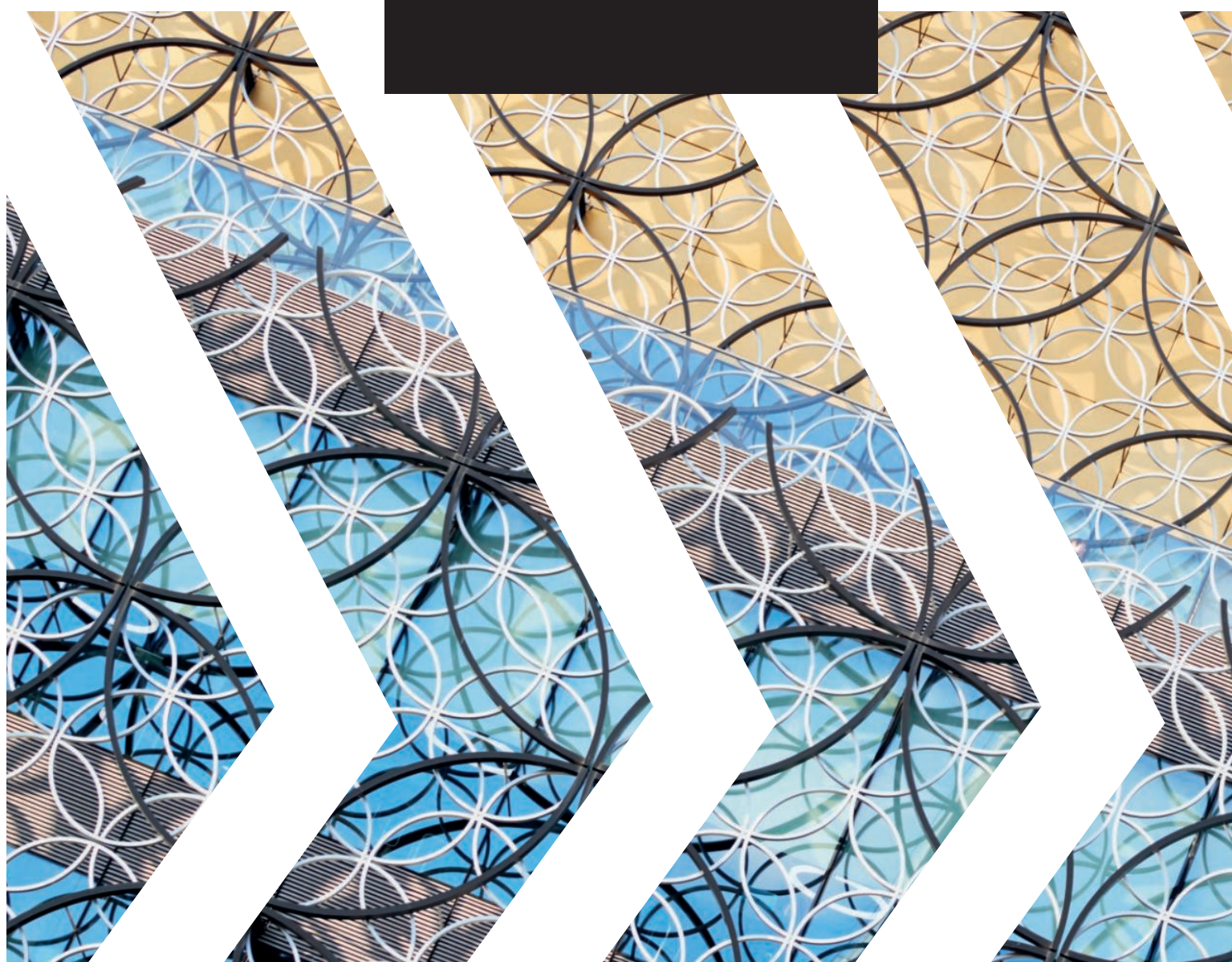




**FAIRFAX**  
MULTI-ACADEMY TRUST

FMAT GUIDE TO  
**GOVERNANCE**  
**2025-2026**







EXCELLENCE. DEDICATION. AMBITION. INTEGRITY. TRADITION.

ENRICHING **LIVES;** TRANSFORMING **FUTURES**

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## Acronyms

<b>A8</b>	Attainment 8 for Year 11 students
<b>AGB</b>	Governing Body
<b>AIF</b>	Academy Improvement Fund
<b>AIP</b>	Academy Improvement Plan
<b>ADP</b>	Annual Development Plan (MAT)
<b>AGB</b>	Academy Governing Body
<b>AP</b>	Assistant Principal
<b>AP</b>	Alternative Provision
<b>ARC</b>	Audit and Risk Committee
<b>BoD</b>	Board of Directors
<b>BV</b>	Bournville Academy
<b>CEAIG</b>	Careers Education, Advice, Information and Guidance
<b>CEO</b>	Chief Executive Officer
<b>CFA</b>	Children and Family Act 2014
<b>CLFP</b>	Curriculum Led Financial Planning
<b>COO</b>	Chief Operating Officer
<b>CP</b>	Child Protection
<b>CPD</b>	Continuous Professional Development
<b>DfE</b>	Department for Education
<b>DG</b>	Disciplinary Group
<b>DoE</b>	Director of Education
<b>DPA</b>	Data Protection Act 2018
<b>DPIA</b>	Data Protect Impact Assessment
<b>DPO</b>	Data Protection Officer
<b>DSL</b>	Designated Safeguarding Lead
<b>EA</b>	Erdington Academy
<b>EAL</b>	English as an Additional Language
<b>EC</b>	Education Committee
<b>ECT</b>	Early Careers Teacher
<b>EHCP</b>	Education, Health and Care Plan
<b>EHE</b>	Elective Home Education
<b>ESFA</b>	Education and Skills Funding Agency
<b>EPQ</b>	Extended Project Qualification
<b>ETM</b>	Executive Team Meeting
<b>EYFS</b>	Early Years and Foundation Stage
<b>FF</b>	Fairfax Academy
<b>FMAT</b>	Fairfax Multi-Academy Trust
<b>FFT</b>	Fischer Family Trust
<b>FRC</b>	Finance and Resource Committee
<b>FSM</b>	Free School Meals
<b>FTE</b>	Fixed Term Exclusions
<b>GDPR</b>	General Data Protection Regulation
<b>GIAS</b>	Get Information About Schools (DfE)

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

This list is not exhaustive. Please visit [Academies: A to Z of terms - GOV.UK \(www.gov.uk\)](https://www.gov.uk) 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**

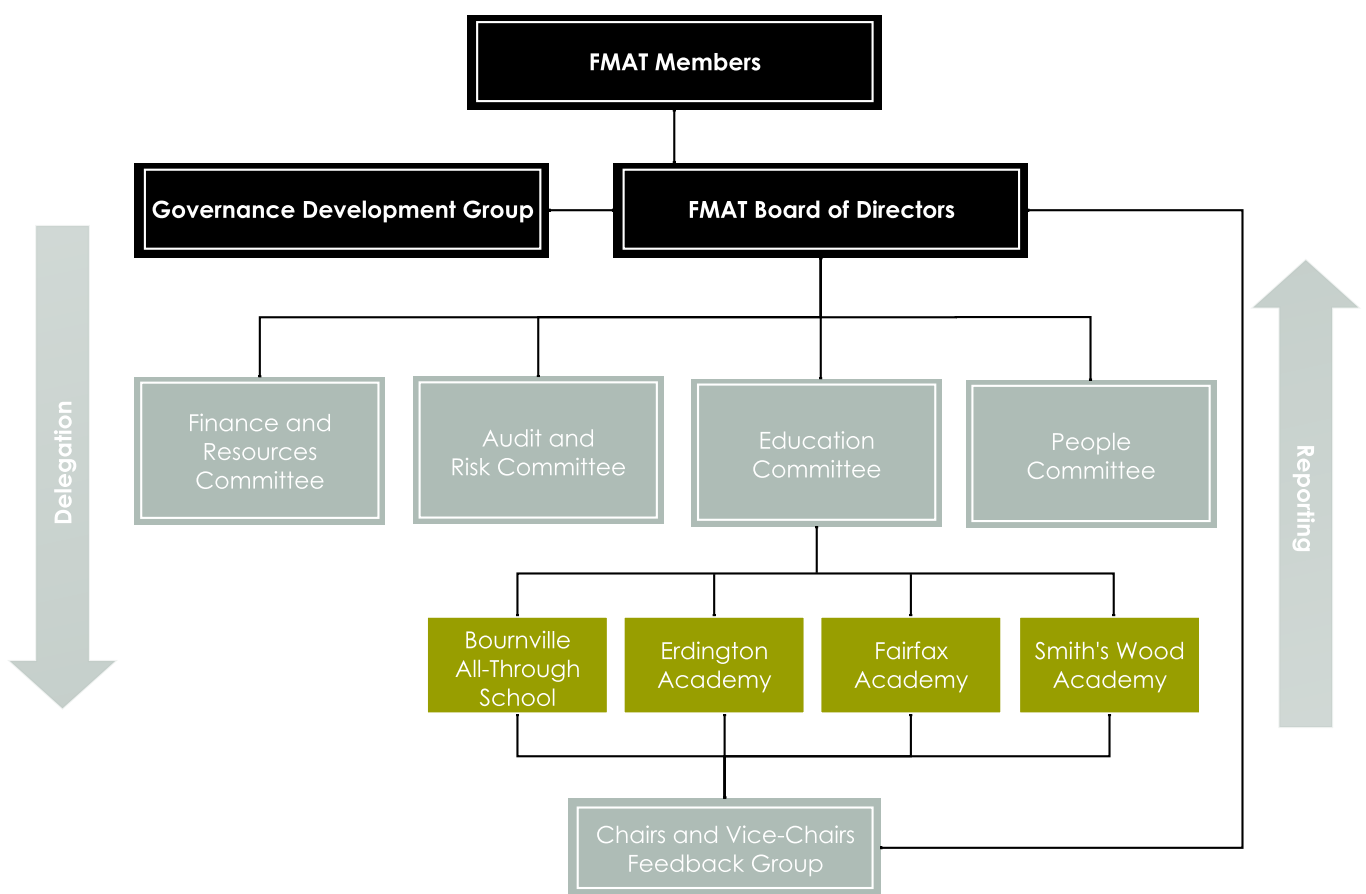
<b>Excellence:</b>	We strive for the highest quality to ensure excellent outcomes and personal achievements.
<b>Dedication:</b>	We believe there is dignity in hard work and effort.
<b>Ambition:</b>	We aim to be the best that we can be, in all that we do.
<b>Integrity:</b>	We believe in openness, honesty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

### FMAT Model of Governance & Structure

Effective governance requires accurate and timely reporting and clear routes of communication. The FMAT Model of Governance ensures that there are 5 cycles of reporting and that all levels of governance are included in planned mechanism of communication.



### 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 Governors 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 Academy Governors, 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 Governing Body 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 are responsible for reviewing staff pay and appraisal processes. The People Committee meets at least five times per year.

**Academy Governing Body**

Each Academy within the Trust has an Academy Governing Body that provides more detailed oversight at a local level. The remit and terms of reference are established by the Board of Directors. The Academy Governing Bodies meet at least five times a year.

**Governance Reviews**

An internal review of governance will be carried out every two years 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 Governance Development Group, made up of selected, Members, Directors and Academy Governors. The next ERG is due in January 2026.

The Governance Development Group will meet in line with the Governance cycle to review progress.

**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 AGB 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 AGB Chair within 10 days of each Board meeting to ensure that key information is provided to Academy Governing Bodies.
- Chair of AGB should meet Principals fortnightly.
- Chair of AGB to keep AGB's updated in between formal meeting where the additional information will support Academy Governors carrying out their roles.
- The Directors will ensure they write a relevant article for FMAT Connect (Intranet) each full term. Each Chair of the AGB's will write to their Academy staff each full term.

## Scheme of Reservation

The powers and responsibilities reserved for the Board of Directors include<sup>1</sup>:

- 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, along with the election of their members, approval and review of their Terms of Reference and membership on an annual basis.  
Finance and Resources (FRC)  
Audit and Risk (ARC)  
People (PC)  
Education (EC)  
Academy Governing Body (AGB)
- 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 for 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.

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<sup>1</sup> 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 Governing Body where it is not performing well and replace it.
- Approve role descriptors for Directors/chairs/specific roles/committee/AGB 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 AGB 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 to Act\***

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

			Board of Directors Sub Committees				Executive Functions							
	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 Governing Bodies (AGB)	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	Discharge of duties delegated from the Board of Directors through assurance, scrutiny and exercise of delegated authority				Exercise of delegated Executive functions for Trust						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	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 HR related policies	None	Develop policy and monitor adherence	Develop policy and monitor adherence	Develop policy and monitor adherence	Develop policy and monitor adherence.	Monitor and adherence to all policies. Develop and implement local policies		
SD005	TERMS OF REFERENCE 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.			Approval of local policies.			
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 Governing Bodies (AGB)	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 of risk register.			Scrutiny of local 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 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 of health and safety plans and compliance monitoring					Develop and recommend policy and strategy to FRC. Implement trust approach. Provide assurance to ARC that the Trust is meeting its legal responsibilities.			Adhere to trust policy and strategy. Ensure policy and strategy is fully implemented.						

SD014	SAFEGUARDING 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 for SCR Central Team, Members and Director of the Board of Directors.	Define and implement safeguarding strategy for Trust. Provide assistance to Education Committee that Trust academies are meeting statutory responsibilities.	Responsible for safeguarding within the academy and ensuring FMAI policy/AGB 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										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 Bodies (AGB)	Governing	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 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.				Available during inspection	Responsible for Ofsted preparation		

[illegible]

[illegible]

## SETTLEMENT AGREEMENTS

[illegible]

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 to PC. Monitor and report to CEO and PC.		Implement actions within the Academy.
		<b>FMAT Members</b>	<b>Board of Directors</b>	<b>Board of Committees</b>	<b>Directors</b>	<b>Sub</b>	<b>Executive Functions</b>									
				Finance and Resources (FRC)	Audit and Risk (ARC)	Education (EC)	People (PC)	Academy Governing Bodies (AGB)	Chief Operating Officer (COO) – Finance & Operations	Chief Officer - HR	Operating	Director of Education (DoE)	Principal			
<b>TERMS AND CONDITIONS OF EMPLOYMENT</b>																
SD050	COLLECTIVE AGREEMENTS		Approve						Recommend							
SD051	REVISIONS TO TERMS AND CONDITIONS AWAY FROM STANDARD								Approve							
SD052	ADMINISTRATION OF EMPLOYMENT CONTRACTS									Approve						
<b>GENERAL</b>																
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 P	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 function	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		Develop and recommend strategy to PC. Monitor and report to CEO and PC	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.
<b>HUMAN RESOURCES - GENERAL (CONTINUED)</b>															
		<b>FMAT Members</b>	<b>Board of Directors</b>	<b>Board of Directors Committees</b>				<b>Sub</b>	<b>Executive Functions</b>						
				<b>Finance and Resources (FRC)</b>	<b>Audit and Risk (ARC)</b>	<b>Education (EC)</b>	<b>People (PC)</b>	<b>Academy Governing Bodies (AGB)</b>	<b>Chief Officer (CEO)</b>	<b>Chief Operating Officer (COO) – Finance &amp; Operations</b>	<b>Chief Officer - HR</b>	<b>Director of Education (DoE)</b>	<b>Principal</b>		
SD058	STAFF TRAINING AND DEVELOPMENT						Approve and policy 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 and policy strategy. Maintain oversight.				Develop and 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 and 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 and 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 and return TPS	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		

SD06.6	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.
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## Scheme of Delegation – Finance

### 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 Directors Sub Committees				Executive Functions				
			Finance Resources (PRC)	Audit and (AKC)	Risk Education (EC)	People (PC)	Academy Governing Bodies (AGB)	Chief Executive Office (CEO)	Chief Operating Officer - Finance & Operations	Chief Operating Officer - Education (DoE)	Principal of
FINANCE											
Financial Planning and Control											
SD06/FINANCIAL POLICY AND PROCEDURES HANDBOOK		Approval	Recommend						Recommend		Adhere
SD06/8 TRUST AND ACADEMY ANNUAL BUDGETS		Approval	Approval					Approval	Recommend		
SD06/9 ANNUAL REPORT AND FINANCIAL STATEMENTS		Approval		Recommend				Approval	Recommend		
SD07/4 APPOINTMENT OR REAPPOINTMENT OF AUDITORS											
SD07/1 APPOINTMENT OR REAPPOINTMENT OF RESPONSIBLE OFFICER		Approval		Recommend							
SD07/2 WRITTEN RESPONSES TO DfE OR ESFA											
SD07/3 ENTERING INTO CONTRACT WITH GOVERNOR PERSONS (AND COMPANIES)		Approval						Approval	Recommend		
SD07/4 OPENING BANK ACCOUNTS		Approval							Recommend		
SD07/5 AMENDMENTS OF BANK MANDATES AND/OR AUTHORISED SIGNATORIES ON EXISTING BANK ACCOUNTS								Approval	Approval		
SD07/8 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 approval >£100k		

	FMAT Members	Board of Directors	Board of Directors Sub Committees				Executive Functions			
			Finance Resources (FRC)	and Audit and Risk (ARC)	Education (EC)	People (PC)	Academy Governing Bodies (AGB)	Chief Executive Officer (CEO)	Chief Operating Officer (COO) – Finance & Operations	Chief Operating Officer (COO) – Education (DoE)
<b>FINANCE</b>										
SD07	MULTIPLE INVOICES PAID BY ELECTRONIC (BACS) DIRECT DEBITS, CHAPS, ETC) OR PAPER (CHEQUES) TRANSMISSION							Approval and COO approval >£200k	Approval and Accountant approval <£200k	
SD07B	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 through approval of investment policy)	Recommend							
<b>Capital Expenditure</b>										
SD081A	APPROVE/ REJECT PROPOSALS FOR THE ACQUISITION/ DISPOSAL OF LAND/BUILDINGS		Approval (ESFA approval also required)							
SD081B	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 and COO approval >£100k	Approval £5k - £20k Accountant approval <£5k	
SD082	RELATED CAPITAL EXPENDITURE	Approval >£200k						Approval and COO approval >£100k	Approval and Accountant approval <£100k	
SD083	ALL OTHER CAPITAL EXPENDITURE	Approval >£200k						Approval and COO approval >£100k	Approval and Accountant approval <£100k	
<b>Non-Capital Expenditure</b>										
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 CFV value approval	Approval regardless of CFV 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	
<b>INCOME</b>										
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		

FMAT Members			Board of Directors		Board of Directors Sub Committees			Executive Functions			
			Finance Resources (FRC)	Audit and Risk (ARC)	Education (EC)	People (PC)	Academy Governing Bodies (AGB)	Chief Executive Officer (CEO)	Operating Officer - Finance & Operations	Chief Operating Officer - HR & Education (DoE)	Principal of
FINANCE											
Procurement and Contracts											
SD092	EXPENDITURE UP TO £10,000										Budget approval and Principal approval
SD093	EXPENDITURE OVER £10,000 AND UP TO £30,000										Budget approval and Principal approval
SD094	EXPENDITURE OVER £30,000 AND UP TO £100,000.								Approval		Budget approval and Principal approval
SD095	EXPENDITURE OVER £100,000 UP TO £200,000								Approval		Budget approval and Principal approval
SD096	SIGN CONTRACTS (IN BUDGET)								Approval >£100k		Recommend
SD097	LEGAL TERMS AND CONDITIONS FOR SUPPLIER CONTRACTS								Approval of all contracts exceeding 5-year term	Recommend	Recommend
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		
SD101	LIFETIME VALUE OVER £25,000 AND UP TO £100,000		Approval					Approval	Approval		
SD102	LIFETIME VALUE >£100k OR MORE		Approval					Approval >£100k	Approval >£100k		
Virements/Budget Variances and Out of Budget Spend											
SD103	SCHEDULE OF BUDGETS		Approval required if there is a virement between academy committee meeting for approval					Approval >£100k	Approval <£100k	Finance Business Partner approval <£10k	
SD104	OUT OF BUDGET EXPENDITURE		Approval >£100k					Approval	Recommend and approve	Recommend	Recommend
SD105	STRUCTURE REORGANISATION							Approval			
OPERATIONAL											
New Academies											
SD106	CONTACT WITH RSC TO DISCUSS POTENTIAL NEW ACADEMY AND INITIAL PREPARATORY WORK.							Approval			
SD107	APPROVAL TO PROGRESS TO DUE DILIGENCE		Approval					Recommend			

	FMAT Members	Board of Directors	Board of Directors Sub Committees				Executive Functions				
			Finance Resources (FRC)	Audit and Risk (ARC)	Education (EC)	People (PC)	Academy Governing Bodies (AGB)	Chief Executive Officer (CEO)	Operating Officer - Finance & Operations	Operating Officer - HR	Director of Education (DoE)
FINANCE											
SD108	APPROVAL TO SIGN THE MEMORANDUM OF UNDERSTANDING OF TRANSFER TO FMAT							Recommend			
Legal											
SD109	AUTHORITY TO SEEK LEGAL ADVICE FROM FMAT'S PROCURED SOLICITORS							Approval			
SD110	ERC AUTHORISED TO OBTAIN ANY OUTSIDE LEGAL OR INDEPENDENT PROFESSIONAL ADVICE IF CONSIDERS NECESSARY										

Summary of Roles & Responsibilities								
	Members	Board of Directors	Chair of Board of Directors	CEO	AGB	AGB Chair	Principals	
WHO	<ul style="list-style-type: none"><li>The guardians of the mission, vision and values of the Trust</li></ul>	<ul style="list-style-type: none"><li>The accountable body</li><li>Accountable to the Secretary of State</li></ul>	<ul style="list-style-type: none"><li>Responsible for the effective operation of the Board of Directors</li><li>Accountable to the Secretary of State</li></ul>	<ul style="list-style-type: none"><li>Accountable to the Board of Directors for the performance of the Trust</li><li>Accountable to the Directors of the Board of Directors</li></ul>	<ul style="list-style-type: none"><li>Support the Board of Directors by providing oversight at an Academy level.</li><li>Accountable to the Board of Directors (EC)</li></ul>	<ul style="list-style-type: none"><li>Responsible for the effective operation of the Academy Governing Body</li><li>Accountable to the Board of Directors (EC)</li></ul>	<ul style="list-style-type: none"><li>Accountable to the CEO for the performance of the Academy</li><li>Accountable to the CEO</li></ul>	
	<ul style="list-style-type: none"><li>Member</li><li>Up to 3 meetings per annum</li><li>Up to 6 hours per annum</li></ul>	<ul style="list-style-type: none"><li>Director</li><li>5 Board of Directors Meetings per annum, plus 10 committee meetings or Governing Body meetings per annum</li><li>Lead Link Role</li><li>100 hours per annum</li></ul>	<ul style="list-style-type: none"><li>Director</li><li>5 Board of Directors meetings per annum, plus 10 committee meetings per annum</li><li>200 hours per annum</li></ul>	<ul style="list-style-type: none"><li>Employee</li></ul>	<ul style="list-style-type: none"><li>Governor</li><li>5 meetings per annum</li><li>Link role visits.</li><li>Support Academy activities.</li><li>50 hours per annum</li></ul>	<ul style="list-style-type: none"><li>Governor</li><li>5 meetings per annum</li><li>Regular Academy visits</li><li>Support Academy activities.</li><li>70 hours per annum</li></ul>	<ul style="list-style-type: none"><li>Employee</li></ul>	
WHAT	<ul style="list-style-type: none"><li>Appoint Directors to the Board of Directors</li></ul>	<ul style="list-style-type: none"><li>Strategic oversight, set the vision and policies for the Trust.</li></ul>	<ul style="list-style-type: none"><li>Ensure effective and efficient conduct of the Directors' business.</li></ul>	<ul style="list-style-type: none"><li>Chair the ELT and communicate to the Board of Directors on behalf of the ELT.</li></ul>	<ul style="list-style-type: none"><li>Scrutinise the impact of expenditure of the budget allocated to the Academy by Directors</li></ul>	<ul style="list-style-type: none"><li>Ensure effective and efficient conduct of the Academy Governing Body meetings.</li></ul>	<ul style="list-style-type: none"><li>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 achievement.</li></ul>	
	<ul style="list-style-type: none"><li>Monitor the overall effectiveness of the Trust.</li></ul>	<ul style="list-style-type: none"><li>Ensure appropriate governance and decision making.</li></ul>	<ul style="list-style-type: none"><li>Agree with the agenda with the CEO for all of the Board of Directors meetings.</li></ul>	<ul style="list-style-type: none"><li>Lead the development of the Trust's strategy.</li></ul>	<ul style="list-style-type: none"><li>Carry out the Trust's vision, policies and priorities.</li></ul>	<ul style="list-style-type: none"><li>Agree with the Chair of the Education Committee on the agenda for Academy Governing Body Meetings</li></ul>	<ul style="list-style-type: none"><li>Implement the agreed policies and procedures laid down by the Board of Directors, including the implementation of all statutory regulations.</li></ul>	
	<ul style="list-style-type: none"><li>Act as a last line of resort in holding the Board of Directors to account.</li></ul>	<ul style="list-style-type: none"><li>Set the strategy for the Trust.</li></ul>	<ul style="list-style-type: none"><li>Ensure that all Directors are given the opportunity to express their views before any important decision is taken.</li></ul>	<ul style="list-style-type: none"><li>Deliver the strategy and the strategic goals.</li></ul>	<ul style="list-style-type: none"><li>Scrutinize the academic performance of the academy as defined by the Board of Directors</li></ul>	<ul style="list-style-type: none"><li>Support the Board of Directors and its committees in relation to the impact of additional funding (Pupil Premium, Catch-up and Sports Premium)</li></ul>	<ul style="list-style-type: none"><li>Advise the Academy Governing Body on forward planning and quality assurance.</li></ul>	
	<ul style="list-style-type: none"><li>Remove ineffective Directors or Board of Directors</li></ul>	<ul style="list-style-type: none"><li>Ensure compliance with all regulatory requirements.</li></ul>	<ul style="list-style-type: none"><li>Hold the executive to account for academic standards and outcomes.</li></ul>	<ul style="list-style-type: none"><li>Communicate on behalf of the Board with the DfE and other regulatory bodies (e.g., ESFA) and government.</li></ul>	<ul style="list-style-type: none"><li>Support the Board of Directors and its committees in relation to the impact of additional funding (Pupil Premium, Catch-up and Sports Premium)</li></ul>	<ul style="list-style-type: none"><li>Support the Board of Directors and its committees in relation to the impact of additional funding (Pupil Premium, Catch-up and Sports Premium)</li></ul>	<ul style="list-style-type: none"><li>Ensure that all Academy Governors are given the opportunity to express their views.</li></ul>	<ul style="list-style-type: none"><li>Provide leadership and management of the Academy and its staff.</li></ul>
	<ul style="list-style-type: none"><li>Act as "ambassadors" for the Trust.</li></ul>	<ul style="list-style-type: none"><li>Establish a constructive relationship between the Board of Directors, the CEO and the Executive</li></ul>	<ul style="list-style-type: none"><li>Establish a constructive relationship between the Board of Directors, the CEO and the Executive</li></ul>	<ul style="list-style-type: none"><li>Act as the Trust's Accounting Officer. Responsible to the Board of Directors for ensuring appropriate oversight of financial transactions of the Trust.</li></ul>	<ul style="list-style-type: none"><li>Responsible for education standards across the Trust and in all Academies</li></ul>	<ul style="list-style-type: none"><li>Support the Board of Directors and advise the Board of Directors about local issues they need to consider.</li></ul>	<ul style="list-style-type: none"><li>Establish a constructive relationship between the Academy Governing Body, Principal and the Academy at public occasions.</li></ul>	<ul style="list-style-type: none"><li>Manage the delegated budget and resources.</li></ul>
	<ul style="list-style-type: none"><li>Set appropriate targets and hold the CEO to account.</li></ul>	<ul style="list-style-type: none"><li>Ensure when a vacancy arises that the CEO is replaced in a timely and orderly fashion.</li></ul>	<ul style="list-style-type: none"><li>Responsible for education standards across the Trust and in all Academies</li></ul>	<ul style="list-style-type: none"><li>Responsible for education standards across the Trust and in all Academies</li></ul>	<ul style="list-style-type: none"><li>Represent the interests of the Academy community in the running of the Academy and represent the Academy in its community.</li></ul>	<ul style="list-style-type: none"><li>Represent the Principal of the Academy at public occasions.</li></ul>		
	<ul style="list-style-type: none"><li>Agree and monitor budgets.</li></ul>	<ul style="list-style-type: none"><li>Ensure that the Board of Directors reviews its own effectiveness and contribution.</li></ul>	<ul style="list-style-type: none"><li>Ensure that the Board of Directors reviews its own effectiveness and contribution.</li></ul>	<ul style="list-style-type: none"><li>Support the board in the development of the Trust's strategy</li></ul>	<ul style="list-style-type: none"><li>Represent the interests of the Academy community in the running of the Academy and represent the Academy in its community.</li></ul>	<ul style="list-style-type: none"><li>Be a guardian of the Trust's Mission, Vision and Values.</li></ul>		
	<ul style="list-style-type: none"><li>Review performance across the Trust.</li></ul>	<ul style="list-style-type: none"><li>Represent the Board of Directors in discussions with the Department for Education (DfE)</li></ul>	<ul style="list-style-type: none"><li>Represent the Board of Directors in discussions with the Department for Education (DfE)</li></ul>		<ul style="list-style-type: none"><li>Provide support to the</li></ul>	<ul style="list-style-type: none"><li>Ensure that the board or sub-committees receive the information they</li></ul>		

	<ul style="list-style-type: none"> <li>• Maintain a risk register which actively informs Trust agenda and decision making.</li> <li>• Ensure robust and effective governance across the Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• and Education Skills Funding Agency (ESFA) Represent the Trust at public occasions.</li> <li>• Ensure members of the Board of Directors have completed agreed training.</li> <li>• Ensure New Directors receive mentoring.</li> <li>• Expectation that Directors will be available to support Behaviour Panels and PX hearings.</li> </ul>		<ul style="list-style-type: none"> <li>• Principal in undertaking appropriate day-to-day procedures that are essential to the life of the Academy.</li> <li>• Ensure the academy operates within the ethos, values and mission of the Trust.</li> <li>• Expectation that Academy Governors will be available to support Behaviour Panels and PX hearings.</li> </ul>	<ul style="list-style-type: none"> <li>• require in a timely fashion.</li> <li>• Ensure members of the Academy Governing Body have completed training that has been stipulated by the Board of Directors</li> <li>• Ensure new Academy Governors receive mentoring.</li> <li>• Ensure all relevant Link Governor visits are completed.</li> <li>• Ensure effective comms with the Board of Directors.</li> </ul>	
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## **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 Academy Governors 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 5 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 also not be the Chair of the Finance and Resource Committee.

### **3. Attendance at Meetings**

The Chief Executive Officer (CEO) and Chief Operating Officer (COO) 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 is required 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 Academy Governors 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 Governors 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 to an annual programme of work to address and provide assurance on those risks. This programme must ensure 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 the 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 5 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 Governing Bodies.

### **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 Academy Governors 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 Governing Body 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 Governing Bodies.
- 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 Governing Bodies.
- 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 5 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 Academy Governors 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 5 working days of the meeting being held and are signed at the next PC meeting to confirm their accuracy.

## **Academy Governing Body Terms of Reference**

### **1. Constitution**

The Board of Directors resolves to establish committees of the Board of Directors to be known as the Academy Governing Bodies (AGB). The AGB'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 AGB shall be known as "Academy Governors". The Directors have the right to appoint such persons to the AGB as they shall determine from time to time with the normal term of office being 4 years.

The composition of the Academy Governing Body shall be as follows:

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

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

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

At their first meeting of each academic year, the AGB 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 Academy Governors. The Chair of the Governing Body should NOT be assigned a link role.

Every AGB is required have Governors covering the following Link Roles; Safeguarding, SEND, Careers, Education, Information Advice and Guidance (CEIAG).

Further link roles should be allocated where the AGB membership has capacity to accommodate the tasks.

### **Conduct and proceedings.**

- All AGBs meetings shall be conducted in accordance with the Trust's specific policies and procedures.
- All Academy Governors shall conduct themselves in accordance with the Trust's specific policies and procedures.

- All Academy Governors 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 AGB will set annual objectives for each Governor and will review their performance annually.

### **3. Purpose**

The AGB, 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 AGB using the reporting templates specified by the Board of Directors.
- To provide induction and mentoring for Academy Governors 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, CEIAG and any other Link Governor visits as are introduced from time to time by the Board of Directors (e.g., Additional Funding, Curriculum, Behaviour, Attendance).
- 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. Academy Governors 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 AGB in order to assure itself against its obligations, statutory or otherwise.

#### **4. Reporting**

The Chair of the AGB 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 AGB 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 within 5 working days of the meeting.

## Board of Directors Meeting Agenda

**Meeting Date:**

**Location:**

**Start Time:**

<b>1. Meeting Opening</b>	
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
<b>2. Matters for Decision</b>	
2.1	Board Committee Membership
2.2	Policies for BoD Ratification
<b>3. Items for Specific Discussion</b>	
3.1	CEO Report
3.1.1	Safeguarding Update
3.1.2	Key Organisational Risks
3.2	Subcommittee Chair Reports
3.2.1	ARC
3.2.2	FRC
3.2.3	EC
3.2.4	PC
3.3	Link Director Summarised Reports
3.3.1.1	Safeguarding
3.3.1.2	SEND
3.3.1.3	CEIAG
3.4	Chair of Board of Directors Update
<b>4. Meeting Close</b>	
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

An accessible version of this template is available: [FMAT - Governance | Microsoft Teams](#)

## [NAME OF ACADEMY] Governing Body Meeting Agenda

Meeting Date:

Location:

Start Time:

<b>1. Meeting Opening</b>
1.1. Apologies 1.2. Previous Minutes 1.3. Confirmation 1.4. Matters Arising
<b>2. Principal Report incl. Standing Items (see specific annual agenda summary) and topical issues</b>
2.1. 2.2. 2.3. 2.4.
<b>3. Additional Items for Specific Discussion (see specific annual agenda summary)</b>
3.1. 3.2. 3.3. 3.4.
<b>4. Meeting Close</b>
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

An accessible version of this template is available: [FMAT - Governance | Microsoft Teams](#)

## Finance and Resource Committee (FRC) Summary of Annual Agenda Items

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

## Audit and Risk Committee (ARC) Summary of Annual Agenda Items

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

## Education Committee (EC) Summary of Annual Agenda Items

Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5
<b><u>Standing Items</u></b> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Review of ADP 2024-25</li> <li>• Review of 2024-25 KPI's</li> <li>• Review of 2024 – 25 Outcomes – Trust level Highlights</li> <li>• Review of Risk Register</li> </ul> <b><u>Specific Discussion Items</u></b> <ul style="list-style-type: none"> <li>• Review reports from the Chair of each Academy Governing Body</li> <li>• Review Exec summary of each Academy Improvement Plan</li> </ul>	<b><u>Standing Items</u></b> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Review of 2025-26 KPI's</li> <li>• Academy Review findings if applicable</li> </ul> <b><u>Specific Discussion Items</u></b> <ul style="list-style-type: none"> <li>• Review reports from the Chair of each Academy Governing Body</li> <li>• Link Director reports as available</li> </ul>	<b><u>Standing Items</u></b> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Review of ADP Term 1</li> <li>• Review of 2025-26 KPI's</li> <li>• Mock 1 Feedback</li> <li>• Review of Risk Register.</li> <li>• Academy review findings if applicable</li> </ul> <b><u>Specific Discussion Items</u></b> <ul style="list-style-type: none"> <li>• Review reports from the Chair of each Academy Governing Body</li> <li>• Link Director reports as available.</li> </ul>	<b><u>Standing Items</u></b> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Mock 2 Feedback</li> <li>• Review 2025-26 KPI's</li> </ul> <b><u>Specific Discussion Items</u></b> <ul style="list-style-type: none"> <li>• Review reports from the Chair of each Academy Governing Body</li> <li>• Link Director reports as available</li> </ul>	<b><u>Standing Items</u></b> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Review 2025-26 KPI's</li> <li>• Review of Risk Register</li> </ul> <b><u>Specific Discussion Items</u></b> <ul style="list-style-type: none"> <li>• Review reports from the Chair of each Academy Governing Body</li> <li>• Link Director reports as available</li> <li>• Finalise KPI's for 2026-27</li> <li>• Policy overview for 2026-27</li> </ul>

## People Committee (PC) Summary of Annual Agenda Items

Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5
<b><u>Standing Items</u></b> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Review ADP</li> <li>• Review HR KPIs</li> <li>• Recruitment Update</li> <li>• Review of Risk Register</li> <li>• FMAT Joint Council (FJC) update</li> </ul> <b><u>Specific Discussion Items</u></b> <ul style="list-style-type: none"> <li>• Teachers Pay Award</li> <li>• Pay progression metrics</li> </ul>	<b><u>Standing Items</u></b> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Review HR KPIs</li> <li>• Recruitment Update</li> </ul> <b><u>Specific Discussion Items</u></b> <ul style="list-style-type: none"> <li>• Recruitment and Retention Strategy</li> <li>• Learning &amp; Development Update</li> <li>• Health &amp; Wellbeing Update</li> </ul>	<b><u>Standing Items</u></b> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Review ADP</li> <li>• Review HR KPIs 2024-25</li> <li>• Review of Risk Register</li> <li>• FMAT Joint Council (FJC) update</li> </ul> <b><u>Specific Discussion Items</u></b> <ul style="list-style-type: none"> <li>• Gender Pay Gap Report.</li> <li>• Health &amp; Wellbeing Update</li> </ul>	<b><u>Standing Items</u></b> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Review ADP</li> <li>• Review HR KPIs</li> <li>• Recruitment Update</li> <li>• Review of Risk Register</li> </ul> <b><u>Specific Discussion Items</u></b> <ul style="list-style-type: none"> <li>• Support Staff Pay Award.</li> <li>• Review the use of HRIS</li> <li>• Learning &amp; Development Update</li> </ul>	<b><u>Standing Items</u></b> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Review ADP</li> <li>• Review HR KPIs</li> <li>• Recruitment Update</li> <li>• Review of Risk Register</li> <li>• FMAT Joint Council (FJC) update</li> </ul> <b><u>Specific Discussion Items</u></b> <ul style="list-style-type: none"> <li>• Policy overview 2025-26</li> <li>• Review of Staffing Structures for Central Team and each Academy</li> </ul>

## Academy Governing Body (AGB) 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 by the Director of Education.

Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5
<b><u>Standing Items</u></b> <ul style="list-style-type: none"> <li>Safeguarding to include SCR review</li> <li>Students on Roll Update</li> </ul>	<b><u>Standing Items</u></b> <ul style="list-style-type: none"> <li>Safeguarding</li> <li>Students on Roll Update</li> </ul>	<b><u>Standing Items</u></b> <ul style="list-style-type: none"> <li>Safeguarding</li> <li>Students on Roll Update</li> </ul>	<b><u>Standing Items</u></b> <ul style="list-style-type: none"> <li>Safeguarding</li> <li>Students on Roll Update</li> </ul>	<b><u>Standing Items</u></b> <ul style="list-style-type: none"> <li>Safeguarding</li> <li>Students on Roll Update</li> </ul>
<b><u>Specific Discussion Items</u></b> <ul style="list-style-type: none"> <li>Election of roles</li> <li>Outcomes Report 2024-25</li> <li>Key Performance Indicators 2024-25 (KPI)</li> <li>Review of Key Risks</li> <li>Academy Improvement Plan 2025-26</li> <li>Summarised SEF</li> <li>Academy Staff Structure</li> <li>New Starter Onboarding Update</li> </ul>	<b><u>Specific Discussion Items</u></b> <ul style="list-style-type: none"> <li>Review of 2025-26 KPI's</li> <li>Appraisal Process Completion Confirmation</li> <li>Link Governor feedback, if available <ul style="list-style-type: none"> <li>Safeguarding</li> <li>SEND</li> <li>CEIAG</li> </ul> </li> <li>Website Compliance</li> <li>Stakeholder Voice</li> <li>Feedback from Academy Reviews, if available</li> </ul>	<b><u>Specific Discussion Items</u></b> <ul style="list-style-type: none"> <li>Review of 2025-26 KPI's</li> <li>Mock 1 Feedback</li> <li>Review of AIP</li> <li>Review of Key Risks</li> <li>Impact of Additional funding streams (PP/HNF/Covid/Sports premium) Term 1</li> <li>Summarised SEF Update</li> <li>Link Governor feedback, if available <ul style="list-style-type: none"> <li>SEND</li> <li>Safeguarding</li> <li>CEIAG</li> </ul> </li> <li>Feedback from Academy Reviews, if available</li> </ul>	<b><u>Specific Discussion Items</u></b> <ul style="list-style-type: none"> <li>Review of 2025-26 KPI's</li> <li>Mock 2 Feedback</li> <li>Mid-Year Appraisal Process Update</li> <li>Link Governor feedback, if available <ul style="list-style-type: none"> <li>Safeguarding</li> <li>SEND</li> <li>CEIAG</li> </ul> </li> <li>Website compliance</li> </ul>	<b><u>Specific Discussion Items</u></b> <ul style="list-style-type: none"> <li>Review of 2024-25 KPI's</li> <li>Review of AIP</li> <li>Review of Key Risks</li> <li>Impact of Additional funding streams (PP/HNF/Covid/Sports premium) Term 2</li> <li>Summarised SEF Update</li> <li>Link Governor feedback, if available <ul style="list-style-type: none"> <li>SEND</li> <li>Safeguarding</li> <li>CEIAG</li> </ul> </li> </ul>

## [NAME OF SUB-COMMITTEE] Chair Report to Board of Directors

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.

An accessible version of this template is available: [FMAT - Governance | Microsoft Teams](#)

<b>1. Significant issues discussed or decisions made on behalf of the Board (For noting by Board)</b>
1.1.
<b>2. Key Outcomes from Subcommittee Meeting</b>
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?
<b>3. Training</b>
3.1. Has any additional training been identified for the subcommittee or the full Board of Directors?
<b>4. Risks</b>
4.1. Are you satisfied that the Executive Team have the correct strategies and actions in place to mitigate risks relevant to this subcommittee role?
<b>5. Further Feedback</b>
Please provide any additional notes and comments that are relevant to support the Board of Directors to execute its role.

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.*

## [NAME OF ACADEMY] Governing Body Chair Report to Board of Directors

The report is intended to make the Education Committee members aware of significant issues discussed at the AGBs. AGB minutes are to be made available should more detail of discussions be required.

An accessible version of this template is available: [FMAT - Governance | Microsoft Teams](#)

### 1. Significant issues discussed (For noting by Education Committee)

- 1.1. Safeguarding
- 1.2. Student Absence & Persistent Absence
- 1.3. Student Punctuality
- 1.4. Suspensions
- 1.5. Permanent Exclusions
- 1.6. Student Attainment
- 1.7. SEND
- 1.8. Student Numbers
- 1.9. Other

### 2. Risks

- 2.1. Are you satisfied that the Senior Leaders have identified the key risks relevant to this AGB?

### 3. Further Feedback

- 3.1. What questions/issues do you have for the Education Committee?
- 3.2. Is there anything specific that the Education Committee should be aware of in relation to your AGB?

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.*

## **Governor Code of Conduct**

### **The Role of Directors and Academy Governors**

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

- No Director or Governor 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 Academy Governors must be the welfare of the Academies and all the students who attend them.

### **Code of Conduct for Directors and Academy Governors**

- We understand the purpose of the Board of Directors and Academy Governing Bodies.
- We are aware of and accept the Nolan seven principles of public life (as detailed in the Director/Governor 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 Governing Body 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 / Governor 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 Governing Body 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 Governing Bodies.
- 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 Governing Bodies 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 Governing Body meeting.
- We will not reveal the details of any Board of Director or Academy Governing Body 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 the issue with the Chair, who will then investigate.

If this investigation determines a breach of the code, Directors may choose to warn, suspend or terminate the governors' term of office.

## Induction and Governor Training

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

A bespoke induction programme will be provided, supported by a checklist of items.

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 Governing Body \(nga.org.uk\)](#)

[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 AGB 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 Academy Governors) will be delivered during 2 periods of the year. These sessions will be held once per year, or as the need dictates and will be coordinated by the CEO, Trust Clerk and the CoBD.

<b>DIRECTORS FMAT TRAINING SUMMARY 2025-2026</b>		
<b>Training</b>	<b>Source</b>	<b>Frequency</b>
<b>Blanket Training</b>		
FMAT Governance Structure, Roles and Responsibilities	CEO	Induction
KCSiE - Part One	Handsam	Annually
Safeguarding Children	Handsam	Annually
GDPR & Data Protection	Handsam	Induction
PEX and PDC Panel Training	FMAT	Induction
NCSC Cyber Security	Handsam	Induction
<b>Directed Training - Recommended</b>		
<b>Safeguarding Lead</b>		
Safeguarding: The Governors Role	NGA	Induction
SCR	FMAT TPL	Induction
<b>SEND Lead</b>		
The Role of the SEN Governor	NGA	Induction

SEND Training with Trust SEND Lead	FMAT SEND Lead	Induction
<b>Additional Funding Lead</b>		
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
<b>Curriculum Lead (Inc. RHSE)</b>		
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
<b>CEIAG Lead</b>		
Careers guidance: the role of the governing board	NGA	Induction
The eight Gatsby benchmarks of Good Career Guidance	<a href="http://www.gatsby.org.uk/education/focus-areas/good-career-guidance">www.gatsby.org.uk/education/focus-areas/good-career-guidance</a>	Induction
Career Mark	<a href="https://complete-careers.com/career-mark/about-us/">https://complete-careers.com/career-mark/about-us/</a>	Induction
<b>Attendance and Behaviour Lead</b>		
School attendance (Guidance for maintained schools, academies (DfE website)	DfE Website	Induction
Pupil Success & Wellbeing	NGA	Optional
<b>Health and Safety Lead</b>		
Health and safety: responsibilities and duties for schools	DfE Website	Induction
Health and Safety	NGA	Induction
<b>Chairs &amp; Vice Chairs</b>		
Safer Recruitment	NSPCC	Every 3 years
<b>Chairs (including BoD &amp; Subcommittees)</b>		
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

<b>ACADEMY GOVERNORS FMAT TRAINING SUMMARY 2025-2026</b>		
<b>Training</b>	<b>Source</b>	<b>Frequency</b>
<b>Blanket Training</b>		
FMAT Governance Structure, Roles and Responsibilities	CEO	Induction
Academy Governor Induction: Introduction to the Academy	Principal	Induction
KCSiE - Part One	Handsam	Annually
Safeguarding Children	Handsam	Annually
GDPR & Data Protection	Handsam	Induction
NCSC Cyber Security	Handsam	Induction
PEX and PDC Panel Training	FMAT	Induction
<b>Directed Training - Recommended</b>		
<b>Safeguarding Lead</b>		
Safeguarding: The Governors Role	NGA	Induction
Single Central Record (SCR)	FMAT TPL	Induction
<b>SEND Lead</b>		
The Role of the SEN Governor	NGA	Induction
SEND Training with an Academy Lead	FMAT	Induction
<b>Additional Funding Lead</b>		
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
<b>Curriculum Lead (Inc. RHSE)</b>		
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
<b>CEIAG Lead</b>		
Careers guidance: the role of the governing board January 2021	NGA	Induction
The eight Gatsby benchmarks of Good Career Guidance	<a href="http://www.gatsby.org.uk/education/focus-areas/good-career-guidance">www.gatsby.org.uk/education/focus-areas/good-career-guidance</a>	Induction
Career Mark	<a href="https://complete-">https://complete-</a>	Optional

	<a href="https://careers.com/career-mark/about-us/">careers.com/career-mark/about-us/</a>	
<b>Attendance and Behaviour Lead</b>		
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
<b>Chairs &amp; Vice Chairs</b>		
Safer Recruitment	NSPCC	Every 3 years
<b>Chairs</b>		
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 Clerk for Directors and the Academy Governing Body Clerk.

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

Governor Training to be requested, arranged and recorded via the AGB Clerk. AGB 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 Governing Body, 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 Academy Governors 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 Governing Bodies**

### **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 Governing Bodies. 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 Governing Bodies.

### **2. Procedure**

- 2.1.** The Clerk to the Directors/Academy Governors at least two weeks' notice prior to the first meeting of the relevant Board, Committee or AGB 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 AGB 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 AGB, 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 Governing Bodies. This must be completed at the first available meeting subsequent to the elections held in each Committee or Academy Governing Bodies. 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.

## **Procedure for Re-appointing Directors and Academy Governors**

### **1. Introduction**

Directors and Academy Governors are appointed by the Board of Directors on the basis of the skills, experience and perspective they offer.

The selection and appointment process are determined by the Board of Directors, agreed at a full Board of Directors meeting and recorded in the minutes.

The Board of Directors can agree to re-appoint Directors and Academy Governors at the end of their term of office and the decision should be minuted.

### **2. Procedure**

- 2.1.** The Clerk to the Directors/Academy Governors should retain records of all Governors terms of office.
- 2.2.** The Clerk to the Directors/Academy Governors should highlight imminent end of term of office dates to the Chair of the Board/Chair of the AGB at the start of the academic year of which this will end.
- 2.3.** The Chair of the Board/Chair of the AGB should ascertain the Governor's intention for re-appointment.
- 2.4.** The constitution of the Board of Directors/AGB should be reviewed by the Chair, along with the skills audit.
- 2.5.** Recommendation to re-appoint should be made to the Chair of the Board of Directors for consideration at Board of Directors meeting immediately preceding the end of term of office date and the decision noted within the minutes.
- 2.6.** The re-appointment for Directors will be noted at the next Board of Directors meeting.
- 2.7.** The Clerk to the Board of Directors will communicate the decision to the Clerk to the AGB and Chair of the AGB, where appropriate for Academy Governors.
- 2.8.** The re-appointment for Academy Governors will be noted at the next relevant AGB meeting.

## **Election of Parent/Carer Governors**

### **1. Introduction**

To ensure that the Academy Governing Body 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 AGB, regardless of their constituency are elected or appointed with one common purpose – to govern the Academy's best interest of students. Parent/Carer Academy Governors are no exception. They are not elected to represent all parents/Carers, but to contribute to the work of the AGB 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. Terms of Appointment**

All Academy Governors 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.

- Parent/carers Academy Governors will be appointed for a 4-year term, as standard unless agreed otherwise with the Chair.
- Parent/carers Academy Governors 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 or discuss reappointment as a co-opted Governor with the Chair.

### **3. Election Procedure**

1. When a vacancy arises, either because a serving Governor has stepped down or a new position is agreed with the Trust, the Clerk to Governing Body (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 Governing Body will draft a letter for the Principal to issue to all parents/carers notifying them that of the vacancy on the Academy Governing Body. 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 Governor 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/carer wishes to nominate another parent/carer, 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 Academy Governors to the vacancy in accordance with the articles of Governing Body.
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/carer 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 Governing Body 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 can be found as an Appendix to this document and [FMAT - Governance](#) | [Microsoft Teams](#)**

## **FMAT 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 Governor Person Specification**

### **1. Purpose of the Academy Governing Body**

The Academy Governing Body is a governance committee for an Academy. The main role of the Academy Governing Body 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 Governing Body; training will be provided where necessary. All Academy Governors 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 Academy Governors, Directors and staff of the Trust.
- Willingness to devote time, enthusiasm and effort to Governor responsibilities.
- Willingness to make and stand by collective decisions as a Governing Body.

### **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 Governors. Therefore, the Governing Body 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 Governing Body and other meetings, including Academy visits, as required – there will be a minimum of five meetings of the Academy Governing Body per year. Academy Governors 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 Governing Body'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.

## **Visits to Academies – A Guide for Governors**

### **Context**

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

The Director / Governor visiting programme is an integral part of the yearly monitoring calendar. Directors/Academy Governors 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 Governing Body Meetings.

Efforts should be made to collaborate Director and Academy Governor Visits, where appropriate.

### **Visits to the Academy allow Directors / Academy Governors 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 / Academy Governors 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 Governor will remember to:**

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

### **After the visit the Governor 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 Governing Body via the Principal.

Directors / Academy Governors 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 / Academy Governors making a judgement about teaching in any official capacity. That remains the responsibility of the Principal and other education professionals.
- Directors / Academy Governors 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**

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

**A Governor Visit Report Template can be found as an Appendix to this document and via this link: [FMAT - Governance | Microsoft Teams](#)**

## **The Golden Thread of Safeguarding**

One of the most important duties that Directors and Academy Governors 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 Academy Governors 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 Governor 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 Academy Governors**

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 Governing Body 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 Governing Body 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.

## Link Governor 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 Governor responsible for safeguarding in each Academy Governing Body.

Each Academy Governing Body must appoint a Governor to take leadership of governance arrangements for their academy's safeguarding.

Although the Director and Academy Governors 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

***It is imperative that any Academy Governors or Directors involved in this work keep information relating to individual safeguarding cases confidential – unless they have concerns which need to be escalated internally to the Principal, CEO or in line with the Trust's Whistleblowing Policy.***

### 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 Governor is the Academy Governing Body'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 Academy Governors have completed their annual safeguarding training.

## **2. Understand how safeguarding works in practice.**

The safeguarding Governor 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 Academy Governors)
- 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 Governing Body and keep them up to date.**

As the Academy Governing Body's specialist on safeguarding and child protection, the safeguarding link Governor should:

- stay up to date on relevant guidance and policy (including local guidance), ensuring the Governing Body are made aware of any changes to their safeguarding responsibilities.
- report to the Governing Body 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 Governing Body's discussions.
- ensure that the results of safeguarding audits are shared with the Governing Body and any concerns addressed.
- support the Governing Body'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 Governor 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 Governing Body.

The Annual Safeguarding Link Governor Report can be found as an Appendix to this document and [FMAT - Governance | Microsoft Teams](#)

## **Link Governor 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 Governor responsible for CEIAG in each Academy Governing Body.

Each Academy Governing Body must appoint a Governor to take leadership of the governance arrangements for their academy's CEIAG.

Although the Director and Academy Governors 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 Governor is the Academy Governing Body'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 Governor 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 Governing Body and keep them up to date.**

As the Academy Governing Body's specialist on CEIAG, the CEIAG link Governor should:

- stay up to date on relevant guidance and policy, ensuring the Governing Body are made aware of any changes to their CEIAG responsibilities.
- report to the Governing Body and FMAT Director responsible for CEIAG following monitoring meetings with the Career Lead.
- ensure that Academy's CEIAG reporting to the Academy Governing Body 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](http://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 Governor 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 Governing Body

## **Link Governor 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 Governor responsible for SEND in each Academy Governing Body.

Each Academy Governing Body must appoint a Governor to take leadership of governance arrangements for their academy's SEND provision.

Although the Director and Academy Governors 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 Governor 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 Governor 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 Governing Body and keep them up to date.**

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

- Champion an inclusive culture, reminding the Governing Body 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 Academy Governors of the governing board have the knowledge and understanding they need to make informed decisions – all Academy Governors 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 Governing Body 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 Governor 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 Governing Body

The Annual SEND Link Governor Report can be found as an Appendix to this document and [FMAT - Governance | Microsoft Teams](#)

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/61672/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/)

[Children and Families Act 2014 \(CFA\)](#)

The Annual SEND Link Governor Report can be found as an Appendix to this document and [FMAT - Governance](#) | [Microsoft Teams](#)

## **Link Governor 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 Link Director to help maintain trust wide oversight and to provide support and guidance to the Governor responsible for A&B in each Academy Governing Body.

Subject to Academy Governing Body capacity, each Academy Governing Body should appoint a Governor to take leadership of governance arrangements for their Academy's A&B.

Although the Director and Governors 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 Governor is the Academy Governing Body'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 Governor 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 Governing Body and keep them up to date.**

As the Academy Governing Body's specialist on A&B, the A&B Link Governor 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 AGB's discussions.
- Ensure that the results of any A&B reviews are shared with the AGB 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 Governor 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 Governing Body.

## **Link Governor Brief – Curriculum**

### **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 Link Director to help maintain trust wide oversight and to provide support and guidance to the Governor responsible for curriculum in each Academy Governing Body.

Subject to Academy Governing Body capacity, each Academy Governing Body should appoint a Governor to take leadership of governance arrangements for their Academy's curriculum.

Although the Director and Governors with curriculum responsibilities take the lead on curriculum, the Board of Directors retains collective responsibility for curriculum within the FMAT 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 Governor is the Academy Governing Body'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 Governor 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 Governing Body and keep them up to date.**

As the Academy Governing Body's specialist on curriculum, the Curriculum Link Governor should:

- Stay up to date on relevant guidance and policy (including local guidance), ensuring the Governing Body 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 Governing Body and FMAT Director responsible for curriculum.
- Ensure the curriculum is given suitable coverage and prominence within the Governing Body's discussions.
- Ensure that the results of any curriculum audits are shared with the Governing Body 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 Governor 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 Governors responsible for the curriculum.

### **Key Staff contacts**

- Principal
- SLT Curriculum Lead
- FMAT Director for curriculum

### **Reporting**

- Curriculum visit reports 3 times a year.

## **Link Governor 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.

An FMAT Director has been appointed as the Link Director to help maintain trust wide oversight and to provide support and guidance to the Governor responsible for AF in each Academy Governing Body.

Subject to Academy Governing Body capacity, each Academy Governing Body should appoint a Governor to take leadership of governance arrangements for their Academy's AF.

Although the Director and Governors with AF responsibilities take the lead on AF, the Board of Directors retains collective responsibility for AF within the FMAT Academies.

### **Duties and responsibilities**

#### **1. Work with the Academy leads for AF streams.**

The AF Governor is the Academy Governing Body'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 Governor 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 Governing Body and keep them up to date.**

As the Academy Governing Body's specialist on AF, the AF link Governor should:

- stay up to date on relevant guidance and policy, ensuring the Governing Body are made aware of any changes to their AF responsibilities.
- report to the Governing Body and FMAT Director responsible for AF following monitoring meetings with the AF leads.
- ensure that Academy's AF reporting to the Academy Governing Body 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**

- NGA AF Modules
- 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 Governor 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 Governing Body

## **Link Governor 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 Governors will act as the specialist link and take responsibility for governance oversight of this.

An FMAT Director has been appointed as the Link Director to help maintain trust wide oversight and to provide support and guidance to the Governor responsible for Post 16 in each Academy Governing Body.

Subject to Academy Governing Body capacity, each Academy Governing Body should appoint a Governor to take leadership of governance arrangements for their Academy's Post 16.

Although the Director and Governors with Post 16 responsibilities take the lead on Post 16, the Board of Directors retains collective responsibility for Post 16 within the FMAT Academies.

### **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 Governor 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 Governor 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 Governing Body and keep them up to date**

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

- Champion ambition, high academic standards and high-quality personal development, reminding the Governing Body 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 Governors 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 Governing Body 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 Governor visits are not for this purpose)
- Get copy of Governor 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 Governing Body.

The Annual Post 16 Link Governor Report can be found as an Appendix to this document and [FMAT - Governance | Microsoft Teams](#)

## Website Compliance

The Department for Education provides guidance on what information must or should be published online.

Link Directors, Link Academy Governors, Trust Staff and Academy Staff have a responsibility to ensure that this information is kept up to date and websites remain compliant with this guidance.

Not all of the information and/or policies are required on Academy websites, where applicable a link should be available on the Academy Website to direct to policies or information available on the Central Website.

This statutory information can be found via:

What academies and further education colleges must or should publish online - GOV.UK

Academy trust governance guide - Statutory policies for trusts - Guidance - GOV.UK

An accessible version of this template is available: FMAT - Governance | Microsoft Teams

Central and Academy Website Check List 25-26						
CONTENT	AUTUMN TERM CHECK DATE:	TICK BOX	SPRING TERM CHECK DATE:	TICK BOX	SUMMER TERM CHECK DATE:	TICK BOX
Admissions Arrangements <ul style="list-style-type: none"> <li>September Admissions – Normal Point of Entry</li> <li>In-Year Admissions</li> <li>Admission Appeal Guidance</li> </ul>						
Audited Annual Report and Accounts (by 31.01.26)						
Behaviour Policy <ul style="list-style-type: none"> <li>Including anti-bullying strategy</li> <li>Directors Written Statement of Behavioural Principals *not statutory</li> </ul>						
Attendance Policy						

Careers Programme Information <ul style="list-style-type: none"> <li>• Provider Access Legislation</li> </ul>						
Charging & Remissions Policy						
Complaints Policy						
Whistleblowing Policy						
Contact Details <ul style="list-style-type: none"> <li>• Postal address</li> <li>• Telephone number</li> <li>• Email address</li> <li>• Name of the member of staff who deals with queries from parents and carers, and the public.</li> <li>• Request for Copies contact.</li> <li>• Name of Principal</li> <li>• Name and contact details of the Chair of Board of Directors or Academy Governing Body</li> <li>• Contact details for the Trust and a link to the website.</li> <li>• SEND Co-Ordinator name and contact details.</li> </ul>						
Trust Information <ul style="list-style-type: none"> <li>• Registered name of Trust</li> <li>• Company Number</li> <li>• Registered Office Address</li> <li>• Part of the UK Trust is Registered</li> </ul>						
RSE Policy						
Curriculum <ul style="list-style-type: none"> <li>• Content of the curriculum in each academic year for every subject, including mandatory subjects.</li> </ul>						

<ul style="list-style-type: none"> <li>• Information to make parents and carers aware they have the right to withdraw their child from all or part of RE</li> <li>• How parents, carers or other members of the public can find out more about the curriculum.</li> <li>• Music development plan</li> <li>• Key stage 1 phonics or reading schemes they use (if applicable).</li> <li>• Key stage 4 courses, including GCSEs, are available.</li> <li>• 16 to 19 qualifications they offer and study programme requirements (if applicable).</li> </ul>						
Accessibility Plan						
Ethos and Values						
Financial Information <ul style="list-style-type: none"> <li>• Academy Trust Handbook</li> <li>• Including number of employees whose salary and related benefits exceeded £100,000 during the previous academic year ended 31 August.</li> <li>• Amount paid by the Trust for someone's work who has an off-payroll agreement where the payment exceeds £100,000</li> <li>• Audited annual accounts</li> <li>• Financial Statements</li> </ul>						

<ul style="list-style-type: none"> <li>• Apprenticeship Report</li> <li>• Trade Union Facilities Time Report</li> <li>• Notice to Improve *if applicable</li> </ul>						
Governance Information <ul style="list-style-type: none"> <li>• Memorandum of Governing Body</li> <li>• Articles of Governing Body</li> <li>• Names of Members and Directors</li> <li>• Relevant business and financial interests of members, directors, academy Governors and accounting officers</li> <li>• Funding Agreement</li> <li>• Any supplemental funding agreement</li> <li>• Up-to-date details of governance arrangements and structure</li> <li>• Attendance Records</li> <li>• Diversity of Board and Governing Bodies *not statutory</li> </ul>						
Ofsted Reports						
Gender Pay Gap Report						
PE and Sport Premium <b>*Primary</b>						
Equality Duty <ul style="list-style-type: none"> <li>• Equality Objectives</li> <li>• Equality &amp; Diversity Policy</li> </ul>						
Pupil Premium 31 December each year: <ul style="list-style-type: none"> <li>• How the academy is spending its pupil premium funding</li> </ul>						

<ul style="list-style-type: none"> <li>Education outcomes which disadvantaged pupils are achieving.</li> <li>Academies must publish their statement in the DfE template provided on the pupil premium guidance page.</li> </ul>						
Remote Education Provision						
School Hours <ul style="list-style-type: none"> <li>Start and End Timings</li> <li>Total Weekly Hours</li> </ul>						
Uniform Policy <ul style="list-style-type: none"> <li>Requirements and suppliers</li> </ul>						
SEND <ul style="list-style-type: none"> <li>SEN Information Report</li> <li>Accessibility Plan</li> <li>Admission Arrangements</li> </ul>						
Test, Exam and Assessment Results <ul style="list-style-type: none"> <li>Performance tables and Link to Compare GOV.UK performance tables</li> <li>Key Stage specific breakdown and percentages, including Progress and Attainment scores.</li> </ul>						
Data <ul style="list-style-type: none"> <li>Data Protection Policy</li> <li>Privacy Notices</li> <li>Publication Scheme</li> <li>Protection of Biometric Information Policy</li> </ul>						
Careers <ul style="list-style-type: none"> <li>Name and contact information for Careers leader</li> </ul>						

<ul style="list-style-type: none"> <li>Careers Programme</li> <li>Provider Access Policy Statement</li> </ul>						
Health & Safety Policy						
Premises Management Policy						
Safeguarding Policy						
Complaints Policy						
Exclusions Policy						
Staff Behaviour and Grievance Policy						
Supporting Pupils with Medical Conditions Policy						
Children with Health Needs who Cannot Attend School Policy						

*The expectations detailed above are based upon guidance from:*

Website requirements: academies and academy trusts | The Key Leaders (thekeysupport.com)

What academies and further education colleges must or should publish online - GOV.UK

Academy trust governance guide - Statutory policies for trusts - Guidance - GOV.UK

**Checked Date:** \_\_\_\_\_

**Name, Role & Signature:** \_\_\_\_\_

## Governance Meeting Schedule 2025-2026

Week	EA AGB	SWA AGB	FF AGB	BV AGB	ARC & FRC	PC & EC	BoD	Members	Gov Development Group	Chair/VC Feedback
w/c 01.09.25										
w/c 08.09.25										
w/c 15.09.25										
w/c 22.09.25	22.09.25	23.09.25	24.09.25		23.09.25					
w/c 29.09.25				29.09.25		01.10.25 (Wed)			30.09.25	
w/c 06.10.25										
w/c 13.10.25							14.10.25			
w/c 20.10.25										21.10.25
October Half Term: 27 October 2025 – 31 October 2025										
w/c 03.11.25										
w/c 10.11.25										
w/c 17.11.25	17.11.25	18.11.25	19.11.25	20.11.25	18.11.25					
w/c 24.11.25						25.11.25				
w/c 01.12.25									02.12.25	
w/c 08.12.25							09.12.25			
w/c 15.12.25										
Christmas Break: 22 December 2025 – 2 January 2026										
w/c 05.01.26										06.01.26
w/c 12.01.26								13.01.26 (AGM)		
w/c 19.01.26	19.01.26	20.01.26	21.01.26	22.01.26	20.01.26					
w/c 26.01.26						27.01.26				
w/c 02.02.26							03.02.26		03.02.26	
w/c 09.02.26										
February Half Term: 16 February 2026 – 20 February 2026										
w/c 23.02.26										24.02.26
w/c 02.03.26										
w/c 09.03.26										
w/c 16.03.26										
w/c 23.03.26										
Easter Break: 30 March 2026 – 10 April 2026										
w/c 13.04.26							15.04.26 (Collab Day - Wed)			
w/c 20.04.26									21.04.26	
w/c 27.04.26	27.04.26	28.04.26	29.04.26	30.04.26	28.04.26					
w/c 04.05.26						05.05.26				
w/c 11.05.26										
w/c 18.05.26							19.05.26			
May Half Term: 25 May 2026 – 29 May 2026										
w/c 01.06.26										02.06.26
w/c 08.06.26							10.06.26 (BoD Planning Day - Wed)			
w/c 15.06.26	15.06.26	16.06.26	17.06.26	18.06.26	16.06.26					
w/c 22.06.26						23.06.26				
w/c 29.06.26									30.06.26	
w/c 06.07.26							07.07.26			
w/c 13.07.26								15.07.26		14.07.26
Summer Term Ends: 21 July 2025										



EXCELLENCE. DEDICATION. AMBITION. INTEGRITY. TRADITION.

ENRICHING **LIVES;** TRANSFORMING **FUTURES**



**EXCELLENCE.**  
**DEDICATION.**  
**AMBITION.**  
**INTEGRITY.**  
**TRADITION.**

