team.</p>	<p>Can the SENCo evidence that there are procedures in place for dealing with children who are a potential NEET?</p> <p>What transition activities take place ?</p>	
Areas of strength		
Key areas for development		
Risks to be reported to the Board		

Link Associate Brief – Post-16

Purpose

An important governance duty is oversight of the Trust's only Post-16 provision, which is part of Fairfax Academy. One of the Academy Associates will act as the specialist link and take responsibility for governance oversight of this.

An FMAT Director has been appointed as the governance lead for Post-16 to help maintain trust wide oversight and to provide support and guidance to the associate responsible.

Although the Director and Associate with Post-16 responsibilities take the lead on Post16, the Trust Board retains collective responsibility for its quality and effectiveness.

Duties and responsibilities

7. Work with the Head of Sixth Form at Fairfax

The Head of Sixth Form is the lead member of staff for Post-16 at Fairfax with responsibility for overseeing the day-to-day operation of this aspect of the school's provision. The link associate for Post-16 should engage with them on a regular basis in order to:

- Develop an effective working relationship that allows for appropriate support and challenge.
- Conduct monitoring visits to learn about the academy's context (see *FMAT Strategic Governance of Post-16 link visits for guidance on this*)
- Discuss Post-16 provision, focusing on how policies are applied and whether any changes are needed
- Understand the academy's strengths in relation to Post-16 provision and areas for development
- Ensure that the leader has received appropriate training and is well supported
- Seek assurance that staff receive effective support and are appropriately qualified in terms of subject specialist knowledge to provide expert teaching at the required level.

8. Understanding and monitoring effective Post-16 practice

Post-16 is often not given the scrutiny it requires either by governors or school leaders. This is partly because behavioural issues that are commonplace in earlier years are far less apparent. Further, attendance is not compulsory (although schools choose to make it so as part of their own policies). Students are older, more independent and there has already been a selection process which should partly ensure that they are able to complete their courses. However, Post-16 deserves at least as much scrutiny as other aspects of the school's provision, particularly because it has such significance for young people's next steps in their life.

The Post-16 link associate should have a good understanding of the legal duties of schools and governing boards in relation to students in this key stage. This should focus around:

- Investing time in developing an understanding of what a Post-16 setting should be providing for its students
- Understanding the views of all key stakeholders in relation to Post-16 provision (students, families, staff, employers and Further/Higher Education institutions)

- Checking that the academy makes good use of financial resources to support Post-16 students
- Ensuring that the school provides high-quality careers information, advice and guidance, including a highly-effective process to support higher and further education applications
- Ensuring the school publishes the necessary documentation detailing their Post-16 provision.

9. Report to the Academy Association and keep them up to date

As the board's Post-16 specialist, the link associate should:

- Champion ambition, high academic standards and high-quality personal development, reminding the Association to consider the impact of their decisions on Post-16 students (particularly during budget discussions)
- Use their specialist knowledge to challenge senior executive leaders about Post-16 provision
- Ensure all associates of the governing board have the knowledge and understanding they need to make informed decisions
- Make sure that the school/trust and governing board comply with their statutory duties around Post-16 requirements
- Report to the Association and FMAT Director responsible for Post-16 following monitoring meetings with the Head of Sixth Form and any visits/interactions with staff and students.

Training & reference material

- Complete any NGA training available relating to Post-16 provision
- Complete a training conversation with the Academy's Principal (to gain an overview of Post-16 in Academy) and Head of Sixth Form (to gain an understanding of the Academy's approach, culture and procedures, standards)
- Become familiar with how the quality of Sixth Form provision is evaluated by Ofsted via the latest iteration of the *School Inspection Handbook* (with the clear understanding that link associate visits are not for this purpose)
- Get copy of Associate visit report template.

Activity plan

- Termly visits to meet with the Head of Sixth Form to undertake the activities outlined in the *FMAT Strategic Governance of Post-16 link visits*
- Maintain updated knowledge of Academy Post-16 policy and the current national conversation around this provision
- Maintain contact with the FMAT Director for Post-16.

Key Staff contacts

- Principal
- Head of Sixth Form
- FMAT Director for Post-16

Reporting

- Post-16 visit reports three times a year
- Review and supporting annual Post-16 report to the Academy Association.

FMAT Strategic Governance of Post-16 Annual Link Associate Report

N.B. Every visit undertaken should be conducted in line with the protocols outlined in 'Visits to Academies – Guidance for Directors and Associates'. Please ensure you are fully familiar with these before visiting.

Summary of potential activities to undertake during a visit (not exhaustive nor does each one need to be carried out on every visit)

- Meeting with the Head of Sixth Form to discuss their views on the progress being made against the 'Sixth Form Team Improvement Plan'
- Meeting with the Head of Sixth Form (or other relevant senior leader) to discuss student performance across individual subjects, particularly those causing leaders concern (to include SEND and former PP)
- Visit a sample of Post-16 lessons
- Meet member of staff (perhaps pastoral) who could provide information and reassurances on the welfare and progress of those students with external agency involvement and/or identified as vulnerable
- Depending on the time of the year, a meeting with a leader to discuss student recruitment and retention, and if any courses are vulnerable
- A meeting with a leader to discuss students' wider personal development opportunities
- A meeting with a member of staff to discuss careers-related aspects of the curriculum, including work experience and 'next steps' processes
- Meet a group of students (this could be later in the visit which would then provide the opportunity to follow up any areas of interest from earlier in the visit)

Link Visit 1 – Autumn Term

Date _____

Associate Name _____

Activity	Considerations	Link Associate Notes
Meeting with the Head of Sixth Form to discuss their views on the progress being made against the 'Sixth Form Team Improvement Plan'	<p>Consider each of the key objectives in the plan.</p> <p>Against which is the most progress being made? What is the evidence for this?</p> <p>Which objectives, if any, are causing most concern? What are the barriers to making progress?</p> <p>Is attendance – whether whole year or sub-group – a concern? If so, what actions are leaders taking to improve it?</p>	
Meeting with the Head of Sixth Form (or other relevant senior leader) to discuss student performance across individual subjects, particularly those causing leaders concern (to include SEND and former PP)	<p>Consider the most recent progress data available for student groups (including SEND and PP).</p> <p>Also consider subject-level data.</p> <p>Are any groups or subjects underperforming significantly? If so, have any reasons been identified? How is this being addressed?</p> <p>Where are the best outcomes? Is there anything to share in terms of best practice?</p>	

Visit a sample of Post-16 lessons	<p><i>Try to avoid giving any impression that you are judging the quality of teaching.</i></p> <p>Consider whether expectations are high. If appropriate and possible, feel free to talk to students about their learning.</p>	
Meet member of staff (perhaps pastoral) who could provide information and reassurances on the welfare and progress of those students with external agency involvement and/or identified as vulnerable	<p><i>Bear in mind the absolute need for confidentiality.</i></p> <p>Seek assurances around the welfare of those identified as vulnerable.</p> <p>Is the school particularly concerned about any individuals? What are colleagues doing within their power to support them? Do they identify young carers and, if so, how are they supported?</p>	
Depending on the time of the year, a meeting with a leader to discuss student recruitment and retention, and if any courses are vulnerable	<p>What are current retention levels in each year group?</p> <p>Which subjects 'lose' the most students over time? Why is that?</p> <p>Which subjects have the best retention rate? Are they doing anything differently to others?</p> <p>Are there any subjects that might not run next academic year? If any, can action be taken to help prevent this?</p>	

<p>A meeting with a leader to discuss students' wider personal development opportunities</p>	<p>What opportunities do students have to gain different and new experiences beyond the classroom?</p> <p>Has student voice been reflected in PD opportunities available?</p> <p>How are students taught about healthy, age-appropriate relationships?</p>	
<p>A meeting with a member of staff to discuss careers-related aspects of the curriculum, including work experience and 'next steps' processes</p>	<p>Discuss staff member's views on the current successes and challenges around the work experience offer.</p> <p>How is the careers programme organised? What are the current successes and areas for development?</p> <p>Does the school use the destinations and experiences of recent students to encourage aspirations?</p>	
<p>Meet a group of students</p>	<p>The constitution of the group and the questions asked might be reflected in the focus of the visit (e.g. single sex; vulnerable; general representative mix).</p> <p>Emphasise confidentiality and the need for honesty.</p>	
<p>Areas of strength</p>		
<p>Key areas for development</p>		
<p>Risks to be reported to the Board</p>		

Link Visit 2 – Spring Term

Date _____

Associate Name _____

Activity	Considerations	Link Associate Notes
Meeting with the Head of Sixth Form to discuss their views on the progress being made against the 'Sixth Form Team Improvement Plan'	<p>Consider each of the key objectives in the plan.</p> <p>Against which is the most progress being made? What is the evidence for this?</p> <p>Which objectives, if any, are causing most concern? What are the barriers to making progress?</p> <p>Is attendance – whether whole year or sub-group – a concern? If so, what actions are leaders taking to improve it?</p>	
Meeting with the Head of Sixth Form (or other relevant senior leader) to discuss student performance across individual subjects, particularly those causing leaders concern (to include SEND and former PP)	<p>Consider the most recent progress data available for student groups (including SEND and PP).</p> <p>Also consider subject-level data.</p> <p>Are any groups or subjects underperforming significantly? If so, have any reasons been identified? How is this being addressed?</p> <p>Where are the best outcomes? Is there anything to share in terms of best practice?</p>	

Visit a sample of Post-16 lessons	<p><i>Try to avoid giving any impression that you are judging the quality of teaching.</i></p> <p>Consider whether expectations are high. If appropriate and possible, feel free to talk to students about their learning.</p>	
Meet member of staff (perhaps pastoral) who could provide information and reassurances on the welfare and progress of those students with external agency involvement and/or identified as vulnerable	<p><i>Bear in mind the absolute need for confidentiality.</i></p> <p>Seek assurances around the welfare of those identified as vulnerable.</p> <p>Is the school particularly concerned about any individuals? What are colleagues doing within their power to support them? Do they identify young carers and, if so, how are they supported?</p>	
Depending on the time of the year, a meeting with a leader to discuss student recruitment and retention, and if any courses are vulnerable	<p>What are current retention levels in each year group?</p> <p>Which subjects 'lose' the most students over time? Why is that?</p> <p>Which subjects have the best retention rate? Are they doing anything differently to others?</p> <p>Are there any subjects that might not run next academic year? If any, can action be taken to help prevent this?</p>	

A meeting with a leader to discuss students' wider personal development opportunities	<p>What opportunities do students have to gain different and new experiences beyond the classroom?</p> <p>Has student voice been reflected in PD opportunities available?</p> <p>How are students taught about healthy, age-appropriate relationships?</p>	
A meeting with a member of staff to discuss careers-related aspects of the curriculum, including work experience and 'next steps' processes	<p>Discuss staff member's views on the current successes and challenges around the work experience offer.</p> <p>How is the careers programme organised? What are the current successes and areas for development?</p> <p>Does the school use the destinations and experiences of recent students to encourage aspirations?</p>	
Meet a group of students	<p>The constitution of the group and the questions asked might be reflected in the focus of the visit (e.g. single sex; vulnerable; general representative mix).</p> <p>Emphasise confidentiality and the need for honesty.</p>	
Areas of strength		
Key areas for development		
Risks to be reported to the Board		

Link Visit 3 – Summer Term

Date _____

Associate Name _____

Activity	Considerations	Link Associate Notes
Meeting with the Head of Sixth Form to discuss their views on the progress being made against the 'Sixth Form Team Improvement Plan'	<p>Consider each of the key objectives in the plan.</p> <p>Against which is the most progress being made? What is the evidence for this?</p> <p>Which objectives, if any, are causing most concern? What are the barriers to making progress?</p> <p>Is attendance – whether whole year or sub-group – a concern? If so, what actions are leaders taking to improve it?</p>	
Meeting with the Head of Sixth Form (or other relevant senior leader) to discuss student performance across individual subjects, particularly those causing leaders concern (to include SEND and former PP)	<p>Consider the most recent progress data available for student groups (including SEND and PP).</p> <p>Also consider subject-level data.</p> <p>Are any groups or subjects underperforming significantly? If so, have any reasons been identified? How is this being addressed?</p> <p>Where are the best outcomes? Is there anything to share in terms of best practice?</p>	

Visit a sample of Post-16 lessons	<p><i>Try to avoid giving any impression that you are judging the quality of teaching.</i></p> <p>Consider whether expectations are high. If appropriate and possible, feel free to talk to students about their learning.</p>	
Meet member of staff (perhaps pastoral) who could provide information and reassurances on the welfare and progress of those students with external agency involvement and/or identified as vulnerable	<p><i>Bear in mind the absolute need for confidentiality.</i></p> <p>Seek assurances around the welfare of those identified as vulnerable.</p> <p>Is the school particularly concerned about any individuals? What are colleagues doing within their power to support them? Do they identify young carers and, if so, how are they supported?</p>	
Depending on the time of the year, a meeting with a leader to discuss student recruitment and retention, and if any courses are vulnerable	<p>What are current retention levels in each year group?</p> <p>Which subjects 'lose' the most students over time? Why is that?</p> <p>Which subjects have the best retention rate? Are they doing anything differently to others?</p> <p>Are there any subjects that might not run next academic year? If any, can action be taken to help prevent this?</p>	

<p>A meeting with a leader to discuss students' wider personal development opportunities</p>	<p>What opportunities do students have to gain different and new experiences beyond the classroom?</p> <p>Has student voice been reflected in PD opportunities available?</p> <p>How are students taught about healthy, age-appropriate relationships?</p>	
<p>A meeting with a member of staff to discuss careers-related aspects of the curriculum, including work experience and 'next steps' processes</p>	<p>Discuss staff member's views on the current successes and challenges around the work experience offer.</p> <p>How is the careers programme organised? What are the current successes and areas for development?</p> <p>Does the school use the destinations and experiences of recent students to encourage aspirations?</p>	
<p>Meet a group of students</p>	<p>The constitution of the group and the questions asked might be reflected in the focus of the visit (e.g. single sex; vulnerable; general representative mix).</p> <p>Emphasise confidentiality and the need for honesty.</p>	
<p>Areas of strength</p>		
<p>Key areas for development</p>		
<p>Risks to be reported to the Board</p>		

Trust Information & Policies – Website Check List 24-25

CONTENT	AUTUMN TERM CHECK DATE:	TICK BOX	SPRING TERM CHECK DATE:	TICK BOX	SUMMER TERM CHECK DATE:	TICK BOX
Articles of Association						
Charging and Remissions Policy						
Contact Details (Central)						
Company Registration Number						
Complaints Policy						
Curriculum Statement of Intent						
Data Protection Policy						
Data Protection Privacy Notices						
Directors Written Statement of Behavioural Principles						
Equality & Diversity Policy						
Governance Team Details						
Annual Register for each meeting						
Directors Information						
Members Information						
Register of interests for current year						
Health & Safety Policy						
Parent & Carer Code of Conduct						
Premises Management Policies						
Protection of Biometric Information Policies						
Publication Scheme						
Safeguarding Information & Policies						
Whistleblowing Policy						
Annual Reports & Accounts:						
<ul style="list-style-type: none"> Academy Trust Handbook – ensure included the Executive Pay 						
<ul style="list-style-type: none"> Financial Statements 						

• Apprenticeship Reports						
• Gender Pay Gap Report						
• Master Funding Agreement						
• Trade Union Facilities Time Report						
Requests for Copies						
Directors' Information and Duties						
Values and Ethos						

The expectations detailed above are based upon guidance from [Website requirements: academies and academy trusts | The Key Leaders \(thekeysupport.com\)](#)

Checked Date: _____ **Name & Signature:** _____

Statutory Information & Policies – Academy Websites Checklist 24-25

CONTENT	AUTUMN TERM CHECK DATE:	TICK BOX	SPRING TERM CHECK DATE:	TICK BOX	SUMMER TERM CHECK DATE:	TICK BOX
On Local Sites						
Academy Contact Details						
Academy Opening Times – to include total hours per week						
Accessibility Plan						
Admission Arrangements						
Behaviour Policy – Inc. Anti-Bullying Strategy						
Careers Programme Information						
Children with Health Needs Who Cannot Attend School Policy						
Company Registration Number						
Curriculum Content, to include a list of all subjects available for KS4 and where applicable, the Post 16 qualifications available						
Equality Objectives						
Exam & Assessment Results						
Exclusion Policy						
Performance Tables						
Recovery (Catch Up) Premium						
Remote Education						
Ofsted Reports						
PE & Sport Premium for Primary School *if applicable						
Primary Curriculum (where applicable) – list of any phonics or reading schemes for KS1						
Pupil Premium Strategy & Pupil Premium Impact Statement						
Requests for Copies						
RSE Policy						
SENCO – Name of Academy Lead SENCO						

Special Educational Needs & Disabilities (SEND)						
Supporting Pupils with Medical Conditions Policy						
Uniform – requirements and suppliers						
Values and Ethos						
CONTENT	AUTUMN TERM CHECK DATE:	TICK BOX	SPRING TERM CHECK DATE:	TICK BOX	SUMMER TERM CHECK DATE:	TICK BOX
Links to Trust website to access information						
Charging & Remissions Policy						
Complaints Policy						
Curriculum Statement of Intent						
Data Protection Policy						
Data Protection Privacy Notices						
Directors Written Statement of Behavioural Principles						
Equality & Diversity Policy						
Governance – link to information on Trust website						
Health & Safety Policy						
Parent & Carer Code of Conduct						
Premises Management Policies						
Protection of Biometric Information Policies						
Safeguarding Information & Policies						
Whistleblowing Policy						
Annual Reports & Accounts:						
• Academy Trust Handbook – ensure included the Executive Pay						
• Financial Statements						
• Apprenticeship Reports						
• Gender Pay Gap Report						
• Master Funding Agreement						
• Trade Union Facilities Time Report						

Checked Date: _____

Name: _____

Signature: _____

Governance Meeting Schedule 2024-2025

Week	EA AA	BV AA	FF AA	SW AA	ARC FRC	& PC & EC	PAC	BoD	Members	Gov Working Party	Chair/VC Feedback
w/c 01.09.24											
w/c 09.09.24											
w/c 16.09.24		16.09.24		17.09.24							
w/c 23.09.24	23.09.24		25.09.24		25.09.24						
w/c 30.09.24						02.10.24					
w/c 07.10.24											
w/c 14.10.24							16.10.24	16.10.24			
w/c 21.10.24										23.10.24	21.10.24
October Half Term: 28 October 2024 – 1 November 2024											
w/c 04.11.24											
w/c 11.11.24											
w/c 18.11.24	18.11.24	18.11.24	20.11.24	19.11.24	20.11.24						
w/c 25.11.24						27.11.24					
w/c 02.12.24											
w/c 09.12.24								11.12.24			
w/c 16.12.24										18.12.24	16.12.24
Christmas Break: 23 December 2024 – 6 January 2025											
w/c 06.01.25											
w/c 13.01.25									15.01.25		
w/c 20.01.25	20.01.25	20.01.25	22.01.25	21.01.25	22.01.25						
w/c 27.01.25						29.01.25					
w/c 03.02.25											
w/c 10.02.25								12.02.25			
February Half Term: 17 February 2025 – 21 February 2025											
w/c 24.02.25											24.02.25
w/c 03.03.25											
w/c 10.03.25											
w/c 17.03.25										19.03.25	
w/c 24.03.25											
w/c 31.03.25	31.03.25	31.03.25	02.04.25	01.04.25							
w/c 07.04.25					09.04.25						
Easter Break: 14 April 2025 – 25 April 2025											
w/c 28.04.25						30.04.25					
w/c 05.05.25											
w/c 12.05.25								14.05.25			
w/c 19.05.25											21.05.25
May Half Term: 26 May 2025 – 30 May 2025											
w/c 02.06.25											
w/c 09.06.25								11.06.25* Planning Day			
w/c 16.06.25	16.06.25	16.06.25	18.06.25	17.06.25	18.06.25						
w/c 23.06.25						25.06.25					
w/c 30.06.25											
w/c 07.07.25								09.07.25		09.07.25	
w/c 14.07.25									16.07.25		14.07.25
Summer Term Ends: 21 July 2025											

EXCELLENCE

DEDICATION

AMBITION

INTEGRITY

TRADITION