PYRAMID
SCHOOLS TRUST

Working in partnership, so future generations achieve, belong and contribute

Scheme of Governance 2026-2027

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Our Mission

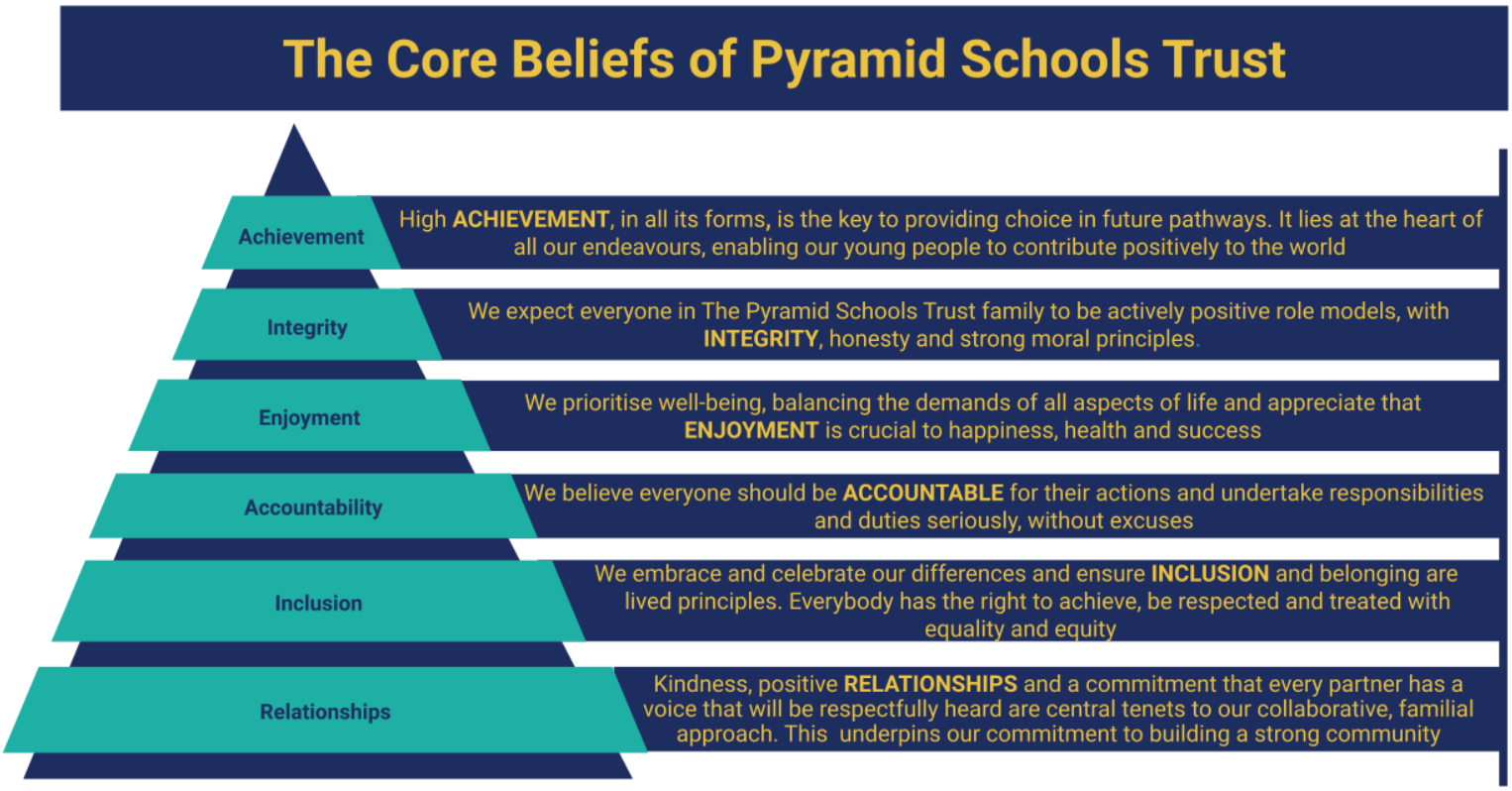
At Pyramid Schools Trust, our vision and mission lies in our unwavering commitment to collaborative excellence.

We are not just educators; we are partners in shaping futures. What sets us apart is our genuine belief in the power of community and collaboration. In every aspect of our practice, from curriculum development to pastoral care, we place a premium on inclusivity and belonging.

Our familial approach ensures every partner, whether student, parent or colleague, has a voice that is not just heard but valued. This sense of belonging fosters a supportive environment where everyone can thrive.

Our uniqueness lies in our ability to seamlessly integrate all-through education, spanning from early years to post-16, while staying true to our core aims that every pupil can **Achieve, Belong and Contribute** . By providing a consistent framework for teaching and assessment across the trust, we ensure every pupil has equal opportunities to excel.

What truly sets us apart is our relentless pursuit of excellence. Our vision is not just to provide education; it is to provide world-class opportunities that empower our learners to flourish in life. From our innovative curriculum to our dedicated staff, everything we do is geared towards achieving outstanding outcomes for all. At Pyramid Schools Trust, we are not just building a brighter future, we are building a community where we shape the future generation for success.



Scheme of Governance

This Scheme of Governance establishes the legal and operational framework for Pyramid Schools Trust. All references and operational procedures align with the current DfE Academy Trust Governance Guide and the Academy Trust Handbook (ATH).

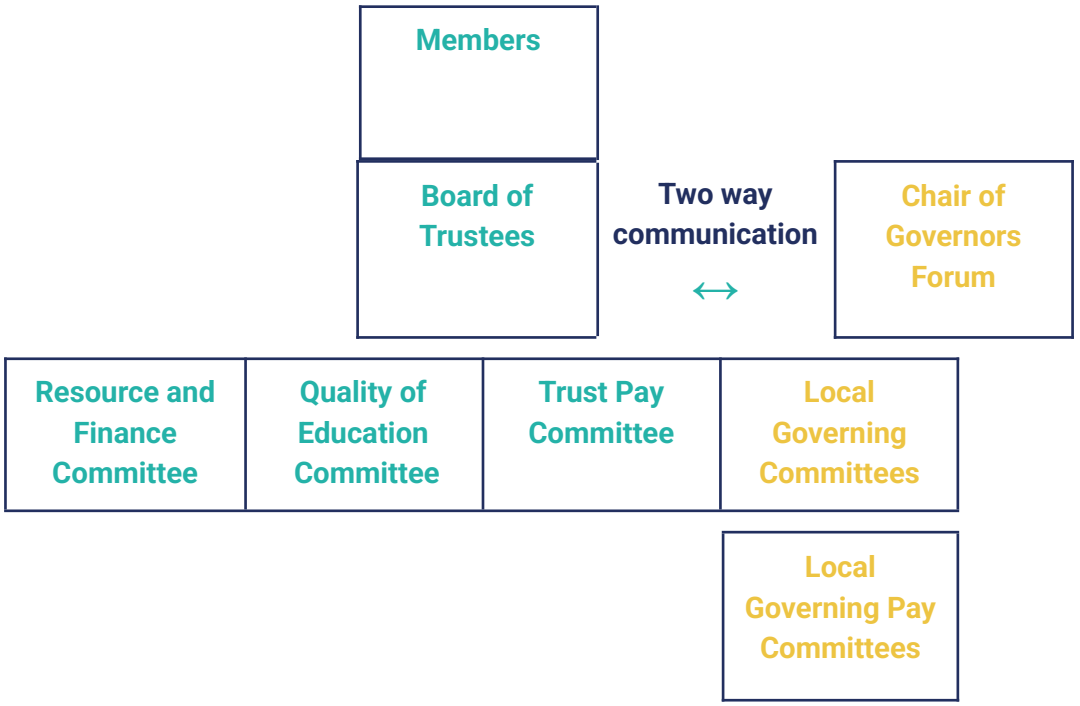
This SoG sets out the delegation by the Trustees under Article 105 of the Trust's Articles of Association. It sets out the respective roles and responsibilities across all layers of governance. These layers are detailed in Section 5.

This SoG should be read in conjunction with the Trust Articles of Association

This SoG will be reviewed annually by the Trust Board, or more frequently if required. With any proposed material changes, the Trust Board will have regard to any representations of the Chair of Governors Forum.

Governance Structure

Governance in PST is structured in accordance with its Memorandum and Articles of Association. Our structure aims to provide effective governance, in enabling effective two-way communication and ensuring that checks and balances are in place without duplication.



Governance Key Roles and Responsibilities

The Trust is a company limited by guarantee and, in accordance with the Academies Act 2010, an exempt charity.

The Trust's three core layers of governance are Members, Trustees and Local Governing Committee. An overview of the key roles and responsibilities across the different layers of governance is set out below.

Members

The Members are guardians of the governance of the Trust, ensuring its charitable objective is fulfilled and to conduct oversight of the Trust Board. The Members' key responsibilities are;

- To ensure the Objects of the Charity Trust are met
- To receive the Annual Report at a General Meeting of the Trust
- To appoint the Trust auditors
- To determine the Trust's constitution by adopting the company's Articles of Association

Trustees

The Trustees have overall responsibility and ultimate decision-making authority for all the work of the Trust. The Trust Board has collective accountability and strategic responsibility for the Trust. It has a focus on ensuring the Trust delivers an excellent education to pupils while maintaining effective financial management and **must** ensure compliance with:

- The Trust's charitable objects
- Regulatory, contractual and statutory requirements
- Its funding agreement

In Trusts, the purpose of governance is to provide:

- Strategic Leadership
- Accountability & Assurance
- Strategic Engagement

The Trust Board also has:

- Strategic and statutory responsibility for safeguarding and special educational needs and disabilities (SEND) arrangements within (and across) the Trust ensuring the promotion of pupil welfare and for keeping their estates safe and well-maintained
- A role in making sure that it delivers its commitment to other schools and academies, however it is done

Delegation

The Trust Board is permitted to exercise all the powers of the Trust. The Trust Board delegates the responsibility for the day-to-day operations of the Trust to the CEO. They have the right to review and adapt the Trust's governance structure at any time, which includes revoking delegation.

Role of Trust Board – Terms of Reference

The Trust Board have the following tasks and responsibilities;

- Determine the vision & ethos of the Trust whilst acknowledging the uniqueness of each school community
- In conjunction with the CEO, develop a strategic plan for the Trust, ensuring it is effectively communicated so it can be implemented across the Trust
- Ensure that the education support is effective and efficient and complies with national expectations, including reviewing progress and attainment data
- Ensure a broad and balanced curriculum is in place that is in line with the Trust vision and meets the local need of pupils
- Consider evidence about how effectively the curriculum is achieving its aims for all pupils, especially the most vulnerable
- Determine and ensure the implementation of material policies and procedures which it is intended will achieve a consistently high standard of education and financial prudence across all areas of the Trust
- Approve the overall Trust budget based on recommendations from the Resource and Finance Committee who are responsible for conducting a thorough review of all budget proposals
- Ensure there are robust financial systems and procedures in place that are adhered to by the Trust
- Ensure an effective risk management strategy and framework is in place
- Ensure audits are effective in identifying areas of improvement
- Formally appoint the CEO and manage their performance
- Provide challenge and support to the CEO
- Ensure the CEO is effectively overseeing the objectives and outcomes of each school
- Oversee the delivery of collaborative working, common approaches & systems across all schools
- Ensure the Trust Central Team work with Headteachers to provide information needed for LGCs to discharge their duties
- Oversee the performance and delivery of any service provided by the Trust to the schools ensuring that procurement of services are value for money and economies of scale are achieved whenever possible
- Ensure professional advice is available to the Trust in relation to legal and compliance matters

- Ensure that the Trust operates effective health & safety systems and procedures (including safeguarding)
- Ensure performance management systems are in place and are effective across the Trust, accompanied by relevant programmes of professional development for all staff
- Ensure pay awards are in line with guidance and (where applicable) take account of performance, the need for recruitment and retention, the level of role challenge and affordability
- Regularly review and receive a high-level overview of safeguarding including how it is monitored across the Trust
- Regularly review and receive a high-level overview of health and safety across the Trust
- Regularly review and receive a high-level overview of estates management, seeking assurance that school environments are conducive to good education provision and safe for staff and pupils

Local Governing Committees (LGCs)

LGCs are subcommittees of the Trust Board with delegated decision-making powers in accordance with the Table of Responsibilities (See Section 7). The duties are outlined below in the terms of reference.

The composition of the LGCs is determined by the Trust Board. Committees should consist of the Headteacher, parents, community and staff representatives. There should not be more than one third representatives from either parent governors or staff governors.

Purpose of the LGC

PST aims to empower local people to bring about lasting change in their communities. The LGCs are open to anyone committed to shaping the school and Trust vision into reality in their communities.

The purpose of the LGC is to provide local access and accountability for our parents and carers to build and deepen partnership and connection. This is the place where the voice of the individual pupil, staff member, parent and other stakeholders is heard and understood; where the lived experience of our provision and offer is felt and triangulated. An LGC ensures its school understands its local community context whilst providing a mechanism for the local community to support their school.

Role of Local Governing Committee – Delegation

The Local Governing Committee has delegated responsibility for:

Standards

1. Ensure the trust's vision, ethos and strategy is adopted and applied by school leaders.

2. Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives.
3. Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress.
4. Ensure the trust's curriculum is being provided to pupils in an appropriate manner for the school's context.
5. Ensure the required policies and procedures are in place and the school is operating effectively in line with these policies.
6. Establish a strong relationship with the headteacher in order to provide effective support and challenge, including providing feedback to their performance management process.

Strategy and self-evaluation

1. Ensure the trust's vision, ethos and strategy is adopted and applied by school leaders.
2. Support and challenge the headteacher to deliver the Trust strategy at school level and monitor progress
3. Ensure self-evaluation is accurate and timely

Spending

1. Work with the headteacher and Trust officers to develop and propose the annual and three-year budget plan
2. Monitor school financial management to ensure spending stays within the approved budget

Stakeholder engagement

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

Safeguarding

1. Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
2. Ensure the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.

3. Monitor the implementation of safeguarding policies and the effectiveness of procedures.
4. Designate a link governor to take leadership responsibility for safeguarding.
5. Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

Health & Safety

1. Foster a proactive culture that prioritises the physical safety, security, and wellbeing of all pupils, staff, and visitors in the school.
2. Monitor the school's estate, ensuring that appropriate local safety procedures are adopted and followed in order to maintain a compliant environment.
3. Designate a specific **Health & Safety Link Governor** to take leadership responsibility for H&S oversight, ensuring rigorous compliance monitoring of premises, risk assessments, and local safety procedures.

SEND

1. 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.
2. Seek assurance that staff are trained to implement pupil strategies and support plans.
3. Ensure pupils with SEND have the resources they need to succeed.
4. Designate a link governor to take leadership responsibility for SEND.
5. Work in partnership with the Special Educational Needs Coordinator (SENCO) and other stakeholders across the MAT community to ensure that pupils with SEND are well-supported and included in all aspects of school life.
6. Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

Supplementary Functions

1. Support Headteacher Career and Professional Development Process (formerly appraisal)
2. Maintain oversight of key performance accountability
3. Ensure the required policies and procedures are in place and the school is operating effectively in line with these policies.
4. Pay Committee (other than for head teacher)
5. Appeals Panels
6. Support recruitment process for key appointments
7. Carry out governor visits to an agreed programme

Recruitment and Appointments

Chair and Vice Chair:

The Chair and Vice Chair are elected by the LGC and are eligible for reappointment at the end of the term of office. The Chair and Vice Chair are elected annually and every governor is eligible for election with the exception of the Headteacher or any governor who is also employed at the school.

The responsibilities of the Chair and Vice Chair include the following:

- To chair meetings of the LGC
- To ensure the Trust designed agenda is tailored to the school's priorities
- To be a direct link between the LGC and the Trust Board via the Chair of Governors Forum

Procedure for the Election of Chair/Vice Chair:

It is good practice for the Governance Professional to ask for nominations in advance of the meeting. Nominations on the day should only be accepted where there have not been any nominations in advance. It is logical to set a time limit, so that the candidates' details can be included in the agenda for the meeting. This ensures that every member of the local governing committee is fully aware of the impending election and has an equal chance to stand. If there are several nominations, those standing should all be given the opportunity to submit a statement in support of their candidacy, but also to speak about their candidacy at the meeting so that the other governors can make an informed decision. The process is outlined below;

The Governance Professional takes the chair and ensures the meeting is quorate (minimum of 3 governors present).

Each nominated governor will be invited to speak to the governing body setting out the reasons for standing. All candidates must leave the room while a discussion and vote take place. A vote by secret ballot takes place. The Governance Professional will need to provide papers for this process.

The Governance Professional will count the votes and announce who has been elected as chair.

- If there is a tie, the Governance Professional does not have a casting vote. A second ballot could be held between any tied candidates. If that fails to resolve the issue, the tied candidates will have to draw lots.
- If a candidate is not elected, then a governor will be elected for the purpose of the next meeting.
- The new chair of governors will conduct the election of vice-chair, which can also be carried out by secret ballot. In the event of a tie, the chair will have a casting vote.

Elected Governors:

Both the Parent and Staff Governor roles are elected positions for a term of 4 years in line with Trust processes.

Elected parents or carers can help their school to stay accessible and connected to their local community and bring a parental viewpoint. They add to the local governing committees range of perspectives to support robust decision-making and are there to represent the interests of the school and all its pupils - not to promote the interests of their own child or the interests of other parents' children.

Elected staff governors are representative staff members rather than representatives of staff, bringing a staff viewpoint and perspective to discussion and debate. Staff governors do not stand alongside the headteacher in being held to account by the local governing committee but operate as part of the local governing committee to provide strategic leadership and to hold the headteacher to account.

Professional Governance Support

Each LGC and the Trust Board has a Governance Professional. The Governance Professional acts as an independent, strategic advisor to the LGC's and its committees, rather than strictly a minute-taker.

The Head of Governance and Compliance line manages and supports the Governance Professionals to the LGCs if they are not school employees. The Head of Governance and Compliance will communicate appropriately to facilitate sharing of best practice strategies, common processes, and systems. The Governance Professionals will provide:

Administrative and organisational support

Working with the Head of Governance / Chief Finance Officer ensures the LGC works in compliance with the appropriate legal and regulatory framework, and understands the potential consequences for non-compliance Advice on procedural matters relating to the operation of the LGC, especially relating to the Scheme of Delegation.

All governance professionals will operate in accordance with the **CGI Competency Framework for Governance Professionals** (as endorsed by the DfE).

New Governors

All new Governors should be allocated a mentor from the LGC. The mentor governor would support the new governor in their first year to understand the terminology, accompany them on visits to the school, and be readily available to answer any questions that might arise.

Ceasing To Be a Local Governor

A Governor's term of office will be terminated if:

- An event or circumstance occurs which would disqualify them from the role (see Declaration of Eligibility and Code of Conduct)
- Without the consent of the LGC, they have failed to attend LGC meetings for a continuous period of three meetings, beginning with the first meeting they failed to attend, and the Chair and Vice Chair agree that the term of office should be terminated
- They resign from office by notice to the LGC
- They are removed from office by the Trust Board.

The removal and disqualification of Trustees is set out in the Trust's Articles of Association.

Meetings Administration and Timelines

To ensure strong governance, meetings are subject to a strict statutory and administrative workflow overseen by the Governance Professional:

Governance Process	Timeline Policy	Operational Action Required
Draft Agenda Distribution	At least 14 days prior to the meeting	The Governance Professional drafts the initial agenda and issues it to the Chair of the Local Governing Committee (LGC) and the Headteacher to review, amend and add any additional matters for discussion.
Final Publication of Papers	At least 7 clear days before the meeting	The finalised agenda and all associated supporting reports, dashboards, and documents must be uploaded and accessible via Governorhub.
Attendance and Apologies	Prior to the meeting	Governors unable to attend must submit formal apologies detailing a specific reason. The committee evaluates the submitted reason to formally

Governance Process	Timeline Policy	Operational Action Required
		accept or decline the apology.
Draft Minutes and Documentation	Within 7 clear days after the meeting	The Governance Professional distributes draft minutes to the Chair and Headteacher for technical comment or amendment. **Draft minutes must explicitly highlight in bold all challenge questions, assurance given, and demonstrable impact, ensuring that agreed actions and subsequent review dates are made clear for systematic follow-up at the next meeting to provide robust evidence of strong, effective governance.**

A meeting shall be terminated if the number of Governors / Trustees present ceases to constitute a quorum (minimum of 3). Where a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Governance Professional as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was terminated. Any Governor / Trustee shall be able to participate in meetings virtually and be counted as present for the purposes of the quorum.

Every question to be decided upon at a meeting shall be determined by a majority of the votes of Governors / Trustees present and voting on the question. Votes tendered by proxy shall not be counted. Where there is an equal division of votes, the Chair has a casting vote.

Training

All Governors / Trustees and Members will undertake appropriate induction training and will commit to at least one training session per academic year in addition to the **compulsory Safeguarding & Prevent Training**. Training will be offered using Smartlog Platform by the Trust to support the knowledge and experience to undertake key roles including learning visits, panels, and appeals.

Once Safeguarding is completed at the beginning of each academic year, Governors will confirm that they have read KCSIE via Governorhub. They will also complete the school's Annual Safeguarding Declaration.

Conflict of Interests

All Governors shall complete a declaration of pecuniary interests on Governorhub, reviewed annually. Any Governor with a duty or personal interest that is likely to conflict with their duties as a Governor shall:

- Disclose that fact to the LGC as soon as they become aware of it.
- Remove themselves from any discussions of the LGC in which it is possible that a conflict will arise between their duty to act solely in the interests of the school and such duty or personal interest, unless expressly invited to remain in order to provide information
- Not be counted in the quorum for that part of any meeting
- Withdraw during the vote and have no vote on the matter

The Central Team

Steve Kelly, Chief Executive Officer
EA - vmcqueen@pyramidschoolstrust.org
Stephanie McMenamy, Chief Finance Operations Officer
smcmenamy@pyramidschoolstrust.org
Colette Lamb, Director of Education
clamb@pyramidschoolstrust.org
Tanya Goody, Secondary School Improvement Lead
tgoody@pyramidschoolstrust.org
Natalie Read, Primary School Improvement Lead
nread@pyramidschoolstrust.org
Colin Moore, Primary Consultant Headteacher
cmoore@ramseymanor.beds.sch.uk
Elaine Hughes, Trust Executive Safeguarding Lead
ehughes@pyramidschoolstrust.orgt
Charlotte Durrant, Head of Governance & Compliance
cdurrant@pyramidschoolstrust.org

Gavin Fowler, Trust IT Lead
gfowler@pyramidschoolstrust.org
Naomi Hinkins, Trust HR Lead
nhinkins@pyramidschoolstrust.org
Steve Tingey, Trust Estates Lead
stingey@pyramidschoolstrust.org
Vicki McQueen, Executive Team Administrator
vmcqueen@pyramidschoolstrust.org
Finance Team Line managed by the CFOO, the Trust finance team consists of Heather Larner, Gail Williams and Szilvia Takacs.
Headteachers Each Headteacher is responsible for the day-to-day management of their School. Headteachers are line-managed by the CEO and are accountable to the Trust Board and LGC.

Education Support

Our school improvement offer combines an internal and external approach. We commission external providers with specific experience balanced with the internal experience across our schools. The School Improvement Team, as well as other support bespoke to each school, Lead Partner Peer Reviews and subject and key stage communities. Our Director of School Improvement works alongside Headteachers with a focus on educational standards and outcomes. The team support the CEO in delivering the following;

- Continuously improve the Quality of Education across the Trust and sustain high standards
- Improve the personal development, behaviour, and attitudes of all pupils across the Trust
- Ensure that a broad and balanced curriculum is in place that engages all pupils especially disadvantaged pupils
- Make sure there is a secure culture of Safeguarding across the Trust
- Proactively develop high quality leaders
- Develop professional competence in all education staff
- Facilitate improvement and ensure collaboration delivers the best outcomes for pupils

- Embrace support and challenge from the Business Support Team
- Ensure full compliance with statutory policies
- Ensure staffing structures meet the needs of each school

Operational Support

The Operational Support Team is made up of key leads that oversee functional operations and resources on a Trust wide basis which includes;

- HR – including Recruitment, retention, and talent management
- Finance – including Budget Management, External Audit, Pupil Services
- Estates – including Premises, and Health & Safety
- Compliance – including Data Protection, Risk Management, Internal Audit, and Governance
- IT – including Procurement, Business Development

The Operations Team support the CEO in delivering the following:

- Engage fully with the School Improvement Team to agree school priorities
- Manage the processes for schools joining the Trust
- Advise, facilitate, supplement, or provide any operational support to each school (as required)
- Specify management controls and management reporting requirements, audit the associated processes and procedures, and identify and provide any required training/support
- Implement and review systems for benchmarking
- Maintain a comprehensive risk management framework
- Strategically manage the Trust estate including drawing up asset plans to identify areas for development and/or improvement
- Ensure good maintenance of estates
- Ensure compliance with statutory policies
- Lead on capital bids and allocations
- Seek out and apply for grant funds
- Increase pupil number through positive marketing campaigns
- Ensure staff recruitment and retention is strong
- Assist schools to manage their budgets with no deficits
- Ensure adequate reserves are in place (including for capital projects and IT lifecycles)

Intervention Triggers

The Trust Board is responsible for all aspects of the provision of education in each of its schools in accordance with its legal obligations. The Trust chooses to delegate many areas of decision making to individual schools but reserves the right to change the level of authority delegated to fulfil its legal obligations.

For schools meeting or exceeding the Expected Standard across key areas , the Trust Board grants a high level of delegation to the LGC as set out in the Table of Responsibilities. However, if at any time:

- the school's outcomes and /or progress of pupils are below expectation and /or on a downward trajectory;
- an event occurs at or in relation to the school which is significantly damaging to the reputation of the Trust; This is without question if it relates to the safety of our pupils;
- the LGC fails to act in a way which frequently would be considered normal behaviour for a governing body; or
- any event analogous to the above events occurs at or in relation to the school;
- in the event the school receives an unfavourable Ofsted inspection.

The Trust Board may alter or revoke the authority delegated to the LGC until such time as the Trust Board is satisfied that the event that has occurred has been rectified or ceases to cause concern. When making such decisions, the Trust Board shall have regard to any representations made by the LGC.

In addition, the Director of School Improvement will use key performance indicators (KPIs) as a tool for determining where support is required.

Finance, Operations, and Cyber Security Compliance

The Trust adheres strictly to all statutory compliance directives, including the following crucial mandates:

- **Digital Leadership and Cyber Security:** Under current ATH regulations, the Trust Board actively oversees progress toward meeting the DfE's 6 Core Digital and Technology Standards by 2030. This comprehensive framework covers broadband infrastructure,network switching, wireless connectivity, cyber security, filtering and monitoring, and digital leadership. Responsibility for oversight is assigned jointly to the Central Team and the Resource and Finance Committee.

- **Ransomware Payment Prohibition Mandate:** In strict compliance with the Academy Trust Handbook, the Trust explicitly prohibits the payment of cyber ransomware demands under any circumstances.

The Trust recognises that the DfE may issue a formal Notice to Improve (NtI) in instances of financial mismanagement or structural governance failures. Crucially, educational performance alone has been decoupled by the DfE as an immediate, direct trigger for a formal NtI. The internal intervention triggers of the Pyramid Schools Trust dictate that the Trust's internal School Improvement Team will actively step in to provide targeted support and operational rectification before any threshold for formal DfE intervention is reached.

Confidentiality, Data Protection (GDPR), and Artificial Intelligence (AI) Use

Governors, Trustees, and Members must maintain the highest standards of confidentiality regarding all Trust and school business, ensuring that discussions, documents, and sensitive information remains secure and private. In compliance with UK GDPR and Data Protection legislation, all governance stakeholders are legally responsible for safeguarding personal data and processing it only via approved Trust platforms (such as Governorhub).

The use of public Artificial Intelligence (AI) tools (e.g., generative text or data analysis bots) Governance tasks are strictly regulated. Governors must never upload personal, confidential, or sensitive school data—including student records, staff details, or closed meeting minutes—into external AI tools, as this constitutes a critical data breach. Any authorised use of AI to assist in administrative governance duties must be approved by the Trust Data Protection Officer ensuring that data integrity, accuracy, and absolute confidentiality are maintained at all times.

Table of Responsibilities (Scheme of Delegation)

In line with best practice, the Trust has adopted the following matrix. Duties might be delegated through the following

- Trust Terms of Reference (Committees)
- Trust / School Policies
- This Scheme of Delegation

Glossary of Responsibilities

Perform	The individual /group will follow agreed policies and procedures or carry out specified duties. They are accountable for executing or implementing decisions or policies. They may be required to report on the delivery of duties /actions. In the case of • the CEO, reports will be to the Trust Board and /or LGC (as appropriate), • the LGC, reports about their school will be to the Trust Board and /or CEO (as appropriate) and • the Headteacher, they will be making reports in relation to their school to the CEO and/or LGC (as appropriate).
Consult	The individual /group may be consulted as part of the process of completing a particular task. This role describes those whose knowledge and expertise is important in making the decision but does not mean that their input will be followed in all circumstances.
Recommend	The individual /group may make recommendations on how a task might be completed or what course of action might be taken. The 'Recommend' role typically involves a significant element of work in a decision. They may gather

	relevant input (Consult) and propose a course of action — sometimes alternative courses, complete with pros and cons so that the Approver's choices are clear, simple, and timely.
Approve	Approves the decision or activity. Accountable for making sure the activity is satisfactory and meets performance standards. May delegate work. There must be only one Approve body specified for each task.
Monitor	The individual /group which observes, checks, and ensures the delivery of a task. They may be required to report to other groups.
Strategic Overview	The individual /group will observe and gain an appropriate level of understanding of a particular task or issue, commenting as appropriate.
Perform	The individual /group will follow agreed policies and procedures or carry out specified duties. They are accountable for executing or implementing decisions or policies. They may be required to report on the delivery of duties / actions. In the case of • the CEO, reports will be to the Trust Board and /or LGC (as appropriate), • the LGC, reports about their school will be to the Trust Board and /or CEO (as appropriate) and • the Headteacher, they will be making reports in relation to their school to the CEO and /or LGC (as appropriate).

Strategy					
	Duty	**HT**	**LGC**	**Trust SLT**	**Trust Board**
1.	Determine the Trust's Strategy, Vision, and Values			Recommend	Approve & Monitor
2.	Embed the Trust's Strategy, Vision, and Values	Perform	Perform	Perform	Perform
3.	Deliver the Trust's strategic objectives, vision and strategy and Key performance indicators			Perform	Monitor
4.	Determine each School's Strategy, Vision, and Values (including logo)	Recommend	Consult	Monitor	Approve & Monitor
5.	Deliver each School's Strategy, Vision, and Values	Perform	Monitor	Monitor	
6.	Engage with parents (survey)	Perform	Perform & Monitor	Approve	Monitor

Safeguarding					
	Duty	**HT**	**LGC**	**Trust SLT**	**Trust Board**
7.	Comply with statutory Safeguarding requirements	Perform	Perform & Monitor	Perform & Monitor	Perform & Monitor
8.	Approve Trust Wide Safeguarding Policy	Perform	Monitor	Recommend	Approve
9.	Safeguarding Annual Report	Perform	Monitor	Monitor	Strategic Overview
10.	Maintain an accurate, effective, and secure Single Central Record	Perform	Monitor	Perform & Monitor	Monitor
11.	Maintain accurate and effective and secure pupil records.	Perform	Monitor	Monitor	Monitor
12.	Comply with statutory Safeguarding requirements	Perform	Perform & Monitor	Perform & Monitor	Perform & Monitor

School Improvement					
	Duty	**HT**	**LGC**	**Trust SLT**	**Trust Board**
13.	School Development Action Plans / Objectives	Recommend & Perform	Monitor	Monitor	Monitor
14.	Improve the Quality of Education in schools (Graduated Response)	Perform	Monitor	Monitor	Strategic Overview
15.	Improve Trust Wide Outcomes for Pupils	Perform	Monitor	Monitor	Strategic Overview
16.	Broad and Balanced Curriculum	Perform	Monitor	Monitor	Strategic Overview
17.	Ensure Schools are inspection ready (Ofsted)	Perform	Monitor	Perform & Monitor	Strategic Overview
18.	Report on delivery and impact of ring-fenced funding (*Pupil Premium, Sports Premium, SEND*)	Perform	Monitor	Monitor	Strategic Overview
19.	Student / Pupil Welfare (including attendance,	Perform	Monitor	Strategic Overview	Monitor

	punctuality, and disciplinary matters)				
20.	Ensure the public sector equality duty is met	Perform	Strategic Overview	Perform & Monitor	Approve & Monitor
21.	School Operational Hours / Term Dates/ INSET dates	Recommend	Consult	Approve	Strategic Overview
22.	Suspensions	Approve	Monitor	Monitor	Monitor
23.	Permanent Exclusions (PEX)	Approve	Monitor	Monitor	Monitor
24.	Complaints	Perform	Perform & Monitor	Monitor	Monitor
25.	School Development Action Plans / Objectives	Recommend & Perform	Monitor	Monitor	Monitor

Finance					
	Duty	**HT**	**LGC**	**Trust SLT**	**Trust Board**
26.	**Funding Agreement** – comply with all obligations including the Trust Financial Handbook	Perform	Monitor	Perform	Perform & Monitor
27.	**Approve budget**	Perform	Recommend	Perform & Recommend	Approve & Monitor
28.	**Financial Oversight** - ensuring appropriate financial controls are in place for regularity, probity, and value for money	Perform	Monitor	Perform & Monitor	Perform & Monitor
29.	**Financial Regulations** to include accounting policies, anti-fraud, charging & remissions, competitive tendering / procurement, gifts,hospitality, awards & prizes, investments, reserves, expenses	Perform		Recommend & Monitor	Approve & Monitor
30.	Management Accounts	Perform & Monitor	Monitor	Perform	Monitor
31.	Annual Report & Financial Statements			Perform	Monitor

32.	Appointment of External Auditors				Recommend to Members
33.	Appointment of Internal Auditors			Recommend	Approve
34.	Oversee programme of financial and non-financial internal scrutiny			Perform	Monitor

Human Resources					
	Duty	**HT**	**LGC**	**Trust SLT**	**Trust Board**
35.	CEO (Appoint/Remove/Appraisal/Pay Award)				Perform, Recommend & Approve
36.	Trust SLT (Appoint / Remove/ Appraisal / Pay Award)			CEO Perform & Recommend	Approve
37.	Headteacher - Appoint and Remove Appraisal and Pay Award		Consult	Perform & Approve Perform / Recommend	Trustee on panel to approve with CEO
38.	Trust Extended Leadership (Appoint / Remove / Appraisal / Pay Award)			SLT Perform & Approve	
39.	School SLT/Teaching Staff (Appoint / Remove / Appraisal / Pay Award) All UPS/Leadership Roles must be authorised by CEO Intensive Support schools must appoint in conjunction with the Director of School Improvement	Perform	Consult		
40.	School Support Staff (Appoint / Remove / Appraisal)	Perform & Approve		Monitor	
41.	Trust Support Staff (Appoint / Remove / Appraisal)			Perform & Approve	
42.	Staffing Structures	Recommend & Perform	Consult	Recommend	Approve
43.	Maintain accurate and effective and secure	Perform		Monitor & Perform	Monitor

Human Resources					
	Duty	**HT**	**LGC**	**Trust SLT**	**Trust Board**
35.	CEO (Appoint/Remove/Appraisal/Pay Award)				Perform, Recommend & Approve
36.	Trust SLT (Appoint / Remove/ Appraisal / Pay Award)			CEO Perform & Recommend	Approve
	employee files.				
44.	Undertake pre-appointment checks for staff & governance stakeholders inc. DBS & references	Perform	Monitor	Monitor & Perform	Monitor
45.	Consider Working Requests	Perform (School Staff)		Perform (HT/Trust Staff)	Perform (CEO)
46.	Hear Grievance, Disciplinary, Redundancy, Capability cases	Perform	Perform (appeal panel)	Perform	Perform (appeal panel)

Operations and Compliance					
	Duty	**HT**	**LGC**	**Trust SLT**	**Trust Board**
47.	**Regularity** – including charity law, company law, employment law, and health and safety	Perform		Perform & Monitor	Monitor
48.	Compliance with statutory requirements, such as H&S, Fire Management, and Information Governance / Data Protection	Perform	Via designated H&S Link Governor: undertake termly site walks, monitor risk assessments, and verify local safety procedures	Perform & Monitor	Monitor
49.	Corporate Risk Register			Recommend & Monitor	Monitor
50.	School Risk registers	Recommend & Monitor	Monitor	Monitor	

51.	Monitor effectiveness and scope of central services provided to the schools by the Trust	Consult	Consult	Perform	Monitor
52.	Trust Buildings, Asset and Premises Maintenance Strategy	Consult		Perform, Recommend & Monitor	Monitor & Approve
53.	Allocation of SCA	Cons ult		Recommend	Approve
54.	Approve Trust insurance arrangements			Recommend	Approve
55.	Growth of the Trust - consider requests from other schools to join the Trust			Recommend	Monitor & Approve
56.	Media and PR of the Trust			Perform	Consult
57.	Websites, School Prospectus, and other public documentation of the Trust	Perform		Recommend, Approve Monitor	Monitor

Governance					
	Duty	**HT**	**LGC**	**Trust SLT**	**Trust Board**
58.	Appointment and Removal of Trustees (as set out in Trust Articles)				Recommend
59.	Appointment / Removal of Trust Chair & Vice Chair				Recommend & Approve
60.	Appointment / Removal of Trust Committee Chairs				Recommend & Approve
61.	Appointment / Removal of LGB Governors		Recommend		Approve
62.	Election of Parent and Staff Governors		Perform		
63.	Appointment of Community Governors	Recommend	Approve		
64.	Appointment / Removal of Trust Clerk			Perform	Approve

65.	Appointment / Removal of LGB Clerk		Recommend	Perform & Approve	
66.	Appointment and Removal of Trustees (as set out in Trust Articles)				Recommend
67.	Agree Articles of Association				Recommend to Members
68.	Trust Governance Structure			Recommend	Approve
69.	Publishing Governance Information		Clerk - Perform		Clerk - Perform Board - Monitor
70.	Trust Standing Orders & Delegation (including TORs and Cycle of Business)		Consult	Recommend	Approve
71.	Register of business interests, conflicts of interest and connected party transactions	Perform	Perform Clerk - Monitor	Perform & Monitor	Perform Clerk - Monitor
72.	Setting Admission Arrangements for approval - Trust Board	Consult	Recommend	Strategic Overview	Approve
73.	Admission Decisions	Perform	Recommend	Strategic Overview & Consult	Approve
74.	Statutory Trust-wide policies	Perform	Perform	Recommend	Approve
75.	School Policies – review and approval	Recommend	Approve	Consult	
76.	Approve new academies joining the MAT			Recommend	Approve

Meeting Dates

Meeting dates are available via your Governance Professional and added to Governorhub

Learning Visits - Roles & Responsibilities

Learning visits should be undertaken with the permission of the Headteacher. Governors should complete the Local Governor Notes of Visit after a visit. This should be shared at the next Local Governing Committee meeting via Governorhub.

All local governing committees should have, as a minimum, a **Safeguarding link governor**, a **SEND link governor**, and a **Health & Safety link governor**.

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 / online 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 / events and ask agreed questions to pupils / parents
- Attend coffee mornings / PTA events to capture parent voice

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.