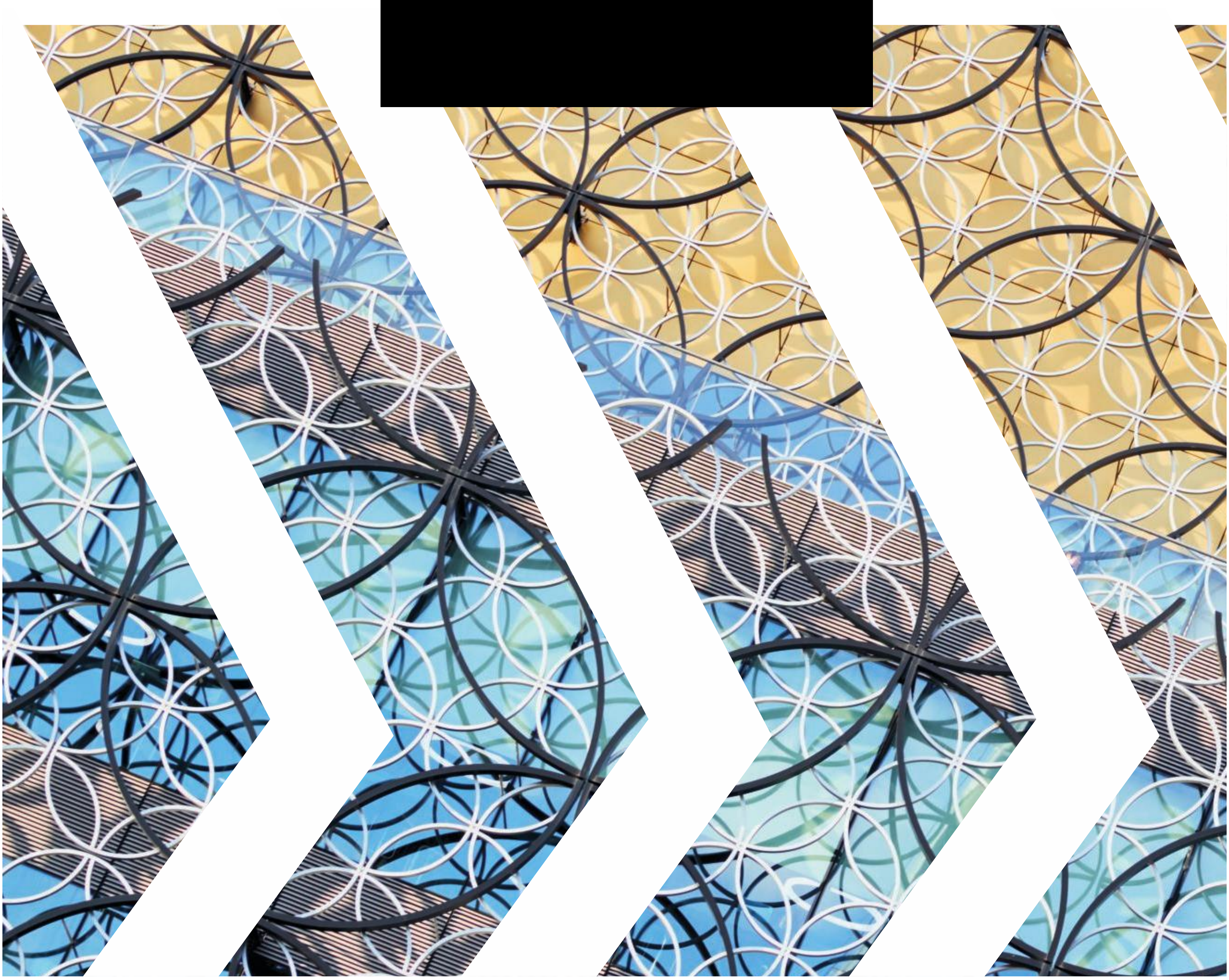
FAIRFAX
MULTI-ACADEMY TRUST

FMAT GUIDE TO GOVERNANCE
2026-2027



Contents

Acronyms

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

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

This list is not exhaustive. Please visit Academies: A to Z of terms - GOV.UK (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

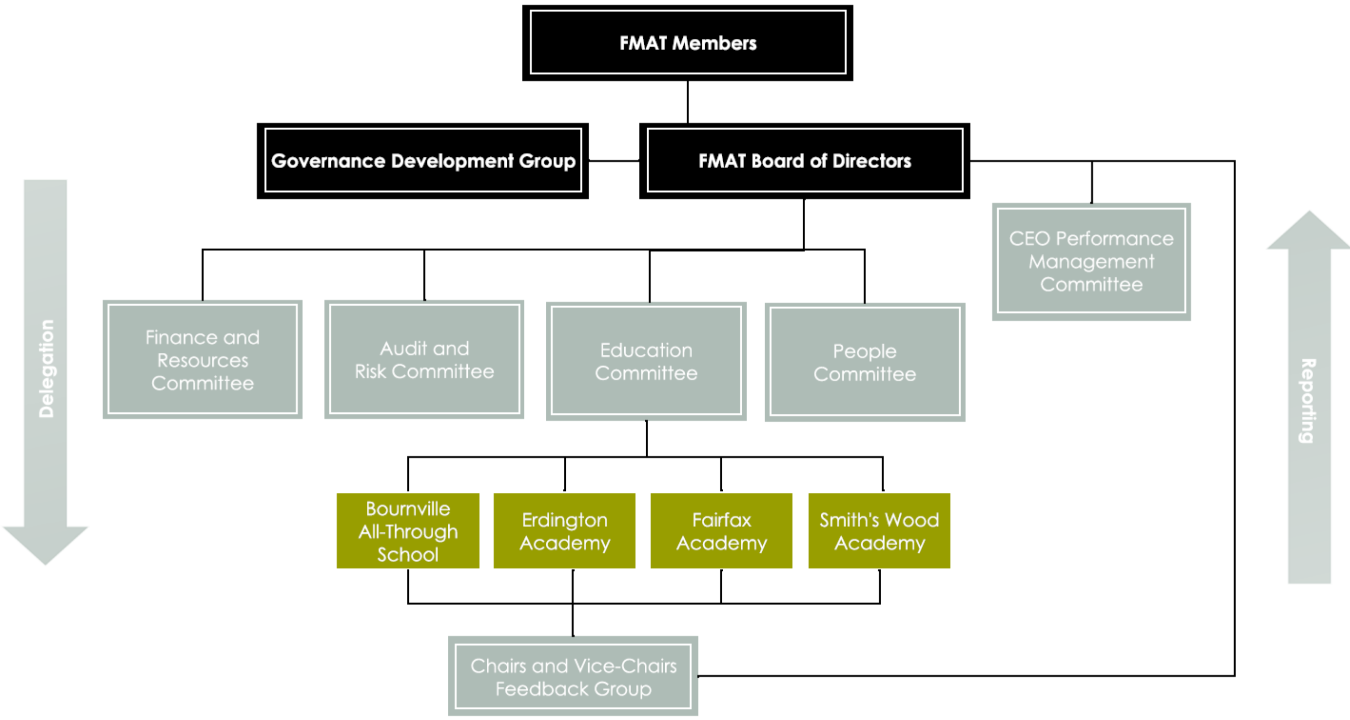
Excellence:	We strive for the highest quality to ensure excellent outcomes and personal achievements.
Dedication:	We believe there is dignity in hard work and effort.
Ambition:	We aim to be the best that we can be, in all that we do.
Integrity:	We believe in openness, honesty and have a real sense of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

Trust Governance Arrangements

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

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 4 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 4 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 4 times a year.

Audit and Risk Committee (ARC)
The Audit and Risk Committee 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. A key input to the committee is external assurance.
The Audit and Risk Committee meet at least 4 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 4 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 4 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 4 times a year

Governance Development
A Governance Development Group will meet in line with the Governance cycle to review focus areas.

Governor Feedback will be gathered by a broad variety of means, on an annual basis. Feedback from this review, along with advice and updates from the DfE and sector best practice 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 of Trust staff and the Governing Body.

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 the governance platform 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 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 of the Board will meet with the Chairs of the AGB's collectively, subsequent to the Board of Directors meeting and in line with the governance schedule.
- The Chair of AGB must meet with the Principal/Executive Principal at least 10 days prior to the AGB meeting in order to agree the agenda.
- The Chair of AGB should meet with the Principal/Executive Principal regularly in order to effectively fulfil their duties, gain assurance and to support the Academies.

Scheme of Reservation

The powers and responsibilities reserved for the Board of Directors include[1]:

- 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.
- Approval of the Trust's risk management policy and framework,

[1] this list is not exhaustive.

- 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.
- Approval of any significant change.
- 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 and assign to appropriate subcommittees.
- Recruit Academy Governors.
- Agree the Trust's vision and strategy.
- Approve the reporting arrangements for progress against Trust key priorities.

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

Term	Meaning
Approve	Final decision-making authority. Accountable for the outcome.
Recommend	Prepares and proposes a decision for approval by a higher authority.
Consulted	Must be actively engaged before a decision is made; provides input or advice.
Informed	Kept aware of decisions after they are made; no input required.
Accountable	Holds ultimate responsibility for ensuring the duty is fulfilled, even if delegated.
Responsible	Leads delivery of the activity and ensures it is carried out.
Oversee & scrutinise	Provides independent oversight and constructive challenge to ensure decisions, processes, and outcomes are robust, compliant, and aligned with objectives.
Implement	Executes the agreed decision, policy, or process in practice.
Adhere	Must comply with the agreed policy or decision.

SoD: Strategy & Governance

Ref	Area	Board of Directors	FRC	ARC	EC	PC	AGB	CEO	COO F&O	COO HR	DoE	Executive Principal / Principal
SD001	Guide to Governance	Approve						Responsible + Recommend	Adhere	Adhere	Adhere	Adhere
SD002	Policy Framework	Approve						Responsible + Recommend	Consulted	Consulted	Consulted	Consulted
SD003	Policies	Accountable + Approve	Approve	Approve	Approve	Approve		Responsible + Recommend	Implement	Implement	Implement	Implement
SD002	Terms of Reference	Approve	Adhere	Adhere	Adhere	Adhere	Adhere	Recommend	Consult	Consult	Consult	
SD003	Trust Strategic Aims	Approve						Responsible + Recommend	Consult	Consult	Consult	
SD004	Trust Annual Development Plan (ADP)	Approve						Responsible + Recommend	Implement	Implement	Implement	
SD005	Growth Strategy	Approve						Responsible + Recommend + Implement				
SD006	Academy Admissions	Approve						Recommend	Consulted		Consulted	Consult + Responsible + Implement
SD007	Academy Term Dates				Informed		Informed	Approve	Informed	Informed	Consulted	Consult + Responsible + Implement

Ref	Area	Board of Directors	FRC	ARC	EC	PC	AGB	CEO	COO F&O	COO HR	DoE	Executive Principal / Principal
SD008	Timings of the School Day				Informed		Informed	Approve			Consulted	Consult + Responsible + Implement
SD009	DfE Significant Change Requests	Approve						Responsible + Recommend	Recommend + Implement	Recommend + Implement	Recommend + Implement	Recommend + Implement
SD010	Temporary Academy Closures	Informed					Informed	Approve	Informed	Informed	Consulted	Recommends

SoD: Operations & Risk

Ref	Area	Board of Directors	FRC	ARC	EC	PC	AGB	CEO	COO F&O	COO HR	DoE	Executive Principal / Principal
SD011	Risk Management	Accountable		Oversee & scrutinise			Oversee & scrutinise	Consulted	Responsible	Consulted	Consulted	Implement
SD012	Business Continuity	Accountable		Oversee & scrutinise			Informed	Consulted	Responsible	Consulted	Consulted	Responsible
SD013	Health & Safety and Estates Compliance	Accountable		Oversee & scrutinise			Informed	Consulted	Responsible	Consulted	Consulted	Responsible

SoD: Education

Ref	Area	Board of Directors	FRC	ARC	EC	PC	AGB	CEO	COO F&O	COO HR	DoE	Executive Principal / Principal
SD014	Safeguarding	Accountable			Oversee & scrutinise		Oversee & scrutinise	Accountable	Informed	Informed	Responsible	Responsible
SD015	Academic & Pastoral Standards	Informed			Oversee & scrutinise			Accountable	Informed	Informed	Responsible	Responsible
SD016	SEND	Informed			Oversee & scrutinise			Accountable	Informed	Informed	Responsible	Responsible
SD017	Educational KPIs	Informed			Oversee & scrutinise			Oversee & scrutinise	Informed	Informed	Responsible	Responsible
SD018	Careers Provision	Accountable + Informed			Oversee & scrutinise			Informed	Informed	Informed	Responsible	Responsible
SD019	Academy Improvement Plan (AIP)				Oversee & scrutinise		Oversee & scrutinise	Consulted	Consulted	Consulted	Responsible	Responsible
SD020	Quality of Teaching					Oversee & scrutinise		Accountable		Accountable	Accountable	Responsible
SD021	Pupil Premium & Sports Premium		Informed		Oversee & scrutinise		Oversee & scrutinise	Informed	Informed		Oversee & scrutinise	Responsible
SD022	Curriculum Intent	Approve						Accountable	Consulted	Consulted	Responsible + Recommend	Consulted +Implement
SD023	Statutory and DfE returns / reports				Informed		Informed	Consulted	Consulted	Consulted	Consulted	Responsible + Implement

Ref	Area	Board of Directors	FRC	ARC	EC	PC	AGB	CEO	COO F&O	COO HR	DoE	Executive Principal / Principal
SD024	Student Exclusions				Informed		Informed	Informed	Informed		Consulted	Responsible + Implement
SD025	Equality, Diversity and Inclusion	Accountable			Oversee & scrutinise		Oversee & scrutinise	Accountable	Informed	Informed	Responsible	Responsible

SoD: Human Resources

Ref	Area	Board of Directors	FRC	ARC	EC	PC	AGB	CEO	COO F&O	COO HR	DoE	Executive Principal / Principal
EMPLOYEE APPOINTMENTS												
SD026	Appointment and Pay of CEO	Approve + Implement								Recommend		
SD027	Appointment and Pay of Executive Team					Inform		Approve + Implement		Recommend		
SD028	Appointment Central Staff							Responsible + Approve	Recommend + Implement	Recommend + Implement	Recommend + Implement	
SD029	Appointment of Exec. Principals / Principals and determine pay					Consult	Informed (of appointment)	Approve	Consulted	Recommend	Recommend + Implement	
SD030	Appointment SLT and determine pay						Informed (of	Approve (pay ranges)	Consulted	Recommend	Consulted	Approve + Implement

Ref	Area	Board of Directors	FRC	ARC	EC	PC	AGB	CEO	COO F&O	COO HR	DoE	Executive Principal / Principal
							appointment)					
SD031	Appointment All Other Academy Posts and determine pay							Approve (pay ranges)	Consulted	Recommend		Approve + Implement
EMPLOYEE DISMISSAL, SUSPENSION AND TRIBUNAL PROCEEDING												
SD032	Dismissal of CEO	Approve + Implement								Consulted		
SD033	Dismissal of all other employees (in-line with policy)							Approve	Approve	Consulted	Approve	Approve
SD034	CEO suspension	Approve + Implement							Informed	Consulted	Informed	
SD035	All other employee suspensions							Approve	Recommend	Responsible + Implement	Recommend	Recommend
SD036	Employment Tribunal			Informed		Informed		Informed	Informed	Responsible	Informed	Informed

Ref	Area	Board of Directors	FRC	ARC	EC	PC	AGB	CEO	COO F&O	COO HR	DoE	Executive Principal / Principal
EMPLOYEE SETTLEMENT AGREEMENTS & REDUNDANCY PROCESSES												
SD037	Settlement – non contractual below DfE referral limit							Approve	Consulted	Responsible + Recommend + Implement	Consulted	Informed
SD038	Settlement – non contractual above DfE referral limit	Approve						Recommend	Consult	Responsible + Recommend + Implement	Consult	Informed
SD039	Settlement – contractual entitlement							Consulted	Consulted	Approve + Implement	Consulted	Informed
SD040	Employee garden leave					Informed		Approve	Recommend	Recommend + Implement	Recommend	Recommend
SD041	Redundancies and staffing restructures with a reduction in headcount over 20	Approve	Informed			Recommend + Oversee & Scrutinise	Informed	Recommend	Consulted	Responsible + Implement	Consulted	Recommend + Implement
SD042	Redundancies and staffing restructures with less than 20 or no reduction in headcount	Informed	Informed			Approve + Oversee & Scrutinise		Recommend	Consulted	Responsible + Implement	Consulted	Recommend + Implement

Ref	Area	Board of Directors	FRC	ARC	EC	PC	AGB	CEO	COO F&O	COO HR	DoE	Executive Principal / Principal
SD043	Authorisation of pension payments (early retirement, exercise of pension discretions, ill health retirement applications)					Informed		Approve	Recommend	Recommend + Implement		Informed
EMPLOYEE PAY												
SD044	Salary Review Request by CEO	Approve								Recommend + Implement		
SD045	Salary Review Request by Executive and Principal					Inform		Approve	Informed	Recommend + Implement		
SD046	Salary Review Request by staff other than the Executive							Approve	Informed	Recommend + Implement		Recommend
SD047	Time-limited acting-up and additional payments for Principals, SLT and cross-trust roles in accordance							Responsible + Approve	Consulted	Consulted + Implement	Recommend	Informed

Ref	Area	Board of Directors	FRC	ARC	EC	PC	AGB	CEO	COO F&O	COO HR	DoE	Executive Principal / Principal
	with delegated thresholds											
SD048	Approve time-limited acting-up and additional payments for non-SLT academy employee in accordance with delegated thresholds								Consulted	Consult + Implement		Responsible + Approve
SD049	Performance related pay progression for CEO	Approve								Informed + Implement		
SD050	Performance related pay progression for Executive Team					Consulted		Approve		Informed + Implement		
EMPLOYEE TERMS AND CONDITIONS OF EMPLOYMENT												
SD051	Collective agreements	Approve + Informed				Oversee & scrutinise		Responsible		Recommend + Implement		Informed
SD052	Revisions to terms and conditions away from standard							Approve		Recommend + Implement		

Ref	Area	Board of Directors	FRC	ARC	EC	PC	AGB	CEO	COO F&O	COO HR	DoE	Executive Principal / Principal
SD053	Trade union relations					Oversee & scrutinise		Consulted	Consulted	Responsible + Implement	Consulted	Informed
HR OPERATIONS												
SD054	Statutory HR Returns					Oversee & scrutinise		Responsible + Approve		Recommend + Implement		
SD055	L&D Framework					Oversee & scrutinise		Approve	Consulted	Responsible + Implement	Consulted	Informed + Adhere
SD056	HR KPI's					Approve + Oversee & scrutinise		Consulted	Consulted	Responsible + Implement	Consulted	Informed

SoD: Finance

Ref	Area	Board	FRC	ARC	EC	PC	AGB	CEO (AO)	COO (CFO)	COO HR	DoE	Executive Principal / Principal
FINANCIAL PLANNING AND CONTROLS												
SD057	Annual Trust budget and 3-year forecasts	Approve	Recommend					Responsible	Recommend + Implement			Adhere
SD058	Budget Virements		Informed					Approve >£100k	Approve <100k + Implement			
SD059	Out of Budget Spend	Approve >£100k	Approve <£100k					Consult + Approve	Responsible + Recommend + Implement		Recommend	Recommend

Ref	Area	Board	FRC	ARC	EC	PC	AGB	CEO (AO)	COO (CFO)	COO HR	DoE	Executive Principal / Principal
SD060	Financial Statements	Accountable + Approve		Recommend				Approve	Responsible + Recommend + Implement			
SD061	Value for Money Statement	Accountable + Approve	Oversee & scrutinise					Responsible	Recommend + Implement			
SD062	Related Party Transactions	Approve		Oversee & scrutinise				Responsible	Recommend + Implement			
SD063	Appointment or re-appointment of external and internal auditors	Approve		Responsible + Recommend				Consult	Recommend + Implement			
SD064	Internal scrutiny programme	Informed		Approve + Oversee & scrutinise				Consult	Responsible + Implement			
SD065	Fraud & Irregularity	Informed		Oversee & scrutinise				Responsible	Recommend + Implement	Adhere	Adhere	Adhere
SD066	Whistleblowing processes	Informed		Oversee & scrutinise				Responsible	Implement	Adhere	Adhere	Adhere
SD067	Opening Bank Accounts	Approve						Approve	Recommend + Implement			
SD068	Bank Mandate Changes							Approve	Approve + Responsible + Implement			
SD069	Donations	Informed	Approve >£1k					Approve <£1k	Responsible + Implement			

Ref	Area	Board	FRC	ARC	EC	PC	AGB	CEO (AO)	COO (CFO)	COO HR	DoE	Executive Principal / Principal
SD070	Legal Settlements	Informed	Approve >£50k					Approve (all)	Approve <£50k + Responsible + Recommend + Implement			
SD071	Grant Applications	Informed	Approve >£100k					Approve £50–100k	Approve <£50k + Responsible + Implement			
SD072	Debt Write-off		Approve >£1k					Approve <£1k	+ Responsible + Recommend + Implement			
SD073	Asset Disposal	Approve >£50k	Approve £20–50k					Informed	Approve <£20k + Responsible + Recommend + Implement			
SD074	Borrowing (including finance leases and overdraft facilities) from any source, regardless of the interest rate chargeable	Approve, in-line with DfE guidance	Informed + Oversee & scrutinise					Approve + Recommend	Responsible + Recommend + Implement			
SD075	Operating Leases	Approve >£200k	Oversee & scrutinise					Approve >£50k	Approve + Responsible + Recommend + Implement			

Ref	Area	Board	FRC	ARC	EC	PC	AGB	CEO (AO)	COO (CFO)	COO HR	DoE	Executive Principal / Principal
PAYMENTS, PROCUREMENT & CONTRACTS												
SD76	Single Invoice Payments		Approve >£200k					Approve >£100k	Approve + Responsible + Recommend + Implement			
SD077	Multiple Invoice Payments							Approve >£200k	Approve + Responsible + Recommend + Implement			
SD078	Capital Spend	Informed	Approve >£200k + Oversee & scrutinise					Approve >£100k	Approve + Responsible + Recommend + Implement			Recommend + Adhere
SD079	Procurement <£10k											Approve + Responsible
SD080	Procurement £10–30k								Approve + Responsible			Recommend + Implement
SD081	Procurement £30–199k							Approve	Responsible + Recommend			Recommend + Implement
SD082	Procurement >£200k	Informed	Approve >£200k + + Oversee & scrutinise					Recommend	Responsible + Recommend			

Ref	Area	Board	FRC	ARC	EC	PC	AGB	CEO (AO)	COO (CFO)	COO HR	DoE	Executive Principal / Principal
SD083	Contracts – new and renewals	Informed	Approve >£200k + + Oversee & scrutinise					Approve <£200k	Responsible + Recommend + Implement	Recommend	Recommend	Recommend
FINANCE OPERATIONS												
SD084	Statutory and DfE responses and returns		Informed	Informed				Responsible + Approve	Recommend + Implement			
SD085	Finance KPI's		Approve + Oversee & scrutinise					Consulted	Responsible + Implement		Informed	Informed
SD086	Segregation of Duties	Accountable		Oversee & scrutinise				Responsible	Recommend + Implement	Adhere	Adhere	Adhere
SD087	Insurance cover and appointment of the trust's insurers	Accountable		Oversee & scrutinise				Approve	Recommend + Implement			

Summary of Roles & Responsibilities

	Members	Board of Directors	Chair of Board of Directors	CEO	AGB	AGB Chair	Principal/Executive Principals
WHO	• The guardians of the mission, vision and values of the Trust	• The accountable body • Accountable to the Secretary of State	• Responsible for the effective operation of the Board of Directors • Accountable to the Secretary of State	• Accountable to the Board of Directors for the performance of the Trust • Accountable to the Directors of the Board of Directors	• Support the Board of Directors by providing oversight at an Academy level. • Accountable to the Board of Directors (EC)	• Responsible for the effective operation of the Academy Governing Body • Accountable to the Board of Directors (EC)	• Accountable to the CEO for the performance of the Academy • Accountable to the CEO
WHEN	• Member • Annual General Meeting • Up to 6 hours per annum	• Director • 4 Board of Directors Meetings per annum, plus 10 committee or Governing Body meetings per annum • Lead Link Role • 100 hours per annum	• Director • 4 Board of Directors meetings per annum, plus 10 committee meetings per annum • 200 hours per annum	• Employee	• Governor • 4 meetings per annum • Link role visits. • Support Academy activities. • 50 hours per annum	• Governor • 4 meetings per annum • Regular Academy visits • Support Academy activities. • 70 hours per annum	• Employee
WHAT	• Appoint Directors to the Board of Directors • Monitor the overall effectiveness of the Trust. • Act as a last line of resort in holding the Board of Directors to account. • Act as “ambassadors” for the Trust. • Remove ineffective Directors or Board of Directors	• Strategic oversight, set the vision and policies for the Trust. • Ensure appropriate governance and decision making. • Set the strategy for the Trust. • Ensure compliance with all regulatory requirements. • Hold the executive to account for academic standards and outcomes. • Oversee the finances and effective use of funds. • Set appropriate targets and hold the CEO to account. • Agree and monitor budgets. • Review performance	• Ensure effective and efficient conduct of the Directors' business. • Agree with the agenda with the CEO for all of the Board of Directors meetings. • Ensure that all Directors are given the opportunity to express their views before any important decision is taken. • Establish a constructive relationship between the Board of Directors, the CEO and the Executive • Ensure when a vacancy arises that the CEO is replaced in a timely and orderly fashion. • Ensure that the	• Chair the ELT and communicate to the Board of Directors on behalf of the ELT. • Lead the development of the Trust's strategy. • Deliver the strategy and the strategic goals. • Communicate on behalf of the Board with the DfE and other regulatory bodies (e.g., ESFA) and government. • Act as the Trust's Accounting Officer. Responsible to the Board of Directors for ensuring appropriate oversight of financial transactions of the Trust. • Responsible for education standards across the Trust and in all Academies • Support the board in the development of the Trust's strategy	• Scrutinise the impact of expenditure of the budget allocated to the Academy by Directors • Carry out the Trust's vision, policies and priorities. • Scrutinize the academic performance of the academy as defined by the Board of Directors • Support the Board of Directors and its committees in relation to the impact of additional funding (Pupil Premium, Catch-up and Sports Premium) • Advise and act as a critical friend to the Principal/Executive Principal and advise the Board of Directors about local issues they need to consider. • Represent the interests of the Academy community in the running of the Academy and represent the Academy in its	• Ensure effective and efficient conduct of the Academy Governing Body meetings. • Agree with the Chair of the Education Committee on the agenda for Academy Governing Body Meetings • Ensure that all Academy Governors are given the opportunity to express their views. • Establish a constructive relationship between the Academy Governing Body, Principal/Executive Principal • Represent the Academy at public occasions. • Be a guardian of the Trust's Mission, Vision and Values. • Ensure that the board or sub-committees receive the information they require in a timely fashion. • Ensure members of the Academy Governing	• 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. • Implement the agreed policies and procedures laid down by the Board of Directors, including the implementation of all statutory regulations. • Advise the Academy Governing Body on forward planning and quality assurance. • Provide leadership and management of the Academy and its staff. • Manage the delegated budget and resources.

		across the Trust. • Dealing with contractual relationships with third parties. • Maintain a risk register which actively informs Trust agenda and decision making. • Ensure robust and effective governance across the Trust.	Board of Directors reviews its own effectiveness and reviews the Director's contribution. • Represent the Board of Directors in discussions with the Department for Education (DfE) • Represent the Trust at public occasions. • Ensure members of the Board of Directors have completed agreed training. • Ensure New Directors receive mentoring. • Expectation that Directors will be available to support Behaviour Panels and PX hearings.		community. • Provide support to the Principal/Executive Principal in undertaking appropriate day-to-day procedures that are essential to the life of the Academy. • Ensure the academy operates within the ethos, values and mission of the Trust. • Expectation that Academy Governors will be available to support Behaviour Panels and PX hearings.	Body have completed training that has been stipulated by the Board of Directors • Ensure new Academy Governors receive mentoring. • Ensure all relevant Link Governor visits are completed. • Ensure effective comms with the Board of Directors.	

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 3 Directors.

A quorum shall be 3 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 Operating Officer (COO) shall normally attend meetings, to provide Executive reporting to the Committee.
The Chief Executive Officer (CEO, and
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 4 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 3 Directors.

A quorum shall be 3 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 Operating Officer (COO) shall normally attend meetings, to provide Executive reporting to the Committee.

The Chief Executive Officer (CEO, and 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 4 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 any safeguarding audits.
- 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 on 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 work with the COO to 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 3 members.

A quorum shall be 3 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 to provide executive reporting.
The Chair of the Board of Directors may attend any meeting.
Other Directors and members of the Trust Executive may attend by invitation of the EC.
The EC may exclude any attendee, including Directors, for any part of its business.

4. Frequency of Meetings

The EC shall meet at least 4 times per year.

5. Authority and Purpose

The EC is authorised by the Board of Directors to:

- Investigate any matter within its terms of reference
- Seek any information it requires from Trust executives, all of whom are directed to cooperate fully

6. Responsibilities

The EC supports the Board in ensuring strong educational outcomes and safeguarding across the Trust. Directors and Academy Governors fulfil their safeguarding duties through strategic leadership that embeds a culture of safeguarding.

7. Monitoring and Evaluation

The EC shall review and evaluate reports on:

- Safeguarding across the Trust, including review of Safeguarding reports from Local Governing Bodies, escalating key issues as necessary.
- Internal school improvement reviews.
- External safeguarding audits.
- Academic performance of individual academies and the Trust against agreed KPIs

- Quality of leadership, including:
  - Teaching and learning
  - SEND provision
  - Attendance
  - Behaviour and suspensions
- Academy improvement plans and progress against targets
- Ofsted and DfE inspection outcomes
- Careers Education, Information, Advice and Guidance (CEIAG)
- Use and impact of additional funding (e.g. Pupil Premium, Sport Premium)
- Implications of national policy and legislative changes
- Performance and effectiveness of Academy Governing Bodies
- Student health and wellbeing
- Curriculum quality and impact
- Community engagement and work to reduce barriers to learning

8. Policies

To receive, review, and recommend approval of policies relevant to the EC's remit.

9. Strategic and Oversight Functions

- Review and investigate matters referred by the Board
- Escalate significant concerns and recommendations to the Board
- Receive and consider reports from Academy Governing Bodies
- Review strategic risks within its remit and the effectiveness of mitigation actions
- Support and monitor Trust priorities relating to careers guidance

10. 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 3 members.

A quorum shall be 3 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 Operating Officer (COO) shall normally attend meetings to provide Executive Representation to the Committee, supported by the Head of People.
The Chief Executive Officer (CEO), and the Chair of the Board of Directors can attend any meeting; other Board members and senior Trust Executive may also attend if invited.
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 4 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.

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.

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 pre-agreed KPI's.

6.4. Other

- To review and approve policies that are brought before the PC in relation to the workforce
- 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 known as Academy Governing Bodies (AGBs).
The AGBs provide assurance to the Board of Directors regarding the efficiency, effectiveness, and appropriateness of the controls required to fulfil its oversight responsibilities.
The Board of Directors may review these Terms of Reference at any time and will 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 Board of Directors has the right to appoint Governors as it determines.
The normal term of office is 4 years.

3. Composition

The recommended composition of an AGB is:

- A minimum of 5 Governors
- Up to 9 Governors
- Up to 2 Parent Governors

4. Attendance

The Principal / Executive Principal will attend all AGB meetings and may invite members of the Senior Leadership Team to attend, with the agreement of the Chair, to present on relevant areas.
The Chief Executive Officer (CEO), Director of Education (DoE), or any Trust Director may attend AGB meetings without invitation.

5. Chair and Vice-Chair

At the first meeting of each academic year, the AGB must elect a Chair and Vice-Chair.
The appointment of Chair is subject to formal approval by the Board of Directors. If approval is not granted, the Board may appoint a Chair.

6. Link Roles

At the first meeting of the academic year, link roles should be assigned. The Chair should not normally hold a link role.
AGBs are expected to have Governors covering at least:

- Safeguarding
- SEND
- Careers / CEIAG

Where appropriate expertise is unavailable, the Trust Link Director may provide support.

7. Conduct and Proceedings

- AGB meetings will be conducted in accordance with Trust policies and procedures.

- Governors must act in accordance with Trust policies and procedures at all times.
- All Governors must complete an annual skills audit, reported to the Board of Directors.

8. Purpose

On behalf of the Board of Directors, the AGB is responsible for the following:

- 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.

9. 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 Board may request additional reports as required to fulfil its statutory or strategic responsibilities.

10. Reporting

The Chair of the AGB must submit a report to the Education Committee using the Trust template within five working days of each meeting.

The report must include:

- Key issues discussed
- Consideration of risks
- Any matters requiring Board attention
- Minutes must also be submitted within five working days.

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Board of Directors Meeting Agenda

Meeting Date:
Location:
Start Time:

1.	**Meeting Opening**	**TIME**
1.1.	Welcome and Apologies	
1.2.	Declarations of Interest on any Agenda Item	
1.3.	Any Changes to Business Interests	
1.4.	Chairs Powers to Act	
1.5.	Previous Minutes 1.5.1.Confirmation 1.5.2.Matters Arising	
2.	**Items for Specific Discussion**	
2.1.	CEO Report	
2.2.	Chair of Board of Directors Update	
2.3.	Overview of Subcommittee Chair Reports	
3.	**Matters for Decision**	
3.1.	Trust Board and Committee Membership Update (Resignations/Appointments)	
3.2.	Policies for BoD Ratification	
4.	**Meeting Close**	
4.1.	Urgent Matters	
4.2.	Date & Time of Future Meeting	
4.3.	Items for Information Only 4.3.1.Policies Ratified at Subcommittees 4.3.2.Link Director Reports as reviewed at EC	
4.4.	Review Actions to be Taken	

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

[NAME OF ACADEMY] Governing Body/Subcommittee Meeting Agenda

Meeting Date:
Location:
Start Time:

1.	**Meeting Opening**	**TIME**
1.1. **1.2.** **1.3.** **1.4.**	Welcome and Apologies Declarations of Interest on any Agenda Item Any Changes to Business Interests Previous Minutes 1.4.1.Confirmation 1.4.2.Matters Arising	
2.	**Principal/Executive Report incl. Standing Items (see annual agenda summary) and topical issues**	
2.1. **2.2.** **2.3.** **2.4.**		
3.	**Items for Specific Discussion**	
3.1. **3.2.** **3.3.** **3.4.**		
4.	**Meeting Close**	
4.1. **4.2.** **4.3.** **4.4.** **4.5.**	Urgent Matters Date & Time of Future Meeting Items for Information Only Review Actions to be Taken Other matters to be passed to Board of Directors/Subcommittee	

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

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

Meeting 1 – September 2026	Meeting 2 – December 2026	Meeting 3 – April 2027	Meeting 4 – June 2027
Standing Items 1. Financial Performance 2. Procurement Update 3. Financial Risk and Assurance 4. Investment update 5. Estates Update 6. IT Update 7. Policies **Specific Discussion Items** 8. Capital Projects Update 9. Review Additional funding plans 10. Income generation update	**Standing Items** 1. Financial Performance 2. Procurement Update 3. Financial Risk and Assurance 4. Investment update 5. Estates Update 6. IT Update 7. Policies **Specific Discussion Items** 8. Funding Review 9. CLFP Update 10. Review of Asset Management Plan	**Standing Items** 1. Financial Performance 2. Procurement Update 3. Financial Risk and Assurance 4. Investment update 5. Estates Update 6. IT Update 7. Policies **Specific Discussion Items** 8. CLFP Update	**Standing Items** 1. Financial Performance 2. Procurement Update 3. Financial Risk and Assurance 4. Investment update 5. Estates Update 6. IT Update 7. Policies **Specific Discussion Items** 8. Review and recommendation of Trust 3-year budget 9. Capital Projects Update 10. Agreement of KPI's

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

Meeting 1 – September 2026	Meeting 2 – December 2026	Meeting 3 – April 2027	Meeting 4 – June 2027
Standing Items 1. Risk & Assurance 2. External / Internal audit reports 3. Financial Control & Compliance 4. H&S and Estates Compliance 5. Cyber and IT Security 6. Policies	**Standing Items** 1. Risk & Assurance 2. External / Internal audit reports 3. Financial Control & Compliance 4. H&S and Estates Compliance 5. Cyber and IT Security 6. Policies	**Standing Items** 1. Risk & Assurance 2. External / Internal audit reports 3. Financial Control & Compliance 4. H&S and Estates Compliance 5. Cyber and IT Security 6. Policies	**Standing Items** 1. Risk & Assurance 2. External / Internal audit reports 3. Financial Control & Compliance 4. H&S and Estates Compliance 5. Cyber and IT Security 6. Policies
Specific Discussion Items 7. Draft Annual Report & Financial Statements	**Specific Discussion Items** 7. Business continuity and emergency planning updates	**Specific Discussion Items**	**Specific Discussion Items** 7. Review Risk Management framework 8. Financial sustainability / reserves 9. Review and set the annual internal scrutiny programme

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Education Committee (EC) Summary of Annual Agenda Items

<table>
<tr><th>Meeting 1 – October 2026</th><th>Meeting 2 – January 2027</th><th>Meeting 3 – May 2027</th><th>Meeting 4 – July 2027</th></tr>
<tr>
<td><u>Standing Items</u>
1. Safeguarding
2. KPI's – Review of previous year
3. Review of Summer Outcomes
4. Risk register (education risks)
5. Sector updates
6. Reports from Academy Governing Body Chairs
7. Reports from Link Directors

<u>Specific Discussion Items</u>
8. Ofsted / external inspection outcomes (if applicable)
9. Summary of AIP's</td>
<td><u>Standing Items</u>
1. Safeguarding
2. KPI's
3. Quality of Education (teaching & curriculum overview)
4. Risk register (education risks)
5. Sector updates
6. Reports from Academy Governing Body Chairs
7. Reports from Link Directors

<u>Specific Discussion Items</u>
8. SEND provision and inclusion overview.
9. Review of use and impact of Pupil Premium and Sport Premium funding
10. Ofsted / external inspection outcomes (if applicable)</td>
<td><u>Standing Items</u>
1. Safeguarding
2. KPI's
3. Quality of Education (teaching & curriculum overview)
4. Risk register (education risks)
5. Sector updates
6. Reports from Academy Governing Body Chairs
7. Reports from Link Directors

<u>Specific Discussion Items</u>
8. Review of curriculum breadth, enrichment, and CEIAG provision
9. Ofsted / external inspection outcomes (if applicable)</td>
<td><u>Standing Items</u>
1. Safeguarding
2. KPI's
3. Sector Updates
4. Reports from Academy Governing Body Chairs
5. Reports from Link Directors

<u>Specific Discussion Items</u>
6. Student wellbeing and personal development review
7. Agreement of KPIs
8. Ofsted / external inspection outcomes (if applicable)</td>
</tr>
</table>

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People Committee (PC) Summary of Annual Agenda Items

Meeting 1 – October 2026	Meeting 2 – January 2027	Meeting 3 – May 2027	Meeting 4 – July 2027
Standing Items 1. Safeguarding 2. Workforce planning 3. People KPIs 4. People Risk & Assurance 5. Learning & Development 6. Policies **Specific Discussion Items** 7. Pay awards and progression metrics	**Standing Items** 1. Safeguarding 2. Workforce planning 3. People KPIs 4. People Risk & Assurance 5. Learning & Development 6. Policies **Specific Discussion Items** 7. FJC Update	**Standing Items** 1. Safeguarding 2. Workforce planning 3. People KPIs 4. People Risk & Assurance 5. Learning & Development 6. Policies **Specific Discussion Items** 7. Gender Pay Gap Report 8. FJC Update	**Standing Items** 1. Safeguarding 2. Workforce planning 3. People KPIs 4. People Risk & Assurance 5. Learning & Development 6. Policies **Specific Discussion Items** 7. Agreement of KPI's

Academy Governing Body (AGB) Summary of Annual Agenda Items

The Principal/Executive 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 Principal/Executive Principals in September by the Director of Education.

New Academic Year Meeting – September 2026	Meeting 1 – January 2027	Meeting 2 – April 2027	Meeting 3 – June/July
Special Agenda 1. Safeguarding (including SCR check) 2. Student on roll update 3. Review of final KPI position from 2025-26 4. Review of all educational outcomes from 2025-26 5. Risk Register 6. New starter onboarding update 7. Election of roles 8. Summarised SEF 9. AIP 2026-27 10. Website compliance	**Standing Items** 4. Safeguarding 5. Review of KPI's 6. Link governors visit feedback 7. Community engagement and communications **Specific Discussion Items** 8. Mock exam feedback 9. Appraisal process completion 10. AIP 2026-27 progress update 11. Impact of additional funding streams 12. Strategic update to be decided by the principal and chair of AGB 13. CEIAG review	**Standing Items** 1. Safeguarding 2. Review of KPI's 3. Link governors visit feedback 4. Community engagement and communications **Specific Discussion Items** 5. Mock exam feedback 6. Mid-year appraisal completion 7. AIP 2026-27 progress update 8. Strategic update to be decided by the principal and chair of AGB	**Standing Items** 1. Safeguarding 2. Review of KPI's 3. Link governors visit feedback 4. Community engagement and communications **Specific Discussion Items** 5. Impact of additional funding streams 6. Strategic update to be decided by the principal and chair of AGB 7. Website compliance

[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

1. Significant issues discussed or decisions made on behalf of the Board (For noting by Board)
1.1.
2. Key Outcomes from Subcommittee Meeting
2.1. What specific issues or achievements were identified in meeting? 2.2. Anything to report on Trust Priorities (Growth, Leadership Development or Inclusion)?
3. Training
3.1. Has any additional training been identified for the subcommittee or the full Board of Directors?
4. Risks
4.1. Are you satisfied that the Executive Team have the correct strategies and actions in place to mitigate risks relevant to this subcommittee role?
5. Further Feedback
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.

FAIRFAX
MULTI-ACADEMY TRUST

[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.

N.B. The wording in green is designed to support Chairs and/or Vice Chairs in completing the template by providing examples of information that can be included in each section

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

If there are no specific concerns, then the following comments are fine:

- *No concerns raised, this is now considered a strength at this academy*
- *No concerns raised as this area has improved significantly since last year*
- *No concerns raised and at low levels*

If there has recently been either a Trust Audit or an Ofsted inspection, some comments below should reflect outcomes

1.1. Safeguarding

- Strong staff training programme
- Good links between safeguarding teams, attendance and SEND – significantly improving transition from primary
- Succession planning for DSL
- What trends show
- AGB link visit

1.2. Inclusion including SEND

- AGB link visit
- Significant changes in numbers

1.3. CEIAG

1.4. Student attendance and behaviour

- Progress on previous term/year and brief comment why
- Is it positive/negative?

1.5. Student numbers

- Were there any concerns reported in the Principal's report e.g. falling numbers on roll
- Strategies being used to work with primary schools outside catchment

1.6. Community and communications

2. Risks

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

- Concerns in relation to certain subjects
- Concerns about financial implications

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, not already noted above?

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 Code of Conduct shall be signed upon induction and on an annual basis.

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 and 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.
- 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 governance 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 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/Executive Principal and undertaken within the framework established by the Academy and agreed with the Principal/Executive 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/Executive 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/Executive Principal, staff and parents, and other relevant agencies and the community in all the Trust's Academies.

Professional Boundaries, Online Communications and Personal Devices

- Governors will maintain appropriate professional boundaries with students at all times.
- Governors must not communicate with students through personal social media, messaging services, email accounts or personal devices, nor share personal contact details with students.
- Personal mobile phones, smart watches and other electronic devices must be kept out of sight and not used when undertaking governance activities where students are present, except where authorised or required in an emergency.
- Governors must ensure that their use of social media and online platforms does not compromise confidentiality, safeguarding responsibilities or the reputation of the Trust and its 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.

Onboarding, Induction and Governor Training

In line with Safer Recruitment and Keeping Children Safe in Education (KCSiE) requirements, all Governors will undertake an enhanced DBS check as part of the onboarding process and repeated at re-appointment, if relevant (4 years).

It is essential that Directors and Academy Governors receive effective induction and high-quality training and are encouraged to continually develop their understanding of their roles and the wider education sector.

A bespoke induction programme will be provided for all new Governors. This will be supported by a structured checklist and mentoring from the Chair.

Governor training forms a key part of the induction process. A series of mandatory training modules must be completed on an annual basis to ensure Governors remain up to date with statutory requirements and best practice.

In addition, Governors will have access to a wide range of training opportunities through governance and professional learning platforms, including:

GovernorHub

For Schools & Trusts | National Governance Association

The National College | CPD for Schools, Trusts, Colleges & Nurseries

FMAT Trust Leads are also available to provide expert advice and guidance in key areas such as Safeguarding, SEND, and CEIAG.

Collective Governor training sessions may be delivered ahead of Academy Governing Body (AGB) or Board meetings, either at the request of Governors or in response to national developments identified by the Executive Team.

Formal induction training for new Governors will be delivered annually, or more frequently if required. This will be coordinated by the CEO, Trust Governance Lead, and Chair of the Board of Directors.

The table below outlines the training requirements and recommendations for Directors and Academy Governors.

This list is not exhaustive, and Governors are encouraged to undertake further training as desired.

Governor Training Summary 2026-2027		
Blanket Training	**Source**	**Frequency**
FMAT Governance Structure, Roles and Responsibilities	FMAT	Induction
Introduction to SLT & Key Members of Staff, along with tour of Academy site/s.	FMAT	Induction
Safeguarding for Governance	GovernorHub	Induction & Annually
KCSiE – Part one	GovernorHub	Induction & Annually
UK GDPR and data protection for governance	GovernorHub	Induction
NCSC Cyber Security	NCSC Website	Annually
Permanent Exclusion Panel Training	FMAT	Induction
Suspensions and exclusions	GovernorHub	Optional
Chairs & Vice-Chairs – Recommended	**Source**	**Frequency**
Introduction to role and mentoring	FMAT	Induction
Safer Recruitment	NSPCC	Every 3 years
Taking the Chair (Module)	NGA	Induction
Development for Chairs (Course)	NGA	Optional
Safeguarding Link Director/Governor - Recommended	**Source**	**Frequency**
Single Central Record (SCR)	FMAT	Induction
Safeguarding link governor	GovernorHub	Induction
The Prevent duty	GovernorHub	Induction
SEND Link Director/Governor - Recommended	**Source**	**Frequency**
SEND link governor	GovernorHub	Induction
The governance of SEND	NGA	Optional
CEIAG Link Director/Governor - Recommended	**Source**	**Frequency**
Careers link governor	GovernorHub	Induction
Gatsby Benchmarks (Guidance)	About Gatsby | Gatsby Benchmarks	Induction

Training Requirements
Please note that both induction training and mandatory annual training must be completed within one term. Failure to meet this deadline may result in suspension from the role.

Support
Support with training requirements is available from:
The Trust Governance Lead (for Directors and Trust-level matters)
The Academy Governing Body (AGB) Clerk (for governor-related matters)

Skills Audit
The Skills Audit and Board/AGB effectiveness will be gathered and analysed via GovernorHub.
Training can be developed in collaboration with the Chair, and this ensures that all areas of governance are appropriately skilled and equipped to fulfil their responsibilities effectively.

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 agendas are agreed annually within this guide. The Chair should meet with the Executive/Principal/Executive Principal and Clerk 10 working days in advance of the meeting to agree any changes and circulate to all attendees at least 5 working days prior to the meeting.
- The expectation is that no meeting should last longer than 2 hours.

2.2. Preparing for the meeting:

- The Chair should meet with the Executive/Principal/Executive Principal 10 working days ahead of the meeting to agree a final agenda, including what supporting documents are to be shared and the time required against each agenda item.
- Information should be summarised and condensed into the Executive/Principal/Executive Principal where possible, with Appendices clearly labelled for attention or for information only purposes.
- Consideration should be given to the volume and accessibility of information provided.
- The Clerk should arrange for all papers to be issued 5 working days in advance of the meetings via a secure platform.
- 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. These items will be covered under Urgent Matters.

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 minutes should not be verbatim or contain paragraphs of discussion.
- The minutes should be a summarised accurate reflection of the meeting, with key points of note and challenge recorded effectively.
- 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.
- Copies of signed minutes should be retained within FMAT internal filing processes, as defined by the Trust Governance Lead and should be readily available for any future reference purposes.

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 3 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.

Directors may also be appointed by the Members, if appropriate.

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/carer 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/carer if the DBS check establishes concerns of any nature. If any parent/carer is removed, then a fresh election will be held as soon as possible.

- Parent/carer Academy Governors will be appointed for a 4-year term, as standard unless agreed otherwise with the Chair.
- Parent/carer 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/Executive 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/Executive 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/Executive 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 3 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 Governor 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 understanding 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 least 4 times annually.
- Directors will be asked to undertake additional meetings to ensure Committees of the Trust are quorate.
- Expectation to support with behaviour, exclusion and complaints panels where required.
- 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 Governor 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, students 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 at least 4 times a year
- Academy Governors may be asked to undertake additional meetings to ensure the Trust complies with its obligations.
- Willingness to take on appropriate link roles and undertake link visits as required.
- Willingness to undertake training and participate in evaluation of the Governing Body's work.
- Expectation to support with behaviour, exclusion and complaints panels where required.

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

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

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

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

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

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

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

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

Link Role Descriptors and Visit Guidance

Effective governance depends on strong connections between the Trust Board, Academy Governing Bodies (AGB's) and staff. Link Governors and Link Directors play a vital role in creating these connections, ensuring that oversight is both well-informed and appropriately focused.

Link Governors

Operating at the Academy level within AGBs, Link Governors take responsibility for the specific priority areas, including the statutory obligations of Safeguarding, SEND and CEIAG, along with other areas such as curriculum, behaviour and attendance and additional funding.

They provide scrutiny, support, and challenge by engaging directly with academy leaders and monitoring how policies and improvement plans are implemented in practice.

Link Governors should utilise the Link Visit Report templates as relevant to their areas of responsibility and should ensure that these are submitted to the Chair of the AGB and Academy Clerk in a timely manner. The Academy Clerk will follow the internal reporting procedures with the Trust Governance Lead.

Link Directors

Operating at Trust Board level, the Link Directors for the priority areas such as Safeguarding, SEND, CEIAG and EDI provide strategic oversight and assurance across FMAT. They act as a bridge between the board's strategic responsibilities and operational delivery. Their role is to maintain visibility, test assurance, and ensure that trust strategy is being effectively enacted.

Link Directors should utilise the following Link Director Overview template, in order to summarise and provide collective oversight of the area of responsibility from across the Trust. The Link Director should ensure that these are submitted to the Clerk to the Board of Directors for consideration at Education Committee.

Link Directors (Linked to Academy Governing Body)

A Link Director for an Academy Governing Body acts as a designated connection between the governing board and a specific local setting. Their role is to strengthen communication, provide focused oversight, and support effective governance.

The Link Director:

- **Acts as a bridge of communication**, sharing key information between the board and local leaders, and ensuring mutual understanding.

- **Monitors implementation of board priorities**, gaining insight through engagement and visits, while maintaining a strategic (non-operational) perspective.
- **Builds constructive relationships** with local leaders to support openness, trust, and accountability.
- **Provides assurance to the board** by reporting objectively on progress, performance, risks, and emerging issues.
- **Supports accountability and challenge**, helping the board test whether policies and statutory responsibilities are being effectively delivered.

The role is **non-executive and strategic**, focused on observation, questioning, and reporting without involvement in day-to-day management.

Together, these link roles help strengthen accountability and improve communication across different levels. They ensure that both the local context and trust-wide priorities are clearly understood. Rather than acting as operational managers or inspectors, they work as informed, supportive, and constructive partners, helping to drive school improvement and maintain high standards across FMAT.

It is important to note that Link Governor and Link Director roles are different in context and expectations, as illustrated below.

Link Governors

Will carry out a focussed visit to the Academy each term using the provided template and data provided. A group link visit is also encouraged annually.

This information is then fed back at both local Governing Body level and directly to the appointed Director with responsibility, for further scrutiny.

⇩

Link Directors

The appointed Director will receive and scrutinise the local Governing Body link reports collated by the Trust Governance Lead termly. The Director will provide an overview to the Education Committee for further scrutiny.

The Link Director will maintain a relationship with the Link Governor and may accompany on Academy visits. The Link Director should not duplicate visits.

Should appropriate skills, experience and expertise not be available to fulfil the Link Governor roles within individual Academies, the Link Director for the Board may provide support.

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FMAT Board of Directors

The Board will receive the Link Director overview reports at the Board of Directors meeting to maintain ultimate oversight.

Guidance for Link Visits

Link Visits	Always	Never
Before	• Arrange details of the visit. • Agree purpose of the visit. • Sign in at reception wearing your ID badge.	• Turn up unannounced.
During	• Keep to the role agreed. • Remember confidentiality. • Stick to the times and purpose agreed. • Wear your ID badge.	• Assume a different role to the role agreed. • Walk into a classroom with a clipboard. • Interrupt the teacher. • Distract the students from their work.
After	• Thank colleagues. • Provide brief verbal feedback to the Principal. • Complete the appropriate visit report template and submit it to Chair. • Sign out at reception.	• Leave without acknowledgement. • Break rules of confidentiality.

Template & Guidance: Link Director Report for Education Committee

Person's name – Director with responsibility for Safeguarding

Academy	Link Governor (L. Gov)	Visit Completed	Date of Visit	Comment	RAG
Bournville (BV)	Add name	Yes / No – delete as appropriate	Add date/s	E.G: • If more visits, add why? • If link governor has left/changed, make comment • If link governor is new and needs support – make a comment • If no link governor – flag this as having one is statutory	Fill with Red, Amber or green as needed
Erdington (EA)	Add name	Yes / No – delete as appropriate	Add date/s	See above	Fill with Red, Amber or green as needed
Fairfax (FF)	Add name	Yes / No – delete as appropriate	Add date/s	See above	Fill with Red, Amber or green as needed
Smith's Wood (SWA)	Add name	Yes / No – delete as appropriate	Add date/s	See above	Fill with Red, Amber or green as needed
Board of Directors	Add name	E.G. Comment on what oversight work has been completed and when. Also comment on status of named director e.g. no longer has responsibility for this area / extremely experienced and diligent etc.			Fill with Red, Amber or green as needed

	BV	EA	FF	SW
Comments on Safeguarding / SEND / CEIAG Visit Reports	E.G. • No report completed – if not why and was verbal feedback provided as a result • The report was clear and designated template used • Report made safeguarding / SEND / CEIAG priorities very clear • Report included information about QA, including audits (internal and external), inspections etc • CPD for staff • Procedures across the school • Staffing complement and structures in this area			

How robust was it?	E.G. • @ visits completed? • Reports were/weren't completed • Verbal feedback provided instead due to @ • The report was robust • Visit/s and report followed guidelines in guide to governance • Report showed depth of understanding in this area by link governor • Report demonstrated a great attention to detail • Report demonstrated a great depth of understanding of this area by the link governor			
Focus of the report	E.G. • Clear description of staffing in relation to this area, including support/mentoring provided • Report has no specific focus, however, followed guidelines on template from guide to governance • QA (internal/external audits & inspections etc) • Pprocedures/processes regarding this area • CPDs • Action plans to develop this area and progress made			
Areas of strength	E.G. • Strong relationships with external agencies • Clear staff structure in this area, including details of the lead staff member • High standard of CPD for staff for all staff • Staff are well supported and receive advise as required • Clear progress is being made in this area, which is impacting positively on students • Received recent award in this area • Lead staff member is well supported via the Trust lead in this area			

Key areas for development	E.G. • QA work has recommended some development work. Action plan in place • Succession planning in place for lead member of staff in this area • Ongoing challenge to work proactively with parents and secure engagement			
What needs to be reported to BoD	E.G. • Nothing at this time • Concern about changes e.g. in legislation and impact on staff's workload			
Risks?	If risks have been included in the reports, then add comments e.g.: • What risks were reported? • What is the academy/Trust doing as a result? If no risks were reported, just put 'None'			

Summary
The summary should be **brief** and provide an overview of the reports completed by link governors.

- All link governors completed a visit to their school in the **@ add date @** – the report from EA wasn't completed. If all visits weren't completed state which academy and why and what is being done as a result
- Governors are / aren't using the provided template and guidance to assist them with their visits and completing their reports
- **Some/all governors with responsibility for safeguarding / SEND / CEIAG completed their visits in the Autumn term 2025 – state if all completed their reports**
- **As link director for safeguarding / SEND / CEIAG the oversight work for @ add date @ has been / not been completed**
- There is nothing major to be reported to BoD at this time – if there is then add what they are and from which academy
- No risks reported at this time – if there are then add what they are and from which academy

In conclusion, we were **not compliant with the Guide to Governance** in the Autumn term 2025 with regards to Safeguarding – see highlighted bullet points above

Signed	**Dated**

Safeguarding

One of the most important duties that Directors and Academy Governors fulfil is to ensure that their Academy and the Trust are creating safe environments for students. At FMAT safeguarding feeds through every aspect of Academy life and as such through every aspect of governance. Safeguarding governance is about knowing your risks, challenging impact, and being able to explain how leaders' actions make children safer.

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, including AI and online risk data, and using this to identify strategic priorities linked to safeguarding.
- to focus on the impact of prevention, implementation and intervention initiatives.
- to understand how policy works in practice.

What Inspectors will expect effective governors to articulate:

- How safeguarding risks are identified and reduced?
- What challenge they have provided and why?
- How safeguarding decisions have improved outcomes?
- How the board knows, not assumes, children are safe?

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, not just confirmation.
- 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.
- Utilise FMAT templates and guidance to structure visits.

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.
- Utlising the FMAT template, 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 recommended training as detailed within this guide.

- 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 DSL, 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 – SEND

Purpose

One of the most important responsibilities of governance is to ensure that FMAT and its academies meet their statutory and moral duty to provide high quality support for all students with Special Educational Needs and/or Disabilities (SEND). Governors with a SEND link role act as governance specialists for SEND, ensuring the needs of our students with SEND are championed.

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 SENDCO

The special educational needs co-ordinator (SENDCO) is the lead member of staff for SEND within each academy with responsibility for overseeing the day-to-day operation of the SEND 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 SENDCO 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.
- 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 SENDCO 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
- SENDCO
- FMAT Director for safeguarding

Reporting

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

SEND Code of Practice - SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

Whole School SEND Whole School SEND Home Page | Whole School SEND

IPSEA What are special educational needs (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 – 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 and read the information in relation to "The eight Gatsby benchmarks of Good Career Guidance".
- Read Careers guidance and access for education and training providers (May 2025)
- 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 (consider DfE benchmarks, Gatsby benchmarks and destinations data)
- 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

The Annual CEIAG Link Governor Report can be found as an Appendix to this document and FMAT - Governance | Microsoft Teams

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. Although the Director and Governor with Post-16 responsibilities take the lead, 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 leaders feel that any changes are needed
- Understand the academy's Post-16 strengths 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

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 inform their discussions with senior executive leaders about Post-16 provision
- 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 visits to the school.

Training and reference material

- Complete any NGA training available relating to Post-16 provision
- Complete a training conversation with the Academy's Principal and Head of Sixth Form
- Become familiar with how the quality of Sixth Form provision is evaluated by Ofsted via the latest iteration of the *State-funded school inspection toolkit* (with the clear understanding that link Governor visits are not for this purpose)
- Read the Governor visit report template.

Activity plan

- Termly visits to meet with the Head of Sixth Form to undertake some of the activities outlined in the *FMAT Strategic Governance of Post-16 link visits*
- Maintain updated knowledge of Fairfax's 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 visits reports 3 times a year
- Inform the annual Post-16 report for the Academy Governing Body.

The 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 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 - Working together to improve school attendance May 2022; Behaviour in schools (Advice for headteachers and school staff) February 2024; Further guidance and resources for supporting behaviour in schools.
- 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 attendance and behaviour trends, patterns and priorities; conversation should be around academy improvement and priorities. During these visits the latest KPI's and other A&B data should be reviewed.
- Maintain up to date 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.

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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 for introduction September 2026 (Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers).
- 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 up to date 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, polices 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 trial 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 steams. 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

[OTHER] Academy Link Governor Visit Report

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

Signed by Governor: ______________________________

Signed by Principal/Principal Representative: ______________________________

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.

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

Checklist Guidance for Academies

Not all policies or statutory documents will be published on the Academy websites.

Some of this information will be published on the FMAT Central website.

Where this is the case, as part of your compliance checks, please ensure an appropriate link is present on the Academy website and test this link to ensure it is working and the accompanying document is valid.

Area	Key Requirements	Autumn Term	On Trust Website	Spring Term	On Trust Website	Summer Term	On Trust Website
1. Key School & Trust Information	• Contact details • Enquiry contact, • Trust information • Company number						
2. Governance & Trust Information	• Governors/Directors Info • Attendance registers • Declaration of Interests and Related Party Register • Governance structure • Key documents						
3. Admissions	• Admissions policy • Criteria, timelines, appeals process.						
4. Curriculum	• Curriculum by subject/year, phonics/reading, KS4 options, parent enquiries						
5. Performance & Ofsted	• Ofsted report • Performance data • DfE performance tables link						
6. SEND	• SEND information report • SENCO contact • Complaints arrangements						
7. Funding & Financial Transparency	• Pupil premium • PE grant • Accounts (including Executive Pay)						

Area	Key Requirements	Autumn Term	On Trust Website	Spring Term	On Trust Website	Summer Term	On Trust Website
8. Policies & Statutory Documents	• Behaviour Policy (must include anti-bullying strategy) • Complaints Policy (clear stages and escalation) • Charging and Remissions Policy • SEND Information Report (including SEND complaints arrangements) • Admissions Arrangements (updated annually) • Equality Information (Public Sector Equality Duty) • Careers Programme (secondary schools only) • Safeguarding / Child Protection Policy (expected to be published) • Whistleblowing Policy • Data Protection / Privacy Notices • Attendance Policy • Exclusions Policy • Supporting Students with Medical Conditions Policy • Children with Health Needs (who cannot attend school) • Online Safety Policy • Low-Level Concerns Policy • Health & Safety Policy (or statement of arrangements)						

Area	Key Requirements	Autumn Term	On Trust Website	Spring Term	On Trust Website	Summer Term	On Trust Website
9. Equality & Compliance	• Equality objectives • Accessibility plan • Safeguarding information						
10. Operations Information	• School hours • Term dates • Remote education provision						
11. Ethos & Wider Information	• School ethos/values • enrichment opportunities • parent information						

Governance Meeting Schedule 2026-2027

Week	EA AGB	SWA AGB	FF AGB	BV AGB	ARC & FRC	PC & EC	BoD	Members	Gov Development Group	Chair/VC Feedback
w/c 01.09.26										
w/c 07.09.26										
w/c 14.09.26										15.09.26
w/c 21.09.26	21.09.26	22.09.26	23.09.26	24.09.26	22.09.26					
w/c 28.09.26										
w/c 05.10.26						06.10.26				
w/c 12.10.26										
w/c 19.10.26							20.10.26			
October Half Term: 22 October 2026 – 30 October 2026										
w/c 02.11.26										
w/c 09.11.26										
w/c 16.11.26										
w/c 23.11.26										
w/c 30.11.26					01.12.26					
w/c 07.12.26							08.12.26: Virtual Accounts Sign Off		08.12.26	
w/c 14.12.26										
Christmas Break: 21 December 2026 – 1 January 2027										
w/c 04.01.27										05.01.27
w/c 11.01.27	11.01.27	12.01.27	13.01.27	14.01.27						
w/c 18.01.27								AGM: 19.01.27		
w/c 25.01.27						26.01.27				
w/c 01.02.27										
w/c 08.02.27							09.02.27			
February Half Term: 15 February 2027 – 19 February 2027										
w/c 22.02.27										
w/c 01.03.27										
w/c 08.03.27										
w/c 15.03.27							17.03.27: Collaboration Day		16.03.27	
w/c 22.03.27										
Easter Break: 26 March 2027 – 09 April 2027										
w/c 12.04.27										13.04.27
w/c 19.04.27	19.04.27	20.04.27	21.04.27	22.04.27						
w/c 26.04.27					27.04.27					
w/c 03.05.27						04.05.27				
w/c 10.05.27										
w/c 17.05.27							18.05.27			
W/C 24.05.27										
May Half Term: 31 May – 04 June 2027										
w/c 07.06.27									08.06.27	
w/c 14.06.27							16.06.27: Planning Day			
w/c 21.06.27										22.06.27
w/c 28.06.27	28.06.27	29.06.27	30.06.27	01.07.27	29.06.27					
w/c 05.07.27						06.07.27				
w/c 12.07.27							13.07.27			
w/c 19.07.27 – 21.07.27										
Summer Term Ends: 21.07.2027										

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