Terms of Governance
(including Scheme of Delegation)



2026-2027

www.thestourfederation.com

1. INTRODUCTION

This document details the governance arrangements for The Stour Federation Multi Academy Trust (MAT). Within this document, all references to 'schools' should be taken to refer to all schools and academies within The Stour Federation. It should be read in conjunction with the following:

- DfE Academy Trust Governance Guide.
- DfE Academy Trust Handbook.
- DfE Commissioning High Quality Trusts (including Quality Descriptions and Quality Evidence).
- The Stour Federation Articles of Association.
- The Stour Federation Financial Management Policy.
- Department for Education Funding Agreement.

This document sets out our:

- Principles of Governance, underpinned by our 2030 Strategy and Core Values.
- Vision, values and aims.
- Governance structure.
- Roles and expectations of Members, Trust Board Directors and Governors.
- Terms of reference for the Resources and Audit Committee and Local Academy Councils.
- Scheme of Delegation.

Academy Trust role descriptors for Members, Trust Board Directors, Chair and Vice Chair, Governance Professionals, CEO and committees (including local governing bodies and parent governors) are defined in the DfE Academy Trust Governance Guide document. Our local governing bodies are called Local Academy Councils.

This Scheme of Delegation is a vital and accessible document that underpins our governance framework, ensuring clarity and transparency for all stakeholders. To uphold our commitment to "systemness" and effective communication, this document will be:

- Published on The Stour Federation's website (www.thestourfederation.com) to ensure it is readily available to our entire community, including staff, parents, and the public. This reinforces our value of Openness and our dedication to engaging with stakeholders.
- Integrated as a core component of the induction process for all Members, Directors, senior executive leaders (including the CEO, CFO, and other Executive Leadership Team members), and Local Academy Council Governors. This ensures that all individuals involved in our Trust's leadership and governance understand their roles, responsibilities, and the framework within which they operate from the outset, reinforcing our shared strategic direction, RESPECT Values, and commitment to developing a high-performing working culture for all staff.

This document will be reviewed at the end of each academic year to ensure it meets the continuing needs of The Stour Federation Multi Academy Trust.

2. PRINCIPLES OF GOVERNANCE: OUR 2030 VISION, VALUES AND STRATEGIC DRIVERS

The Stour Federation was established in 2014 with a foundational commitment to strong collaboration and high-quality education. Our governance framework places the learner at the heart of all we do, aiming to provide robust leadership, challenge, and support across our academies. We are committed to being a trustworthy, reliable, ethical, and inspirational organisation.

Our overarching 2030 North Star is human flourishing for all members of our school community. This means intentionally crafting experiences where staff, children, families, and the wider community feel a profound sense of belonging, safety, value, and inspiration. This commitment extends as "unreasonable hospitality" to all, drawing inspiration from Will Guidara's philosophy on how to treat people, listen, be curious, and make others feel welcome. True flourishing is a holistic journey of personal and collective growth, encompassing feeling good and functioning well, developing skills for life, fostering strong relationships, and enabling everyone to contribute to a shared purpose of advancing education for public benefit. For our staff, this means a supportive, empowering environment where professional development and wellbeing are paramount. For our children, it involves nurturing their unique talents and equipping them with essential global competencies for an ever-changing world. For families and communities, it means building collaborative partnerships and being a beacon of hope and opportunity.

All our actions and delegated functions are underpinned by Our RESPECT Values, which are grounded in the belief that every individual deserves the opportunity to live 'life in all its fullness' (John 10:10). We see each person as unique and precious, with diverse talents to celebrate, striving for the best for everyone and working collectively for the common good. We foster a culture of care, inclusion, and integrity, recognising our interdependence and the need for a community built on trust and ethics, embodying servanthood and collaboration as a unified family of schools.
To achieve our North Star of flourishing, we are guided by four interrelated 2030 Strategic Drivers that generate continuous motion and energy in a desirable direction:

- **Wellbeing and Learning:** We believe happy, healthy children learn best, especially when staff are flourishing. Our intentional approach fosters a supportive environment where every child feels safe and valued. This is interwoven into an exciting curriculum designed to spark curiosity and ignite a passion for learning, underpinned by an ethic of excellence.
- **Human Intelligence and Artificial Intelligence:** Recognising the transformative potential of technology, we prioritise developing uniquely human skills such as critical thinking, creativity, collaboration, and communication. We will leverage technology thoughtfully to complement and amplify human relationships, creating enriching educational experiences infused with hospitality, love, and connection.

- **Equity-Equality Investments:** We are committed to providing an equitable education for all pupils, ensuring every child, regardless of background, reaches their full potential. This involves strategic investments in expertise and innovation to address individual needs, close achievement gaps, and champion dignity and respect.
- **Systemness:** We recognise that we are stronger together. By fostering collaborative working across our schools and beyond, sharing best practices, and continuously learning from one another, we create a powerful and effective system where staff can do the best work of their lives. This driver promotes a culture of continuous improvement, active staff involvement, professional development, and strong relationships with parents and the community.






The Stour Federation's unwavering commitment to ethical leadership is paramount in achieving our "2030 North Star" of human flourishing. This means ensuring every decision and action reflects the highest standards of integrity, transparency, and accountability, creating an environment of "unreasonable hospitality" where everyone feels valued and respected. All individuals involved in the governance and operation of The Stour Federation are expected to embody and uphold the following seven Nolan Principles of Public Life:

1. **Selflessness:** Holders of public office should act solely in terms of the public interest. In The Stour Federation, this means our focus is always on advancing education for public benefit and working collectively for the common good of all in our school community.
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. We are committed to being a trustworthy and ethical organisation, building a community based on trust and ensuring clear processes to avoid conflicts of interest and connected party transactions.
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. This principle underpins our "Equity-Equality Investments" driver, ensuring an equitable education for all pupils,

championing dignity and respect, and making evidence-informed decisions for the benefit of every child, regardless of background or circumstance.

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. The Trust Board holds ultimate accountability for the Trust and its academies, with robust systems for oversight and reporting to ensure transparent and shared accountability across all levels of governance and operation.
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. We commit to clear and timely communication, ensuring our governance structures and decisions are published on our website and accessible to all stakeholders, fostering a culture of transparency.
6. **Honesty:** Holders of public office should be truthful. This is an essential component of our "RESPECT Values" and our aspiration to be a trustworthy and ethical organisation, fostering a culture where truthfulness is consistently valued and expected.
7. **Leadership:** Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs. We believe that great service and effectiveness stem from great leadership, cultivated in every individual. We empower staff to model organisational health, take ownership of their professional journey, and foster an environment where everyone feels valued, supported, and empowered to flourish.

By adhering to these principles, we collectively uphold the values and strategic direction of The Stour Federation, ensuring that our governance supports the flourishing of every child, staff member, family, and community we serve.

Next-Generation Governance: Strategic Stewardship and Long-Term Impact

The governance framework of The Stour Federation is rooted in the philosophy of Next-Generation Governance. This approach requires governance activity to evolve beyond being primarily focused on compliance or "box-ticking" toward becoming a genuine driver of performance, resilience, and systemic improvement.

This ambition necessitates a commitment to long-term thinking, encapsulated in the concept of *Cathedral Thinking*, which requires all those involved in governance - the Trust Board and the Local Academy Councils (LACs) - to adopt a legacy mindset: not letting 'short term' goals determine the long game. We view ourselves as stewards of the *Class of 2040*, ensuring our current decisions enable the genuine, long-term human flourishing of children and communities. This strategic discipline is essential because if we were solely focused on short-term performance metrics, this long-term governance would be unnecessary.

The responsibility for translating this strategic philosophy into action is shared across the governance structure, operationalised through three leadership narratives identified by Confederation of School Trusts, which inform the core functions of the Trust Board and the delegated duties of the LACs:

1. **Trust Leadership (Accountability and Assurance)**
    - **Trust Board:** Defines the vision, fosters the Trust's culture, and sets the high-level strategy and policies.
    - **Local Academy Councils (LACs):** Support this assurance by ensuring the Trust's vision, ethos, and strategy are effectively adopted and applied by school leaders. The LACs monitor school performance, including educational standards and the status of local Safeguarding and SEND provisions at the point of impact.
2. **Civic Leadership (Strategic Engagement)**
    - **Trust Board:** Retains strategic oversight of relationships with all stakeholders. This commitment is driven by our focus on Unreasonable Hospitality - making people feel they belong.
    - **Local Academy Councils (LACs):** Are crucial for delivering local engagement, as they are strategically positioned to consult with parents, staff, and pupils, using these insights to inform local decision-making, and providing the Trust Board with context on the challenges and opportunities faced by the local community.
3. **System Leadership (Strategic Direction and Improvement)**
    - **Trust Board:** Champions the overall strategic direction of the educational system, particularly through the Equity-Equality Investments driver.
    - **Local Academy Councils (LACs):** Contribute to system leadership by actively monitoring improvement strategies and providing feedback to the Trust Board and CEO regarding the local impact of strategic investments to address individual needs and close achievement gaps.

3. VISION AND VALUES

LEARN, GROW, SUCCEED TOGETHER



Working together we are stronger. Through collaborative leadership, steadfast commitment and future thinking, the vision of The Stour Federation is to develop and grow our group of inspirational schools which instil ambition and desire in learners, open their minds, widen their horizons and equip them to flourish in a diverse, challenging world.

Through coherent strategies, an organisationally healthy culture where excellence flourishes, and a curriculum with reading at its heart, we look to balance holding schools to account with helping them to improve - transforming outcomes for children at scale. Our Academy Trust brings clear, inspiring and equitable benefits to children, families and staff.

The quality of education is at the core of our mission. We focus on standards as we understand outcomes are crucial. Our decision making is driven entirely by what is best for children. This

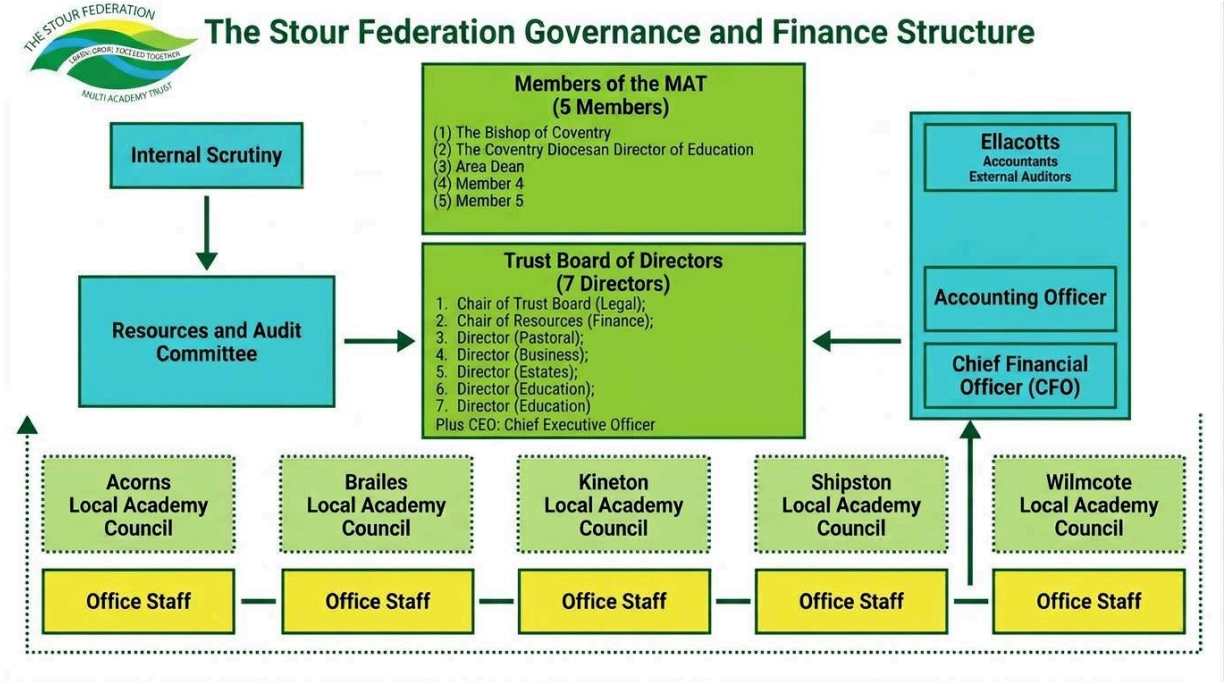
includes a dedication to developing, growing and retaining talented leaders and staff across the Trust and investing in staff development.

The Stour Federation believes that to be a high-performing multi academy trust we must focus on aligning schools around a common model of school improvement; schools that are the most harmonious are the highest performing, whilst respecting earned autonomy - a powerful caveat for individual schools to be able to show self-determination innovate and share specific strengths or areas of interest.

Values inform expectations. Expectations influence behaviour. Behaviour creates culture.

Our values underpin system leadership and the capacity to collaborate with others leads to a long-lasting driver for improvement - partnership only works when both sides are adding capacity and receiving support as the foundation of the relationship.

4. GOVERNANCE



The Trust Board has a clear plan for delegated authority and regularly checks that it is fit for purpose. Local Academy Councils are effective at quality assuring standards and the CEO, Headteachers and Trust Improvement Leaders are subject to the same scrutiny. There is a clear scheme of delegation which sets out the separation of responsibilities between the Central Team and the Local Academy Councils.

Great governance makes change happen and is fundamental to success by promoting attitudes and a culture where everything works towards fulfilling the vision, mission and objectives from the boardroom to the classroom.

As an Academy Trust, our governance arrangements differ from those in maintained schools. In maintained schools there is only one tier of governance, the "Governing Body". As a charitable company limited by guarantee, The Stour Federation's governance is undertaken in the same way as any other registered company. This involves an additional layer of governance, known as the "Members". Ultimately, they are financially responsible for the Trust.

Whilst Members have an overview of the governance arrangements of the Trust, they are not involved in its day to day management. Members have a reserved number of powers designed to support stronger governance arrangements such as being able to change the constitutional documents i.e. the Articles of Association and to appoint or remove a set number of Trustees (Directors).

The body responsible for the day to day management and administration of the Trust in line with its Articles of Association is the "Trust Board of Directors", making strategic decisions about the day to day running of the Trust, directing its affairs, ensuring it is solvent, well-run and delivering its charitable outcomes for the benefit of the public. It is permissible for Members of the Trust to also be Directors. The Trust Board has to answer to three different branches of law: company law, charity law and education law.

In company law terms, those on the Trust Board are known as "Directors" of the Trust; in charity law, they would be known as "Trustees"; in education terminology they would be known as "Governors". The terminology is interchangeable as the role, duties and responsibilities are essentially the same. Within The Stour Federation the term "Directors" has been chosen to avoid any confusion. As such it is the Trust Board of Directors who are accountable for all academies within The Stour Federation.

Whilst the Trust Board retains ultimate responsibility for each academy within the Trust, a Local Academy Council (LAC) has been established at each of its schools to provide relevant localised representation and advice to the Trust Board. Those serving on a Local Academy Council are referred to as "Governors".

Governance is underpinned by a common understanding about who is responsible for decision making and the mechanisms by which others can provide valuable input to decision making. The Scheme of Delegation makes this process transparent.

The Stour Federation is committed to providing excellent education to all children without our community. Effective governance will achieve this through carrying out the three core functions of governance:

Establishing the strategic direction, by

- Setting the vision, values and objectives for the Trust.
- Agreeing improvement strategies with priorities and targets.
- Meeting statutory duties.

Ensuring accountability, by

- Holding the CEO and Headteachers to account for the progress and attainment of our pupils.
- Monitoring progress towards targets and key performance indicators.
- Performance Managing the CEO and Headteachers.
- Engaging with stakeholders.
- Contributing to Trust self-evaluation.

Ensuring financial health, probity and value for money, by

- Setting the budget.
- Monitoring spending against the budget.
- Ensuring value for money is obtained.
- Ensuring risks to the organisation are managed.

Governance functions will be undertaken by Directors at Trust Board level or will be delegated to Governors for the individual schools according to the Scheme of Delegation agreed by the Trust Board. Members will have oversight through the Trust Board minutes and CEO reports. The Scheme of Delegation gives an indication of the specific roles and level of decision making to be undertaken by Members, Directors and Governors.

5. THE ROLE OF MEMBERS

Members are best viewed as guardians of the constitution, changing the Articles of Association if necessary and ensuring the charitable object is fulfilled. The Members appoint five of the Trust Board Directors and can exercise reserve powers to appoint and remove Directors, but it is anticipated that this power will be rarely exercised. The Academy Trust has five members, with a church majority.

Members are expected to meet at least annually to receive the report of the Trust Board and CEO. They may attend meetings of the Trust Board as observers and with the consent of the Chair.

Whilst in law Members are permitted to be appointed as Directors, in order to retain a degree of separation of powers between the Members and the Trust Board, and in line with DfE expectations, The Stour Federation has determined that normally only one Member will sit as a Director and provide a link between the Trust Board and Members. Members are not permitted to be employees of the Academy Trust.

6. THE ROLE OF DIRECTORS

Those sitting on The Stour Federation Trust Board are the registered Company Directors and Charity Trustees of the Trust and as such are responsible for the strategic corporate management of the multi academy trust and for ensuring it carries out its charitable responsibilities.

The Directors are responsible for the actions of The Stour Federation and the schools, and are accountable to the Members, to the Secretary of State for Education and to the wider community for the quality of the education received by all children of the schools and or the expenditure of public money.

Directors are required, as trustees and pursuant to the Funding Agreements, to have systems in place through which they can assure themselves of the quality, safety and good practice of the affairs of the Academy Trust.

The Trust Board will ensure that new Directors undertake a formal induction process. The Trust Board will also carry out a regular skills audit of its Directors and Governors, using the DfE Commissioning High-quality Trusts and an appropriate audit tool such as the Confederation of School Trusts Building Strong Trusts Assurance Framework . This audit will specifically assess and ensure sufficient financial knowledge and data analysis skills across the Board, enabling Directors to effectively hold the executive to account, make evidence-informed decisions, and maintain robust oversight of the Trust's educational performance and financial health, in line with our "Equity-Equality Investments" and "Systemness" strategic drivers.

Ensuring clarity of vision, ethos and strategic direction	• To set the vision, ethos and strategy for Stour Federation Multi Academy Trust and its schools over the next three to five years. • To agree to any expansion of the Stour Federation Multi Academy Trust. • To establish governance structures for Stour Federation Multi Academy Trust, from Members to school level, in keeping with the Articles of Association. • To agree to any constitutional matters, including procedures, where the Trust Board has discretion, providing clarity through the published Terms of Reference, Scheme of Delegation, Risk Register and other such documents.

	• To establish the constitutions of LACs and agree levels of delegation of authority and terms of reference. • To appoint, suspend or remove a Director, Local Governor, Governance Professional, CEO or Headteacher. • Participate in all senior appointments to the Trust and individual schools within the Trust, and other posts as required. • To appoint a Safeguarding Lead Director and a Special Educational Needs and Disabilities (SEND) Lead Director from among the Trust Board. These lead Directors will hold strategic leadership responsibility for the Trust's wider safeguarding arrangements and specific oversight of the Trust's arrangements for SEN and disability, respectively. They will receive reports from local Safeguarding Governors and SEND Governors on a termly basis to ensure the Trust and each individual school are fulfilling their statutory responsibilities, and to provide strategic guidance to the Trust Board on these critical areas. • To ensure that the Trust and each LAC complies with the requirements of the Freedom of Information Act and the General Data Protection Regulations (2018). • To review Trust wide policies and procedures identified in the Academy Trust's policy review programme.
Holding the CEO and Headteachers to account for the educational performance of the MAT and its pupils, and the performance management of staff	• To review and monitor staff professional learning across the Academy Trust. • To monitor, review and challenge the impact of quality of rates of pupil progress and standards of achievement across the Academy Trust and by comparing the performance of individual schools against each other and national benchmarks. This will include whole school analyses and identified groups of pupils. • To ensure each LAC sets priorities for school improvement and generates a school improvement plan. The Trust Board to receive, monitor and evaluate the impact of individual school improvement plans against The Stour Federation's multi-year Strategic Development Plan. • To consider recommendations from external reviews of individual schools or the Trust (e.g. Ofsted, Challenge Partners, Flourishing Trusts Network, Safeguarding Audit), agree actions because of such reviews and regularly evaluate the implementation of the plan to understand the impact. • To actively promote equal opportunities, diversity and inclusion.

Overseeing the financial performance and making sure its money is well spent	• To approve a balanced budget, and any significant changes to it, for the financial year to 31 August, which can draw on unspent funds brought forward from previous years (following approval by each LAC). The Board must minute its approval. • Consider management accounts at each meeting. These will be made available to Directors and Governors on a monthly basis. • To ensure that the Trust's financial policies and procedures comply with statutory and Department for Education (or Education and Skills Funding Agency) requirements in accordance with the latest version of the Academy Trust Handbook. • To monitor the use of resources to deliver a high standard of education for all pupils in line with The Stour Federation strategic development plan and ensure that all spending represents value for money and follows best practice principles. • To approve capital projects and monitor expenditure and progress on a regular basis. • To delegate powers to spend the delegated budget and any other funds as agreed to the CEO, each LAC or each Headteacher as appropriate and the amount to be delegated, in line with The Stour Federation Financial Management Policy. • To ensure that the Trust and each school within it has segregation of duties in place to avoid fraud and corruption.

7. THE ROLE OF THE RESOURCES AND AUDIT COMMITTEE

The purpose of the Resources and Audit Committee is to ensure oversight of all of the financial and resource affairs of The Stour Federation Multi Academy Trust, including advising the Trust Board on setting the budget and making recommendations or decisions as appropriate on capital expenditure. The committee maintains appropriate oversight of the Trust's governance, risk management and internal control framework.

Amongst other things relating to the purpose described above, activities of the committee will include:

Finance	• Review and approval of financial policy documents as required. • Advising the Trust Board on the proportion of the budget to be held centrally by the Trust. • Maintaining oversight of the effective delivery of the Trust's central services.

	• Reviewing and recommending to the Trust Board annual and three year budgets. • Monitoring the Trust's annual budget, including the budget for each academy as well as reviewing reports on financial management, end of year accounts and latest monthly management accounts and termly forecasts. • Reviewing the efficient allocation of financial resources, reporting regularly to the Trust Board on value for money. • Ensuring production of financial statements and reports in accordance with the requirements of the ESFA's Academy Trust Handbook and ensuring financial compliance and that the Trust fulfils other regulatory duties. • Reviewing and recommending the Annual audited Trust accounts to the board. • Examining monitoring reports on the income and expenditure of all public funds and reporting the financial situation to the Trust Board each academic term. • Ensuring adequate financial and asset management systems are in place across the Trust and all its academies including the internal financial controls that both the Trust and individual academies should have in place. • Ensuring mandatory compliance with The DfE Energy for Schools service or a DfE-approved energy deal upon contract renewal. • Ensuring mandatory compliance with The Government Commercial Agency Supply Teachers and Education Recruitment framework for all supply staffing requirements, unless an alternative compliant agreement offers equal or lower rates. • Ensuring mandatory compliance with The DfE Management Information System (MIS) framework when awarding the Trust's next full-term MIS contract.
Premises and Estate	• Deciding on and advising the Trust of priorities, including those related to Health and Safety and conditions, for the maintenance and development of all premises belonging to academies in the Trust. • Considering and recommending to the Trustees, plans for capital development works. • Reviewing new builds and refurbishments relating to the academies and any new schools. • Approving plans for the development of ICT services and resources across schools in the Trust. • Overseeing progress towards meeting the DfE's 6 core digital and technology standards by 2030 (broadband, network switching, wireless networks, cyber security, filtering and monitoring, and digital leadership), utilising the DfE Plan Technology for Your School tool for self-assessment.

Staffing and Human Resources	• Reviewing and approving HR policies on a planned basis taking account of best practice, legal developments and the culture of the Trust. • Ensuring there is a fair and lawful recruitment process in place throughout the Trust that is consistent with safer recruitment practices and that staff within the Trust are treated fairly and have excellent conditions of employment. • Considering and agreeing proposals from the CEO for restructuring of the Central Team, the creation of new posts within that structure or other expenditure relating to reduction or expansion of staff that falls outside the limits imposed by the scheme of delegation. • Ensuring implementation of the Trust's Appraisal policies. • Ensuring executive pay decisions are transparent, proportionate, and defensible, and ensuring that executive remuneration does not increase at a faster rate than teachers' pay across the Trust without prior DfE approval.
Audit and Risk	• Advising the Trust Board on the adequacy and effectiveness of the Trust's and its member academies systems for internal financial control and its arrangements for risk management, control and governance processes and for securing economy, efficiency and effectiveness (proof of good value for money). • Recommend the appointment of the external auditor to the Board for onward recommendation to Members, including with regard to the terms on which they will be engaged. • Review the findings with the external auditors including discussion around any major issues and how they can be resolved, considering any key accounting judgments and levels of error. • Ensure the production of an annual report to inform the governance statement for the Trust Board and accounting officer which should include the committee's advice on the effectiveness of the management of risk including the financial controls and the governance processes. • Recommend the annual auditor's report to the Trust Board for approval. • Approve the appointment of internal scrutiny and the programme for the year. • Advise the Trust Board on internal audit management and annual reports responding to any issues raised from the external audit including recommendations, actions and impact. • Establish and monitor risk management plan and the risk register for the Trust, review this regularly and ensure where necessary there is an effective risk mitigation plan. • Advise the Trust Board on the risk management plan and its adequacy and effectiveness. • Ensure that the Trust's Whistleblowing Policy is in place, is known by all staff and that it is effective, making recommendations to the Trust Board as necessary.

8. THE ROLE OF LOCAL ACADEMY COUNCIL GOVERNORS

The role of Local Governor within the Multi Academy Trust is an important one. In developing our governance arrangements, the Trust Board has sought to ensure that the responsibility to govern is vested in those closest to the impact of decision-making and that such responsibility matches the capacity of those assuming responsibility.

Best practice is that the principle of "significant separation" should also apply between the Local Academy Councils and the Trust Board. If local governors sit on the Trust Board this may reduce the objectivity with which the Trust Board can exercise its powers. Local governors may be conflicted in that, for the best possible reasons, they may wish to represent the interests of the school or schools where they serve on the Local Academy Council, rather than the interests of all schools in the Trust. Directors must not be partial – they must make decisions in the interests of all schools and all pupils, they must exercise independent judgement and avoid conflicts of interest. For this reason, the Confederation of School Trusts advises that all or a significant majority of Directors to be independent of local governance.

The constitution of the Local Academy Council must be 25% parents of pupils currently at the school and 25% staff – these positions must be elected. In former Voluntary Aided (VA) C of E Schools there must be 50% foundation governors, in all other schools 25% are foundation and 25% are co-opted. There are separate application processes in place for both of these.

Local Governors are accountable to the Trust Board of Directors as well as to the communities they serve. Local Academy Councils are not governing bodies. There are four main tasks to oversee:

- The experience of a child in a Trust school. Are they happy, safe and well educated?
- The experience of an adult employed by the Trust to work in a Trust school. How are they supported and developed?
- The experience of a parent or carer who chooses to send their child to a Trust school. How are they communicated with? What are their views? How do they articulate their concerns?
- The role of the school as an ambassador for the Trust. How does a model that will be very different for the community (The Trust) become something that is seen as a positive force for good?

1	To generate and set a school vision statement, with values aligned to the needs and context of the school. This should be in support of the Trust vision set by the Trust Board.
2	To receive reports from both the Safeguarding Governor and the SEND Governor on a termly basis to ensure the school is fulfilling its statutory responsibilities.
3	To ensure that the Local Academy Council complies with the requirements of the Freedom of Information Act and the General Data

	Protection Regulations (2018) at school level.
4	To approve the first formal detailed budget plan of the financial year for ratification by the Trust Board and to monitor expenditure and income on an on-going basis throughout the year.
5	To ensure the most effective use of resources to achieve a high standard of education for pupils in line with the School Improvement Plan.
6	To operate within the headline budget delegated by the Trust Board and to generate a detailed local budget, and manage costs within it.
7	To make recommendations to the Trust regarding decisions due to be taken that may have financial implications, beyond the budget that has been delegated, to ensure the economic, efficient and effective use of resources.
8	To ensure that the school has segregation of duties in place to avoid fraud and corruption in line with the policies of the Trust.
9	To carry out the Trust's statutory responsibilities in relation to health and safety.
10	To carry out the Trust's statutory responsibilities in relation to the security of school premises and equipment.
11	To carry out the Trust's statutory responsibilities in relation to staffing and employment.
12	To make recommendations to the Trust Board, by agreement with the CEO on the school's staffing structure and staff-related issues.
13	To review, monitor and evaluate the curriculum offer and receive regular updates from the Headteacher and make changes as required to achieve the goals of the School Improvement Plan within the approved budget. To report changes to the Trust Board.
14	To monitor and evaluate goals for school improvement as determined by the Trust Board's Strategic Development Plan.
15	To review policies and procedures within the school's policy review programme and in accordance with its delegated powers.
16	In consultation with the CEO for the Trust, review and monitor teacher professional learning and any nationally accredited awards.
17	To approve proposals presented by the Headteacher for school residential trips that have not been undertaken before, for ratification by the Trust Board.
18	In partnership with the CEO for the Trust, monitor and review the impact of quality of teaching on rates of pupil progress and standards of achievement on a whole school basis and with reference to specific groups including, but not limited to, Pupil Premium children, pupils with Special Educational Needs, looked after children, the most able pupils and those underachieving.
19	To monitor the implementation of action plans following external reviews e.g. Ofsted, for consideration by the Trust Board.
20	To celebrate pupil and staff achievements as identified by the Headteacher.

9. GOVERNOR LEARNING VISITS

Governor learning visits should be undertaken with the permission of the Headteacher within an agreed agenda. At the beginning of each academic year the Headteacher, with the Clerk and Chair, should construct a calendar of visits.

The following roles can be delegated to Governors in order to triangulate the information they hear at meetings:

- Safeguarding, Attendance & Behaviour.
- Inclusion – includes SEND, Pupil Premium, Children in Care.
- EYFS, Early Reading & Phonics.
- English.
- Maths.
- Wider Curriculum - Subjects, Subject Leadership and Whole Curriculum.
- Personal Development and Enrichment.
- Ethos & Christian Distinctiveness.
- Estates.
- Finance.

For Governors who are unable to get into school regularly due to other commitments (e.g. working parents), the following could be explored:

- Arrange a phone/video call with a member of staff to discuss an area of work.
- Meet with a group of pupils at the beginning/end of the school day when collecting your own children from school – using agreed questions
- Arrange to meet with a member of staff at the end of the day and ask for your child to be supervised by another member of staff in school
- Speak to parents/staff at parents evening (with agreed questions)
- Attend assemblies/collective worship events and ask agreed questions to pupils/parents
- Attend coffee mornings/PTA events to capture parent voice
- Headteacher to arrange in advance (at beginning of each academic year) a termly monitoring morning/afternoon where time can be booked off work for governors to attend.

Governors need to be clear with Headteachers on what time they have available to undertake learning visits and should not feel guilty if they cannot always be available to take part.

10. INTERVENTION

The Trust Board is ultimately responsible for The Stour Federation and the conduct of its schools. Whilst it is expected that governance of the individual schools will be fully delegated to LACs, there may be exceptional circumstances where it is necessary for the Trust Board to intervene and withdraw delegated authority, either from a specific area of governance or completely. In such circumstances the Trust Board will work closely with that school and its governors to create the circumstances in which full delegation can be restored.

Exceptional circumstances would include:

- Insufficient progress against educational targets such that there is a risk of intervention by Ofsted/Secretary of State without rapid improvement.
- Significant concerns about financial probity or effectiveness.
- There has been a breakdown in the way the school is managed or governed.
- The safety of pupils or staff is threatened, including a breakdown of discipline.

11. ROLE OF THE GOVERNANCE PROFESSIONAL

Clerking provides an invaluable contribution to the efficiency, effectiveness, productivity and compliance of the governing board. A governance professional works in partnership with the Chairs to keep the Trust Board and Local Academy Councils focused on its core strategic priorities, provides independent and expert advice and guidance to the board on its duties and functions, and delivers administrative support that makes everything work smoothly.

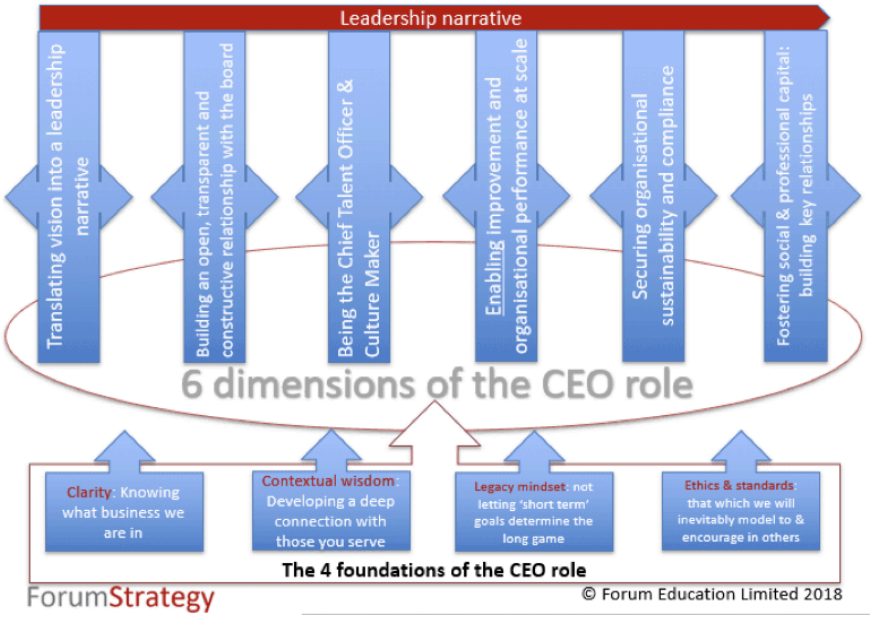
The Governance Professionals will circulate an agenda for each meeting and papers at least a week before each meeting.

The Governance Professionals will take notes of the meeting and issues discussed and recommendations for decisions will be recorded. The written record will be prepared in sufficient time for its inclusion on the agenda and papers of the next meeting of the Trust Board to:

- Ensure compliance with statutory requirements.
- Provide information and guidance to the Trust Board/LAC.
- Record attendance of governors.
- Seek approval of recommendations.
- Report the discharge of any delegated powers.
- Ensure that any pecuniary or conflicts of interest are declared at each meeting by everyone present and recorded.

12. ROLE OF THE CEO

i. Forum Strategy's framework for the CEO role to inform training, coaching & performance management



The CEO has delegated responsibility for the operation of The Stour Federation Multi Academy Trust and the schools within it. The CEO has a role in the appraisal of the Leadership Team and Trust Improvement Leaders, and is expected to have an overview of the performance of each school. The CEO is an ex-officio member of the Trust Board of Directors.

As the designated Accounting Officer, the CEO has overall responsibility for the operation of The Stour Federation Multi Academy Trust's financial responsibilities. On a day to day basis this responsibility is delegated to the Chief Financial Officer (CFO) and individual schools. The CEO must ensure that the organisation is run with financial effectiveness and stability, avoiding waste and securing value for money.

The CEO leads the Leadership Team and School Improvement Team of the Academy Trust. The CEO will delegate executive management functions to the Leadership Team and School Improvement Team and is accountable to the Trust Board of Directors for the performance of these tea

13. ROLE OF THE HEADTEACHER

Headteachers are responsible for the day to day leadership and management of their school and for driving its overall performance. Whilst line managed by the CEO, they are expected to be autonomous professionals and, in most circumstances, to operate independently and align with the overall Trust vision, values and ethos of The Stour Federation.

Headteachers are ex-officio members of their Local Academy Council and will report to them for all delegated responsibilities.

14. STAKEHOLDER VOICE

Assessing and responding to the ideas and concerns of our key stakeholders is an important part of the operations and governance of The Stour Federation.

The Leadership Team (Headteachers, Deputies, Trust SENDCO, CEO) and Trust Improvement Leaders will meet with the CEO at least once each half term. They will be responsible for providing advice and guidance to Directors and Governors, as well as for the operational delivery of The Stour Federation's vision and strategic goals.

All schools in the Trust are expected to have School Councils with representatives from different year groups. Each Local Academy Council is expected to give due regard to issues that are raised through the School Council and the management actions taken in response to the issues. Where appropriate these should be brought to the attention of the CEO and Directors. Other ways in which pupil voice is taken into account will be considered.

Parental voice is formally built into the governance structure with the election of at least two parent Governors to each Local Academy Council. LACs will need to give consideration to other mechanisms of communication and consultation appropriate to their school.

Staff voice is formally built into the governance structure with the election to each Local Academy Council of at least two employees, ideally representatives from both teaching and support staff of the school by employees of that school.

Regular pulse surveys for staff and parents will take place throughout the year.

The Stour Federation will consider what further mechanisms for pupil, parent and staff representation at other governance levels may be appropriate.

15. COMMUNICATION AND COLLABORATION

The Stour Federation is committed to ensuring that communication between all stakeholders is regular, transparent, effective and of high quality.

The Leadership Team (Headteachers, Deputies, Trust SENDCO, CEO) meet every three weeks to collaborate on policies, systems, initiatives and priority objectives across the Trust.

Minutes of Trust Board of Directors meetings will be made available to Chairs of Local Academy Councils and Headteachers. The Trust Board will publish an annual schedule of meetings with agenda items where known. Similarly, meetings of Local Academy Council meetings should be made available to Directors. LACs contact the Governance Professional to the Trust Board with any issues they wish Directors to consider.

The Chairs Advisory Group (CHAG) comprises the Trust Board Chair, LAC Chairs and CEO. The function of the CHAG is to act as a conduit of effective communication between the LACs and the Trust Board. It will not have decision-making powers itself. This group will also provide a termly forum to share ideas and drive collaboration across the Trust.

16. CENTRAL TEAM

There will be certain roles which will work across all schools in The Stour Federation. These include the CEO, Trust Head of Inclusion, Trust Improvement Leaders, Chief Financial Officer and may include accountants, HR, payroll and other support staff as appropriate. The costs of employment of these personnel will be shared across all schools through the top slice and it is proposed that this is split based on a number of factors, which will be reviewed and agreed on an annual basis. These could include:

- The amount of support each school requires.
- Service Level Agreement (SLAs) in place.
- The benefit each school derives from The Stour Federation MAT roles.
- The number of children in each school at the time of the October census.

The actual central top slice will be calculated and apportioned by the Trust Board at the start of each financial year in the light of previous years' expenditure and anticipated future spend against The Stour Federation strategic goals and individual school improvement objectives. The top slice is published in a summary statement accompanying the published annual accounts. This statement outlines how central funds and GAG are distributed across constituent schools, matching the disclosures in the annual accounts notes.

17. SCHEME OF DELEGATION

A number of bodies or persons within the Trust may have interest in any particular element within the Scheme of Delegation. To clarify to which tier a decision is being delegated the body responsible is indicated by the following notations:

- **A = Accountable:** The individual/group with ultimate or final responsibility for ensuring completion of the task. This includes determining how the Trust and/or Academies should undertake the task, setting appropriate milestones, and targets.

- **R = Responsible:** The individual/group that has responsibility for undertaking or completing the task delegated to them and reporting on its delivery at suitable intervals.
- **S = Support:** The individual/group who should provide support during the implementation of the task.
- **C = Consult:** The individual/group that should be consulted as part of the process of completing the task because they can provide valuable advice and/or input.
- **I = Inform:** The individual/group that should be kept up-to-date about the progress of the task and/or the decisions made.

Issues relating to church schools are asterisked* in the margin. The Diocese of Coventry will have the right to approve the first Scheme of Delegation and any future changes to these items will also be referred to the Diocese for approval. A Memorandum of Understanding between The Diocese and the Trust sets in more detail out how the parties should behave in fulfilling their duties to each other.

		Decision	Delegation A - Accountable, R - Responsible, S - Support, C- Consult, I - Inform			
			Trust Board (Directors)	CEO	LAC (Governors)	Headteacher
Strategy and Leadership						
1	**Strategy**	**Set the vision, mission, values and culture of the Trust**	A	R	I	C
2		**Set and deliver strategic objectives of the Trust**	A	R	C	C
3		**Set and deliver strategic objectives of each Academy**	A	R	R	R
4	**Compliance**	**Performance Scrutiny -** review and challenge progress of the Trust against its strategic objectives and KPIs	A	R	C	S
5		**Culture Scrutiny -** operation of the Trust and academies against the agreed character, vision, mission and values	A	R	C	S
6		**Compliance: Funding Agreement -** comply with all obligations including the Academy Trust Handbook	A	R	C	S

		Decision	Delegation A - Accountable, R - Responsible, S - Support, C- Consult, I - Inform			
			Trust Board (Directors)	CEO	LAC (Governors)	Headteacher
7		**Compliance: Regulatory -** with all regulations affecting the Trust (including all charity law, company law, GDPR, employment law and health and safety)	A	R	C	S
8		**Compliance: Financial Oversight -** ensuring that there are appropriate financial controls so that there is regularity, probity and value for money in relation to the management of public funds	A	R	C	S
9		**Compliance -** completing the register of business interests and put in place a procedure to deal with any conflicts of interest and connected party transactions	A	R	C	S
10	**Registers**	**Trust Risk Register**	A	R	C	S
11		**Register of Interests**	A	R	C	S
12*	**Appointments and Delegations**	**Expansion of the Trust -** consider requests from other schools to join the Multi Academy Trust (if it is a CofE school the Diocese would need to approve)	A	R	C	S
13		**Appointment and removal of Directors** - including ensuring that the Directors have the skills to run the Trust	A (and Member approval where required)	R		
14		**Appointment of Company Secretary - Board**	A	R		
15		**Appointment of Governance Professional - Trust Board**	A	R	I	I

		Decision	Delegation A - Accountable, R - Responsible, S - Support, C- Consult, I - Inform			
			Trust Board (Directors)	CEO	LAC (Governors)	Headteacher
16		**Appointments of Governors** - including ensuring that the Governors have the skills to run the academies	A	R	I	S
17		**Internal organisation of each Local Academy Council, including the election of Chair and Vice-Chair**	A	C	R	I
18		**Appointment of Governance Professional - Local Academy Councils**	A	R	R	S
19*		**Power to disband a Local Academy Council** (this would only be used in exceptional circumstances)	A	R	I	I
20		**Appointment of External Auditors** (Members have the ultimate accountability for appointing external auditors)	R	R	I	I
21		**Appointment of Audit Committee**	A	R	I	I
22		**Nominating Safeguarding Lead Director** (responsible for strategic leadership and oversight of the Trust's wider safeguarding arrangements in line with statutory guidance)	A	S	I	I
23		**Ensuring each Academy has appointed a Designated Safeguarding Lead** - ensuring compliance with statutory guidance and maintenance of single central record	A	R	C	R
24		**Nominating SEND Lead Director** (responsible for strategic oversight of the Trust's inclusive practice, SEND provision, and legal duties to cooperate with Local Authorities on local sufficiency, place planning, and inclusion strategies	A	S	I	I

		Decision	Delegation A - Accountable, R - Responsible, S - Support, C- Consult, I - Inform			
			Trust Board (Directors)	CEO	LAC (Governors)	Headteacher
25		**Ensuring there is a SENDCO and a school SEND policy/information report in place for an Academy, ensuring compliance with statutory guidance**	A	R	R	R
26		**Prepare terms of reference for Local Academy Councils and Committees**	A	R	C	C
27	**Policies**	**To determine, on an annual basis, those policies which will be developed by the Trust and be mandatory for all Trust Schools**	A	R	I	C
28		**To provide to the Trust, on an annual basis, copies of all policies and procedures and a schedule for their review**	I	A	S	R
29		**Policies - review and approval of Trust wide policies -** including pay, HR, finance, charging and remissions, health & safety and safeguarding, in accordance with all appropriate regulations	A	R	C	S
30		**Policies - review and approval of specific school policies**	I	C	A	R
31		**Setting/Reviewing Trust-wide Code of Conduct for Governance stakeholders** (For the Trust Board and CofE schools there is an additional Diocesan Code of Conduct)	A	R	C	C
32	**Training**	**Provide training programme for Directors and Governors**	A	R	I	R

		Decision	Delegation A - Accountable, R - Responsible, S - Support, C- Consult, I - Inform			
			Trust Board (Directors)	CEO	LAC (Governors)	Headteacher
33		**Professional Learning Programme -** developing and implementing an offer of professional development relevant to all schools.	A	R	I	C
34		**Individual School Professional Learning -**developing and implementing an offer of professional development relevant to the individual needs of the school	A	S	C	R
Teaching, Learning and Curriculum						
35	**Performance and Standards**	**School Improvement Plan and Pupil Premium Strategy -** for each Academy in line with strategic drivers of the Trust.	I	A	C	R
36		**Trust Key Performance Indicators -** setting and reviewing performance of the Trust	A	R	I	I
37		**School Key Performance Indicators -** setting and reviewing performance of the Schools	A	R	R	R
38		**Quality of Teaching -** ensuring appropriate levels of support, challenge and intervention to support delivery of education outcomes	I	A	C	R
39		**Curriculum -** setting curriculum and alignment for the schools and reviewing its effectiveness.	I	A	C	R
40		**Inclusion for Disadvantaged Pupils -** reviewing and challenging the value for money/Impact of Pupil Premium and SEND funding in terms of educational outcomes and narrowing the achievement gap	I	A	C	R

		Decision	Delegation A - Accountable, R - Responsible, S - Support, C- Consult, I - Inform			
			Trust Board (Directors)	CEO	LAC (Governors)	Headteacher
41		**Delivering Early Years Foundation Stage (EYFS), in line with statutory requirements**	A	R	S	R
42		**Delivering support for looked after children and previously looked-after children**	A	R	C	S
43		**Monitoring PE and sport premium spend**	A	R	R	R
44		**Delivering careers guidance, with regards to statutory requirements (for primary schools)**	A	R	C	R
45*	**Admissions**	**Set Admissions policy** - including Planned Admission Number	A	R	C	R
46*		**Change in age range of any of the Trust's schools** (requires DfE approval) (if it is a CofE school the Diocese would need to approve)	A	R	C	R
47	**Christian Distinctiveness**	**Collective worship arrangements for school without religious character**	A	R	I	S
48*		***C of E Schools Only*** **Responsible for the distinctive Christian character of the school as defined by the school's foundation, the principles of the Church of England, and the SIAMS process.**	A	R	S	R
49*		***C of E Schools Only*** **Responsible for maintaining and developing the partnership between the school and the church at parish and diocesan level.**	A	R	S	R

		Decision	Delegation A - Accountable, R - Responsible, S - Support, C- Consult, I - Inform			
			Trust Board (Directors)	CEO	LAC (Governors)	Headteacher
50	Pupils	**Pupil issues** - including attendance, exclusions, punctuality and disciplinary matters for each Academy	I	A	C	R
51		**Policies relating only to an individual school** - such as school uniform, behaviour, anti-bullying	I	C	A	R
52		**Suspensions and Permanent Exclusions** - holding hearings/reviews	A	S	R	R
53	The School Day	**School hours and length of school day -** setting the opening and closing times for the Schools	A	S	C	R
54		**Term Dates**	A	C	C	R
55		**INSET days**	A	R	C	R
56		**School meals -** ensure provided to appropriate nutritional standards	A	S	C	R
57		**Provision of free school meals to those meeting criteria**	A	R	C	R
58		**Keeping admission and attendance registers**	A	R	S	R
59	Safeguarding	**To develop a Trust wide Child Protection and Safeguarding policy in line with statutory requirements and best practice**	A	R	C	S
60		**To establish and review the Trust's Safeguarding and Child Protection Policy and other related policies**	A	R	C	I

		Decision	Delegation A - Accountable, R - Responsible, S - Support, C- Consult, I - Inform			
			Trust Board (Directors)	CEO	LAC (Governors)	Headteacher
61		**To implement the Trust's suite of safeguarding policies within each school**	I	A	S	R
62		**Setting whistleblowing procedures**	A	R	C	S
Finance						
63	**Funding**	**Funding Model -** agreeing a funding model and adoption of DfE commercial frameworks across the Trust and developing an individual funding model for the Schools so as to secure the Trust's financial health in the short term and the long term-the approach of top-slicing will be used.	A	R	C	S
64	**Budgeting**	**Trust Annual Budget -** formulating and setting the Trust wide budget	A	R	I	I
65		**To monitor monthly expenditure and account to the Trust for value for money.**	A	R	S	S
66		**Managing cash position**	A	R	C	S
67		**School Annual Budgets -** formulating and determining the proportion of the overall budget to be delegated to each school and top slice to be retained for central activities (including uses of contingency funds/balances). NB any carry forwards and reserves held in an individual school will be used for the benefit of that school and not recouped to central funds.	A	R	C	R

		Decision	Delegation A - Accountable, R - Responsible, S - Support, C- Consult, I - Inform			
			Trust Board (Directors)	CEO	LAC (Governors)	Headteacher
68		**To develop and propose the individual school budget**	I	C	A	R
69		**Expenditure and ensuring delivery of Annual Budgets**	A	R	R	S
70		**Reporting:** financial reporting and KPIs published in Annual report and lodged with Companies House, including publication of the annual GAG/fund distribution summary	A	R	I	S
71		**Approving annual accounts** (ultimate approval of accounts will sit with the Members of the Trust)	R	R	I	S
72	**Financial Delegation and Investments**	**Delegated Budgets and Finances** - in the form of a scheme of delegation of financial authority to the Schools	A	R	R	R
73		**Financial Policies -** establishing of policies and procedures to ensure compliance with the Trust's financial and reporting requirements	A	R	S	R
74		**Setting delegated authority limits for financial transactions**	A	R	C	C
75		**Managing novel, contentious and repercussive transactions**	A	R	I	I
76		**Investments -** agreeing the investment policy in line with the Academy Trust Handbook and any internal policies and controls	A	R	I	I

		Decision	Delegation A - Accountable, R - Responsible, S - Support, C- Consult, I - Inform			
			Trust Board (Directors)	CEO	LAC (Governors)	Headteacher
HR and Operations						
77	**Recruitment and Dismissals**	**Appointing the Chief Executive (CEO)**	A	I	I	I
78		**Appointing Chief Financial Officer (CFO)**	A	R	I	I
79*		**Appointing the Headteacher at each school** **(The Articles and MoU will indicate the involvement of the Diocese in the appointment of a Head of a C of E school)** The appointment of a Headteacher at a Trust school should be primarily led by the Chair and members of a Local Academy Council although it must be validated and confirmed by Directors. The CEO and Directors present will have the delegated authority to confirm the appointment. The appointment of a Deputy or Assistant Head should follow the same structure. There are clear guidelines for this process in C of E schools set out in the 2016 MoU.	A	C	R	I
80		**Appointing of cross-Trust Staff** (in line with recruitment policy)	A	R	I	I
81		**Appointing school staff in accordance with Trust HR policies -** delegation of staffing appointments with the exception of SLT would be made by the Headteacher	A	R	C	R

		Decision	Delegation A - Accountable, R - Responsible, S - Support, C- Consult, I - Inform			
			Trust Board (Directors)	CEO	LAC (Governors)	Headteacher
82		**Carrying out disclosure and barring service (DBS) checks (including Section 128 checks)**	A	R	C	S
83		**Setting Terms and Conditions of Employment**	A	R	C	S
84		**Dismissing CEO, Headteachers, senior/cross Trust staff -** in accordance with the Trust disciplinary and capability policies) Headteacher would only be dismissed by Trust Board Directors following discussions with Local Academy Council	A	R	S	I
85		**Dismissing all other staff** - in accordance with the Trust disciplinary and capability policies	A	C	S	R
86		**Consider any requests for early retirement or flexible working**	A	R	S	R
87	**Appraisal**	**Headteacher Appraisal in accordance with Trust's Appraisal Policy**	A	R	S	I
88		**CEO and Central Team Appraisal** (conduct/ratification)	A	R	I	I
89		**Implementing the Appraisal/Performance Management Policy together with pay reviews** (in line with the Trust's pay policy and all statutory regulations)	A	R	S	R
90		**Overseeing staff wellbeing, workload and working conditions**	A	R	C	S

		Decision	Delegation A - Accountable, R - Responsible, S - Support, C- Consult, I - Inform			
			Trust Board (Directors)	CEO	LAC (Governors)	Headteacher
91	Central Services	**Determining and allocating central services provided to the Schools by the Trust**	A	R	C	I
92		**Overseeing the effectiveness of services provided centrally by the Trust**	A	R	S	I
93		**Decide on shared services and activities other than those provided centrally by the Trust**	A	R	C	C
94	Premises and Asset Management	**Asset and Premises Maintenance Strategy -** ensuring premises are adequately maintained	A	R	C	R
95		**Allocation of Trust devolved capital to premises projects**	A	R	S	R
96		**Developing school buildings strategy or master plan**	A	R	C	R
97		**Acquiring and disposing of Trust Freehold owned land** - this is tightly governed by DFE regulation	A	R	C	I
98*		**Changing use of Assets** (if it is a CofE school the Diocese a change of use must be notified to the land trustees and the Diocese)	A	R	C	I
99		**Arranging insurance for the Trust -** Buildings, Public liability, Business Interruption and Officers liabilities) in accordance with the DFE Handbook	A	R	S	S
100		**Exceptional school closure -** snow, flooding or loss of utilities	A	R	C	R

		Decision	Delegation A - Accountable, R - Responsible, S - Support, C- Consult, I - Inform			
			Trust Board (Directors)	CEO	LAC (Governors)	Headteacher
101	Stakeholder Engagement, Media and PR	**Media and PR of the Trust**	A	R	I	I
102		**Media and PR -** overseeing public relations activities to project the activities of the Schools to the wider community	A	R	C	R
103		**School prospectus and school website**	I	S	C	R
104		**Trust website and any other public documentation of the Trust**	A	R	I	S
105		**Maintain accurate and effective and secure employee and pupil records.**	A	R	S	R
106		**Promoting partnership working between parents/carers and the Academies** - including undertaking consultation with pupils, parents/carers and other stakeholders	A	R	C	R

18. POLICY RESPONSIBILITIES

Guidance on policy compliance can be found at Academy trusts: governance guide - GOV.UK. These are listed in red. It is recommended that Trust boards should review these statutory policies annually. This is with the exception of the equality objectives policies which can be reviewed every 4 years. Some policies in red are not listed in the government guidance. This is because they contribute to other statutory policies, e.g., Anti Bullying Policy contributes to Behaviour Policy requirements; First Aid Policy contributes to Health and Safety Policy requirements.

Trust policies are reviewed collaboratively with the Leadership Team. All safeguarding policies are reviewed with all DSLs. All HR policies are EPM model templates.

Trust with Personalisation for Each School	Trust Policies		Individual School Policies
Autumn			
Accessibility Plan and Objectives	Artificial Intelligence	Records Management and Retention	Behaviour
Admissions Arrangements	Capability	Reserves	Collective Worship
Anti-Bullying	Debt Recovery	Safeguarding and Child Protection	Governor Visits to School
Behaviour Curriculum	Estates Management	Safer Recruitment and Selection	Handwriting
Charging and Remissions	Expected Behaviour of Parents and Visitors on School Premises	Shared Parental Leave	
Continuity of Learning (Remote Learning)	Financial Management	Spine	
Fire Safety	Growing Great People	Staff Behaviour (Code of Conduct)	
Helping Hands (Guide for Volunteers)	Mobile Phone and Wearable Technology	Staff Induction	
Intimate Care	Online Safety	Suspension and Exclusion	
Inclusion Strategy (IMF)	Parental Use of Social Networking and Internet Sites	Teacher Appraisal	
	Pay	Use of Images	
	Probation	Whistleblowing	
	Public Sector Equality Duty and Objectives		

Trust with Personalisation for Each School	Trust Policies		Individual School Policies
Spring			
	Acceptable Use (Staff and Pupils)	Gifts and Hospitality	Local Asbestos Management Plan (LAMP)
Designated Teacher (Looked After Children)	Allergen and Anaphylaxis Policy	Grievance Procedure	Relationships, Sex and Health Education
	Complaints	Health and Safety	School Uniform
	Data Protection and Privacy Notices	Information Security	
	Data Protection Complaint Handling Procedure	Investment	
	Disciplinary Rules and Procedure	Lone Working	
	Early Career Teachers	Organisational Change	
	Educational Visits	Personal Safety	
	Employer Discretions	Play	
	Energy and Sustainability	Redundancy	
	English as an Additional Language	Stress and Wellbeing	
	First Aid	Support for Pupils with Medical Conditions	
	Flexible Working		
Summer			

Trust with Personalisation for Each School	Trust Policies		Individual School Policies
Accessibility Plan	2030 Strategy	Risk Management	Calculations
Business Continuity Plan	Assessment	Safe Management of Contractors	
Cyber Response Plan	Attendance	Sickness Absence	
EYFS	Culture Framework	Staff Chromebook Agreement	C of E Theologically Rooted Vision, Mission and Values
Local Academy Council Welcome Pack	Display Guidance	Staff Diversity and Equality	
Premises Management Logbook	Employee Wellbeing Statement	Staff Dress Code	
Public Protection Procedure (Martyn's Law)	Feedback	Staff Expenses	
Religious Education and World Views	Inclusion Strategy	Staffing	
Special Educational Needs and Disability	Leave of Absence	Support and Supervision	
Spirituality (C of E Schools)	Menopause	Teaching, Learning and Curriculum	
	People Strategy		
	Workload Charter		

For Schools & Trusts

Role description

For chairs of multi academy trust boards

Role purpose

To provide leadership to the trust board, ensuring that it fulfils its functions well, and to work closely with the CEO to support, advise and help shape proposals to be discussed at board meetings, ensuring the focus is strategic.

Leading governance

- ensure the board and CEO have a shared vision and sense of purpose
- ensure the board sets a clear vision and strategy for the trust
- lead the board in monitoring the implementation of the strategy
- set the culture of the board, balancing and valuing the support and challenge responsibilities, the generative and fiduciary modes of operation
- ensure the board acts as a team
- collaborate with trust leaders to ensure that all levels of governance across the trust are effective and receive adequate governance professional support
- where required, represent the trust board in its dealings with external partners and be an advocate for the trust
- attend school and trust functions (performances/sports days/prize-giving) as appropriate and encourage other trustees to do so
- meet regularly with the chairs and vice chairs of academy committees (local governing bodies)
- report to the trust's members, in particular at the AGM

Leading and developing the team

- ensure the board has the required skills and commitment to govern well, and that identified skills gaps are filled
- ensure a diverse team that reflects the communities served with a mix of new and experienced trustees and a variety of backgrounds
- ensure all trustees have a thorough understanding of their role and receive appropriate induction and training as required
- encourage the board, and individual trustees, to conduct annual self-evaluation (and model this approach to others through a chair's 360 review)
- ensure that trustees are involved and feel valued

- carry out a performance review of each trustee (or delegate this to the vice chair)
- encourage the development of trustees
- model and reinforce the board's agreed code of conduct
- develop a good working relationship with the vice chair, ensuring they are kept fully informed and delegating tasks as appropriate
- ensure that there is a plan for succession for the chair, vice chair and any committee chairs
- ensure that those governing at academy level are also developed to govern well

Working with the CEO

- build a professional relationship with the CEO that allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings
- meet regularly (normally monthly) with the CEO
- ensure there are transparent and effective processes for CEO recruitment and induction
- ensure appropriate trustee involvement in the recruitment of other executive leaders
- ensure all trustees concentrate on their strategic role and hold the CEO to account
- ensure that trust leaders provide information that allows the board to fulfil its function
- oversee and participate in the CEO's appraisal ensuring that appropriate continuing professional development (CPD) is provided
- ensure the workload and wellbeing of executive leaders is considered
- ensure the CEO provides staff with an understanding of the role of the trust board and acts as a link between the two
- play a lead role in any decision to suspend the CEO

Leading improvement

- ensure the board is involved at a strategic level in the trust's self-evaluation process and that this feeds into its key priorities
- ensure the board's business is focused on the trust's strategic priorities
- ensure the board has the information it needs to monitor the progress of pupils and consider appropriate actions to improve outcomes
- ensure the board has good knowledge of the schools and the work of the trust
- ensure there are mechanisms in place to listen to the views of parents, pupils and staff

Leading trust board business

- ensure the trust board appoints a governance professional capable of advising the board on its functions and relevant procedure and that they are appraised and developed
- collaborate with the governance professional to establish effective working procedures and, where relevant, sound committee structures
- work with the governance professional and the CEO to plan for board meetings, ensuring that agendas focus on the board's key responsibilities and strategic priorities and avoid unnecessary paperwork
- chair meetings effectively, promoting an open culture that allows ideas and discussion to thrive while ensuring clear decisions are reached as quickly as possible
- ensure that decisions taken at the meetings of the trust board are implemented

- ensure that effective arrangements are in place for dealing with complaints made to the trust board under the adopted complaints procedure
- ensure that effective arrangements are in place for dealing with employment matters, (for example, grievance, disciplinary, capability) under the adopted procedures of the trust

Person specification

Candidates for the role of chair should be able to demonstrate a good number of the following skills and attributes:

commitment to the trust and its mission

personal integrity

good understanding of the environment in which the trust is operating

good understanding of the role and legal responsibilities of the board and trustees

strong relationship-building and communication skills

negotiation and diplomacy skills with the ability to have courageous conversations

ability to think strategically and objectively, take the long view and prioritise

capacity to process information quickly and understand relevant data, drawing valid conclusions with a considered approach to risk

ability to chair meetings well, encouraging debate and facilitating decision-making

ability to build and get the best out of a team while addressing any skills or experience gaps

ability and willingness to delegate and trust others

For Schools & Trusts

Role description

For chairs of academy committees (local governing bodies) within a multi academy trust

Role purpose

To provide leadership to the governing board, ensuring that it fulfils its functions well, and to work closely with the headteacher to support, advise and help shape proposals to be discussed at board meetings, ensuring the focus is strategic.

Leading governance

- ensure the board and headteacher have a shared vision and sense of purpose
- *ensure the board sets a clear vision and strategy for the school/trust
- lead the board in monitoring the implementation of the strategy
- set the culture of the board, balancing and valuing the support and challenge responsibilities, the generative and fiduciary modes of operation
- ensure the board acts as a team
- where required, represent the governing board in its dealings with external partners and be an advocate for the school/trust
- attend school and trust functions (performances/sports days/prize-giving) as appropriate and encourage other governors/trustees to do so

Leading and developing the team

- ensure the board has the required skills and commitment to govern well, and that identified skills gaps are filled
- ensure a diverse team that reflects the communities served with a mix of new and experienced members and a variety of backgrounds
- ensure all members of the board have a thorough understanding of their role and receive appropriate induction and training as required
- encourage the board, and individual board members, to conduct annual self-evaluation (and model this approach to others through a chair's 360 review)
- ensure that board members are involved and feel valued
- carry out a performance review of each board member (or delegate this to the vice chair)
- encourage the development of board members

- model and reinforce the board's agreed code of conduct
- develop a good working relationship with the vice chair, ensuring they are kept fully informed and delegating tasks as appropriate
- ensure that there is a plan for succession for the chair, vice chair and any committee chairs

Working with the headteacher

- build a professional relationship with the headteacher that allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings
- meet regularly (normally monthly) with the headteacher
- *ensure there are transparent and effective processes for the recruitment and induction of the headteacher
- *ensure appropriate governor/trustee involvement in recruiting other executive leaders
- ensure all board members concentrate on their strategic role and hold the headteacher to account
- ensure that school leaders provide information that allows the board to fulfil its function
- *oversee and participate in the headteacher's appraisal ensuring that appropriate continuing professional development (CPD) is provided (if chairing an academy committee, the headteacher will be line managed by a trust executive, but the chair should still be involved in the appraisal)
- ensure the workload and wellbeing of executive leaders is considered
- ensure the headteacher provides staff with an understanding of the role of the governing board and acts as link between the two
- play a lead role in any decision to suspend the headteacher (the chair of an academy committee will have a reduced role in this)

Leading improvement

- ensure the board is involved at a strategic level in the trust/school's self-evaluation process and that this feeds into its key priorities
- ensure the board's business is focused on the strategic priorities
- ensure the board has the information it needs to monitor the progress of pupils and consider appropriate actions to improve outcomes
- ensure the board has good knowledge of the school
- ensure there are mechanisms in place to listen to the views of parents, pupils and staff

Leading governing board business

- ensure the governing board appoints a governance professional capable of advising the board on its functions and relevant procedure and that they are appraised and developed
- collaborate with the governance professional to establish effective working procedures and, where relevant, sound committee structures
- work with the governance professional and the lead executive to plan for board meetings, ensuring that agendas focus on the board's key responsibilities and strategic priorities and avoid unnecessary paperwork

- chair meetings effectively, promoting an open culture that allows ideas and discussion to thrive while ensuring clear decisions are reached as quickly as possible
- ensure that decisions taken at the meetings of the governing board are implemented
- *ensure that effective arrangements are in place for dealing with complaints made to the governing board under the adopted complaints procedure
- *ensure that effective arrangements are in place for dealing with employment matters, (for example, grievance, disciplinary, capability) under the adopted procedures of the school/trust

Person specification

Candidates for the role of chair should be able to demonstrate a good number of the following skills and attributes:

commitment to the school/trust and its mission

personal integrity

good understanding of the environment in which the school/trust is operating

good understanding of the role and legal responsibilities of the board and its members

strong relationship-building and communication skills

negotiation and diplomacy skills with the ability to have courageous conversations

ability to think strategically and objectively, take the long view and prioritise

capacity to process information quickly and understand relevant data, drawing valid conclusions with a considered approach to risk

ability to chair meetings well, encouraging debate and facilitating decision-making

ability to build and get the best out of a team while addressing any skills or experience gaps

ability and willingness to delegate and trust others

For Schools & Trusts

Role description

For chairs of academy committees (local governing bodies) within a multi academy trust

Role purpose

Trustees work together to fulfil the purpose of the trust board:

- **strategic leadership** – defining the vision, fostering the trust's culture and setting the strategy
- **accountability and assurance** – robust and effective oversight of trust operations and performance
- **strategic engagement** – oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement

Trustees are responsible for governing a charitable company and directing how it is managed and run. Trustees must also ensure that the trust complies with all legal and statutory requirements. Trustees should seek the advice of the board's governance professional and other professional advice as appropriate.

The trust board's strategic responsibilities

The trust board works closely with their senior executive leader. Senior executive leaders are responsible for day-to-day operational management of the trust and its schools, whereas the role of the board is strategic. As such, trustees are responsible for:

- determining the mission, values and long-term ambitious vision for the trust
- deciding the principles that guide trust policies and approving key policies
- appointing and appraising the senior executive leader and making pay recommendations
- working with senior leaders to develop a strategy for achieving the vision
- ensuring that stakeholders are involved, consulted and informed as appropriate
- ensuring that all schools in the trust deliver a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- taking ownership of the trust's financial sustainability and ensuring effective resource management across the trust

- agreeing the trust's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- ensuring robust risk management policy and procedures are in place and that risk control measures are appropriate and effective

Monitoring and evaluating trust performance

Trustees must monitor the priorities that have been set to ensure progress is being made by:

- measuring the trust's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the trust is operating effectively in line with these policies
- holding the senior executive leader to account for standards, financial probity and compliance with agreed policies
- evaluating relevant data and feedback provided by senior executive leaders and external reporting on all aspects of trust performance
- asking challenging questions of the senior executive leader in order to hold them to account
- ensuring that there are policies and procedures in place to deal with complaints effectively

Contribution to the trust board

Trustees should ensure that they make a positive and meaningful contribution to the board by:

- attending meetings (typically 6 full board meetings each year), reading papers and preparing questions for the senior executive leader in advance
- establishing and maintaining professional relationships with senior executive leaders and colleagues on the board of trustees
- getting to know schools within the trust, including visiting occasionally during school hours
- undertaking induction training and developing knowledge and skills on an ongoing basis

In trusts with local governance arrangements

In most medium-sized and larger multi academy trusts, there will be some form of governance below the trust level. In such cases, trustees are responsible for:

- ensuring that the trust's governance structure meets the needs of the trust
- agreeing clear schemes of delegation, outlining the responsibilities delegated to the senior executive leader and the responsibilities of the board and academy committees
- ensuring effective communication channels are in place

For Schools & Trusts

Role description

For local governors in a multi academy trust

Role purpose

The trust board provides:

- **strategic leadership** – defining the vision, fostering the trust's culture and setting the strategy
- **accountability and assurance** – robust and effective oversight of trust operations and performance
- **engagement** – strategic oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement

Responsibilities are delegated to academy committees (also known as local governing bodies) to help the trust board fulfil this purpose and to strengthen MAT governance.

Responsibilities

NGA research highlights the '4Ss' (**s**afeguarding, **S**END, **s**tandards and **s**takeholder engagement) detailed below as the minimum functions typically delegated to the local tier.

Safeguarding

- Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
- Monitor the implementation of safeguarding policies and the effectiveness of safeguarding arrangements.
- Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
- Work with the Designated Safeguarding Lead (DSL) to ensure that safeguarding procedures are effective.
- Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

SEND

- Ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
- Seek assurance that staff are trained to implement pupil strategies and support plans.
- Ensure pupils with SEND have the resources they need to succeed.
- Work in partnership with the Special Educational Needs Coordinator (SENCO) as well as other stakeholders and the wider MAT community to ensure that pupils with SEND are well-supported and included in all aspects of school life.
- Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

Standards

- Ensure that the trust's vision, ethos and strategy is adopted and applied by school leaders.
- Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives.
- Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress, to ensure that the school is meeting its targets.
- Ensure that the trust's curriculum is being provided to pupils in an appropriate manner for the school's context.
- Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies.
- Establish a strong relationship with the headteacher in order to provide effective support and challenge, including providing feedback to the headteacher's performance management process.

Stakeholder engagement

- Consult stakeholders such as parents, staff and pupils, and use these insights to inform decision-making.
- Help stakeholders to understand the trust's values and vision for the future.
- Provide the trust board with insight into the challenges and opportunities faced by the school's local community.

Panels and committees

When required, local governors may be expected to serve on panels in order to:

- hear staff grievances and disciplinary matters
- review decisions to exclude pupils
- deal with formal complaints in line with the trust's complaints procedure

Contribution to the academy committee

Local governors should ensure that they are making a positive and meaningful contribution to the committee by:

- attending meetings, reading papers, and preparing questions for senior leaders in advance
- establishing and maintaining professional relationships with senior leaders and colleagues on the committee
- getting to know the school, including visiting the school occasionally during school hours
- undertaking induction training and engaging in ongoing development

Role of the Safeguarding Director (Trust Board)

PURPOSE OF ROLE

The Safeguarding Director is a Trust Board Director with a specific strategic leadership responsibility for the Trust's safeguarding arrangements. This role is essential in ensuring that the Trust Board fulfils its collective duty to safeguard and promote the welfare of all children across our schools.

The Director acts as a vital link between the Trust Board and the executive leadership on safeguarding matters, ensuring the Board has effective oversight of policy and practice. This role does not involve operational, day-to-day safeguarding matters or knowledge of individual cases, which are the responsibility of the Designated Safeguarding Leads (DSLs) in each school. The ultimate responsibility for safeguarding remains with the entire Trust Board.

This strategic role is fundamental to achieving our 2030 North Star of flourishing, which commits to creating an environment where every child feels safe, valued, and inspired.

KEY RESPONSIBILITIES

A. Strategic Leadership and Culture

- **Champion a Culture of Safeguarding:** Actively promote an open, positive, and vigilant safeguarding culture across the Trust, ensuring an attitude of 'it could happen here' is maintained by all. This aligns with our commitment to creating safe environments where staff can do their best work and children can flourish.
- **Strategic Oversight:** Maintain strategic oversight to ensure the Trust has appropriate and effective systems, policies, and procedures in place to meet all statutory safeguarding duties. This includes oversight of arrangements for online safety, child-on-child abuse, safer recruitment, and responding to allegations against staff.
- **Board Engagement:** Ensure safeguarding is a standing and prominent agenda item at all Trust Board meetings. Encourage all directors to develop their understanding of their safeguarding responsibilities.
- **Reporting to the Board:** Report regularly to the Trust Board on safeguarding matters, drawing on information from the CEO, DSL reports, and audits. This enables the Board to ask challenging questions and make informed strategic decisions.

B. Policy and Compliance

- **Policy Oversight:** Ensure the Trust's Safeguarding and Child Protection Policy is reviewed annually, is compliant with the latest version of Keeping Children Safe in Education (KCSIE), and is consistently implemented across all schools.

- **Statutory Compliance:** Assure the Board that all schools are compliant with statutory guidance, including checks on the Single Central Record (SCR), safer recruitment practices, and appropriate online filtering and monitoring systems.
- **Scheme of Delegation:** Ensure the Scheme of Delegation clearly defines safeguarding responsibilities at all levels of governance, from the Trust Board to Local Academy Councils (LACs) and school leadership. The Scheme of Delegation specifies that the Trust Board is accountable for nominating the Safeguarding Lead Director and for establishing and reviewing the Safeguarding and Child Protection Policy.

C. Monitoring, Assurance, and Challenge

- **Liaison with Executive Leaders:** Build an effective relationship with the Trust Safeguarding Lead (the CEO) to provide appropriate support and strategic challenge.
- **Reviewing DSL Reports:** Receive and scrutinise termly reports and annual audits from school DSLs (via the CEO) to monitor the effectiveness of safeguarding procedures, spot trends in data, and ensure policies are working in practice.
- **Audit and Quality Assurance:** Ensure an annual external safeguarding audit is undertaken across the Trust. Scrutinise the findings and monitor the implementation of any resulting action plans to drive continuous improvement.
- **Local Governance Link:** Liaise with the nominated Safeguarding Governors on each Local Academy Council to ensure effective local monitoring and to receive termly reports, thereby strengthening the link between local oversight and Trust Board strategy.

D. Training and Professional Development

- **Governor and Director Training:** Ensure all Trust Board Directors and LAC Governors receive appropriate safeguarding training upon induction and annually thereafter, equipping them to provide strategic challenge.
- **Staff Training Assurance:** Seek assurance from the CEO that all staff and volunteers receive high-quality, up-to-date safeguarding training, including on the Staff Behaviour Policy (Code of Conduct), and have read the relevant parts of KCSIE.
- **DSL Support:** Ensure the CEO has systems in place to provide DSLs with sufficient time, funding, resources, training, and supervision to carry out their roles effectively. This aligns with our "People Strategy" to cultivate a thriving and supported workforce.

PERSON SPECIFICATION

The Safeguarding Director will:

- Have a strong commitment to the Trust's vision, values, and our unwavering commitment to child welfare.

- Read and understand the latest version of Keeping Children Safe in Education, particularly Parts One and Two, and relevant annexes.
- Be willing to undertake specific training for the role of a safeguarding link trustee/director.
- Possess strong analytical skills to effectively scrutinise reports and data.
- Have excellent communication skills to challenge executive leaders constructively and report clearly to the Board.

Role of the Safeguarding Governor (LAC)

PURPOSE OF ROLE:

- The Local Safeguarding Governor is a designated member of the Local Academy Council (LAC) responsible for local oversight and monitoring of the school's statutory safeguarding arrangements and practice. This role ensures that the LAC fulfils its local governance duty to safeguard and promote the welfare of all children in the academy.
- The Governor acts as the vital link between the LAC and the school's leadership (specifically the Designated Safeguarding Lead - DSL), providing local assurance to the Trust Board's Safeguarding Director. The core purpose aligns with the Children's Act 2004 duties: protecting children from abuse or neglect, preventing impairment of their health or development, and ensuring safe and effective care.

KEY RESPONSIBILITIES

A. Strategic Leadership and Culture

- **Champion a Culture of Safeguarding:** Actively champion safeguarding and child protection issues within the school, fostering a culture that prioritises the safety and wellbeing of all pupils and staff.
- **Encourage LAC Engagement:** Encourage and assist other Governors of the LAC to develop their understanding of the LAC's collective responsibilities regarding Child Protection and Safeguarding.
- **Local Policy Relevance:** Ensure that adopted safeguarding policies and procedures reflect the safeguarding challenges and context specific to the school.

B. Policy and Compliance

- **Policy Implementation Assurance and Oversight:** Ensure that the Trust-wide Safeguarding Policy and associated procedures ratified by the Trust Board are implemented effectively at the school. This includes being familiar with Warwickshire Safeguarding guidance and The Stour Federation Trust-wide policy relating to child protection, safeguarding, and associated issues.
- **Statutory Compliance Oversight:** Contribute to ensuring that any deficiencies in the school's safeguarding practices brought to the LAC's attention (by staff, parents, or external sources) are addressed.
- **Safer Recruitment Assurance:** Monitor and receive assurance that arrangements are in place to ensure safer recruitment procedures and appropriate checks on new staff and volunteers.

C. Monitoring, Assurance, and Challenge

- **Regular Liaison and Scrutiny:** Meet regularly (recommended at least termly) with the senior member of the school's Leadership Team who is the designated teacher for safeguarding and child protection in order to monitor the effectiveness of implemented policies and practices.
- **Local Impact Reporting:** Report the impact and findings on the effectiveness of safeguarding arrangements to the Local Academy Council (LAC) at their meetings.
- **Audit and Compliance Verification:** Sign a copy of the Single Central Record (SCR) following liaison with the Headteacher and DSL.
- **Annual Reporting:** Ensure that the Local Academy Council receives an annual report on the implementation of the Trust's Safeguarding and Child Protection Policy and procedures, covering:
    - Arrangements for communicating and implementing the policy to all staff.
    - Assurance that the Designated Safeguarding Lead (DSL) and deputy DSL are identified, part of the school's Leadership Team, and have sufficient time and resources to carry out their duties effectively.
    - The number of students currently subject to a Child Protection Plan (maintaining confidentiality by not providing names).
    - How safeguarding issues are addressed through the curriculum.
    - The provision of information to the Local Authority (LA) about how the Local Academy Council's duties have been discharged (annual audit).
- **Allegations Oversight:** Support the LAC Chair in liaising with the Headteacher and the LA/Local Authority Designated Officer (LADO) over matters regarding confidential child protection issues involving allegations against staff, ensuring appropriate action is taken in accordance with agreed procedures.
- **External Review Monitoring:** The LAC receives reports from the Safeguarding Governor to ensure the school is fulfilling its statutory responsibilities.

D. Training and Professional Development

- **Personal Training:** Attend training for nominated Child Protection and Safeguarding governors.
- **Staff Training Monitoring:** Monitor that training in Child Protection and Safeguarding is undertaken by all staff, including ancillary staff as stipulated by Trust policy.
- **DSL Training Monitoring:** Monitor that the designated teacher for Child Protection and Safeguarding and their Deputy DSLs receive training as stipulated by Trust policy.
- **Induction Monitoring:** Ensure that arrangements are in place for the inclusion of child protection procedures in the induction programme for all people working in the school.

PERSON SPECIFICATION

The Local Safeguarding Governor will:

- Have a strong commitment to the Trust's vision for child welfare and the school's mission.

- Be willing to undertake specific training for the role of a safeguarding link governor.
- Possess communication skills necessary to report findings clearly to the LAC and contribute to the LAC's reporting to the Trust Board.
- Be able to monitor the implementation of safeguarding policies and the effectiveness of safeguarding arrangements at the local level.
- Demonstrate a good understanding of the Trust-wide Safeguarding and Child Protection policy.

Role of the SEND Director (Trust Board)

PURPOSE OF ROLE

The SEND Director is a Trust Board Director with a specific strategic leadership responsibility for the Trust's arrangements for children and young people with Special Educational Needs and Disabilities (SEND). This role is vital in ensuring the Trust Board fulfils its collective legal duty to use its 'best endeavours' to meet the needs of all pupils with SEND and promote their welfare across our schools.

The Director acts as a crucial link between the Trust Board and the executive leadership on SEND matters, ensuring the Board has effective oversight of policy, provision, and outcomes. This strategic role does not involve operational, day-to-day SEND matters or knowledge of individual pupils, which are the responsibility of the Trust Head of Inclusion and school-based SENDCOs. The ultimate responsibility for SEND remains with the entire Trust Board.

This role is fundamental to achieving our 2030 North Star of flourishing, which commits to creating an inclusive culture where every child, regardless of their needs, feels a sense of belonging, safety, value, and inspiration. It directly supports our Equity-Equality Investments driver by championing strategic action to address individual needs and close achievement gaps.

KEY RESPONSIBILITIES

A. Strategic Leadership and Culture

- **Champion a Culture of Inclusion:** Actively promote a culture of inclusion where every child is celebrated as an integral part of our learning community and diversity is seen as a strength. Ensure high expectations are maintained for all pupils with SEND, fostering an environment where they can achieve, flourish, and thrive.
- **Strategic Oversight:** Maintain strategic oversight to ensure the Trust has appropriate and effective systems, policies, and procedures in place to meet all statutory SEND duties as outlined in the SEND Code of Practice: 0 to 25 years.
- **Board Engagement:** Ensure SEND is a standing and prominent agenda item at Trust Board meetings. Encourage all directors to develop their understanding of their corporate responsibility for SEND.
- **Reporting to the Board:** Report regularly to the Trust Board on SEND provision and outcomes, drawing on information from the CEO, Trust Head of Inclusion reports, and audits. This enables the Board to ask challenging questions and make informed strategic decisions regarding resource allocation and impact.
- **Local Authority Cooperation and Place Planning:** Maintain strategic oversight of the Trust's statutory duty to cooperate constructively with Local Authorities, system partners, and local area partnerships regarding place planning pressures, local sufficiency, and local inclusion strategies.

B. Policy and Compliance

- **Policy Oversight:** Ensure the Trust's SEND Policy and schools' SEND Information Reports templates for individual schools are reviewed annually, are compliant with the latest statutory guidance, and are consistently implemented across all schools.
- **Statutory Compliance:** Assure the Board that all schools are compliant with their legal duties under the Children and Families Act 2014. This includes duties to co-operate with the Local Authority, publish required information, and have a qualified SENDCO in post.
- **Accessibility:** Ensure the Board has oversight of schools' Accessibility Plans, assuring that steps are being taken to increase participation in the curriculum and improve the physical environment for disabled pupils.
- **Scheme of Delegation:** Ensure the Scheme of Delegation clearly defines SEND responsibilities at all levels of governance. The Scheme specifies that the Trust Board is accountable for nominating the SEND Lead Director and ensuring a compliant SEND policy is in place for each academy.

C. Monitoring, Assurance, and Challenge

- **Liaison with Executive Leaders:** Build an effective and supportive relationship with the Trust Head of Inclusion, providing appropriate strategic challenge regarding the impact of SEND provision and the use of resources.
- **Reviewing SEND Reports:** Receive and scrutinise termly reports from the Trust Head of Inclusion and School SENDCOs to monitor the progress and outcomes of pupils with SEND, analyse data for trends (e.g., attainment, attendance, exclusions), and ensure funding is being used effectively.
- **Value for Money:** Work with the Board to oversee the financial performance of the Trust in relation to SEND, ensuring the notional SEND budget and other resources are used well to support pupil progress.
- **Local Governance Link:** Liaise with the nominated SEND Governor on each Local Academy Council to ensure effective local monitoring of SEND provision and to receive termly reports, strengthening the link between local oversight and Trust Board strategy.

D. Training and Professional Development

- **Governor and Director Training:** Ensure all Trust Board Directors and LAC Governors receive appropriate training to understand their responsibilities for SEND, equipping them to provide strategic challenge.
- **Staff Training Assurance:** Seek assurance from the CEO that all staff receive high-quality, needs-led training to support pupils with SEND effectively and implement the Trust's inclusive, adaptive teaching approaches.
- **SENDCO Support:** Assure the Board that the CEO has systems in place to support the Trust Head of Inclusion and school SENDCOs, ensuring they have the necessary training, resources, and leadership status to lead whole-school improvement for pupils with SEND.

PERSON SPECIFICATION

The SEND Director will:

- Have a strong commitment to the Trust’s vision for inclusion and our unwavering belief that every child can achieve and flourish.
- Develop a clear and accurate understanding of the Trust's responsibilities under the SEND Code of Practice: 0 to 25 years.
- Be willing to undertake specific training for the role of a SEND link trustee/director.
- Possess strong analytical skills to effectively scrutinise progress data, outcome reports, and financial information related to SEND.
- Have excellent communication skills to challenge executive leaders constructively and report clearly to the Board.

Role of the SEND Governor (LAC)

PURPOSE OF ROLE

The Local SEND Governor is a designated member of the Local Academy Council (LAC) responsible for local oversight, assurance, and monitoring of the school's Special Educational Needs and Disabilities (SEND) provision and practice. This role is vital in ensuring the LAC fulfills its duty to ensure the school uses its 'best endeavours' to meet the needs of all pupils with SEND and promote their welfare.

The Governor acts as a crucial link between the LAC, the local SENDCO, and the Trust Board SEND Director, providing local assurance on policy implementation, resource management, and pupil outcomes. The role supports the Trust's overarching Equity-Equality Investments driver by championing an inclusive culture where every child is valued and empowered to flourish.

KEY RESPONSIBILITIES

A. Strategic Leadership and Culture

- **Champion a Culture of Inclusion:** Actively promote a culture of inclusion where every child is celebrated as an integral part of the learning community, ensuring all children are valued, encouraged to contribute, and participate in all aspects of school life.
- **Encourage LAC Engagement:** Ensure all members of the LAC are aware of the school's SEND provision, including the deployment of funding, equipment, and personnel.
- **Foster High Expectations:** Ensure high expectations are maintained for all pupils with SEND, fostering an environment where they can achieve and flourish.
- **Local Ethos Alignment:** Support the Headteacher and SENDCO in fostering an inclusive school culture where relationships and trust are key to supporting vulnerable learners.

B. Policy and Compliance

- **Statutory Compliance Assurance:** Ensure that the school maintains its compliance with legal duties under the SEND Code of Practice: 0 to 25 years. The LAC is responsible for ensuring there is a SENDCO and a compliant school SEND policy/information report in place for the school.
- **Policy Review and Adoption:** Ensure the school's SEND Policy is subject to a regular cycle of monitoring, evaluation, and review, in line with the Trust's Policy Review Programme.
- **Statutory Role Verification:** Monitor that the school has appointed a qualified Special Educational Needs Coordinator (SENDCO) who has achieved the National Award.

- **Accessibility Oversight:** Monitor the school's commitment to ensuring that all children have physical access to the learning environment and that reasonable adjustments are made for individual children where necessary.

C. Monitoring, Assurance, and Challenge

- **Local Liaison and Reporting:** Maintain regular discussions with the SENDCO (recommended termly) to stay informed of current issues regarding provision for vulnerable learners (nationally, locally, and within the school).
- **LAC Reporting:** Report to the Local Academy Council (LAC) on a termly basis to ensure the school is fulfilling its statutory responsibilities concerning SEND provision.
- **Monitoring Progress and Outcomes:** Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes, relevant data, and progress tracking systems. This includes reviewing the impact of the quality of teaching on rates of pupil progress for pupils with Special Educational Needs.
- **Intervention Effectiveness:** Scrutinise reports from the Headteacher/SENDCO to evaluate regularly the impact and effectiveness of additional interventions for all vulnerable learners, ensuring appropriate provision is made.
- **Resource and Value for Money Challenge:** Monitor the allocation of resources and deployment of funding (including the SEND budget figure and Higher Needs funding) and provide input/challenge on the value for money/impact of SEND funding in terms of educational outcomes.
- **Statutory Provision Assurance:** Monitor compliance with the EHCP process, including ensuring Annual Review meetings are led by the SENDCO, use a child-centred approach, and that necessary provision, facilities, and equipment are provided in line with plan recommendations.
- **Partnership Monitoring:** Monitor that the school works proactively with external agencies such as Speech and Language Therapy (SALT), Integrated Disability Service (IDS), and contracted services like SENDSupported. Monitor the close liaison between school staff and parents/carers of children with SEND.

D. Training and Professional Development

- **Personal Training:** Attend training for nominated SEND governors, equipping them to provide strategic challenge.
- **Staff Training Assurance:** Seek assurance from the CEO and Headteacher that all staff receive high-quality, needs-led training to support pupils with SEND effectively and implement inclusive, adaptive teaching approaches.
- **SENCO Support Monitoring:** Assure the LAC that the SENDCO has sufficient time, resources, training, and leadership status to carry out their duties effectively, including attending area SENDCO network meetings.

PERSON SPECIFICATION

The Local SEND Governor will:

- Have a strong commitment to the Trust’s vision for inclusion and the unwavering belief that every child can achieve and flourish, in line with the commitment to unreasonable hospitality.
- Develop a clear and accurate understanding of the Trust's responsibilities under the SEND Code of Practice: 0 to 25 years.
- Be willing to undertake specific training for the role of a SEND governor.
- Possess strong analytical skills to effectively scrutinise progress data, outcome reports, and financial information related to local SEND provision.
- Have excellent communication skills to challenge school leaders constructively and report clearly to the LAC.
- Be able to monitor the implementation of policy and the effectiveness of provision at the local level.