

Nene Education Trust Governance Handbook

2023-2024

Version	Date	Reason for change
1.0	September 2019	First publication
2.0	September 2020	Updated meeting dates and business cycle
3.0	September 2021	Updated meeting dates and business cycle. KPI data and strategic details
4.0	September 2022	Format change and update role descriptor for local governance in line with Scheme of Delegation. Meeting dates and cycle of business will be published as separate documents.
5.0	September 2023	To note a new separate document: Trustee Code of Conduct, Members Code of Conduct, Local Committee Code of Conduct to be signed by role holders at the start of the academic year

Introduction

This Nene Education Trust (NET) Governance Handbook (the Handbook) has been drafted by our executive team and agreed by the Board of Trustees. It provides important information about NET for all of our governance stakeholders – including our Members, Trustees, members of our Local Committees as well as Trust staff who will participate in, contribute to, or need to know about our governance. It is intended to give detailed information regarding the different types of governance roles within NET and the responsibilities of those posts as well as providing guidance about how to fulfil those roles or seek further information.

The guidance and information in this handbook should be considered and applied in conjunction with other supporting documents;

- DfE Governance Handbook
- Academy Trust Handbook
- Charity Commission: The Essential Trustee (for trustees)
- DfE Academy Financial Handbook (as annually updated)
- NET Articles of Association
- NET Scheme of Delegation (as updated)
- NET Financial Handbook (as updated)
- NET Codes of Conduct for Trustees, Members and Local Committees, Trust Board (no longer embedded in this document)
- NET Code of Conduct for All Adults
- NET Strategic Plan 2021-2026
- NET Governance business planner

We recognise our governance stakeholders will bring varying levels of insight and expertise on which to build. Depending on your role within the Trust, as well as on your previous experience, you may wish for further information and may also want to develop additional skills in order to support your role. Please let us know what support or information you would find useful, both as part of your induction and to inform future training.

We are keen to continue developing the information we provide and we welcome feedback on all of our internal governance documents.

Overview of Governance

All academy trusts are charitable companies limited by guarantee. Consequently, those sitting on the Trust Board are both charity trustees and company directors and have responsibilities under both the Charities Act and the Companies Act. The Trust Board is accountable for the performance of all the schools within the Trust and is accountable to the Trust's members who ultimately control the company and have the power to appoint and remove some trustees.

Funding Agreement and Articles of Association

NET is subject to two governing documents: the Academy Trust Funding Agreement, which is the legal contract between the Secretary of State and NET, and the Trust Articles of Association which set out the charitable objects of NET along with its governance composition and overarching procedures. It specifies the regulations for a company's operations and defines the company's purpose. The document sets out how tasks are to be accomplished within the organisation, including the process for appointing directors (trustees) and the handling of financial records. Contained within the Articles will be specific reference to the appointment of trustees and trust committee members.

The Funding Agreement and Articles of Association are published on the Trust website and in the NET Governance Hub on Teams.

Scheme of Delegation (SoD)

This is a key document, that references the authority that the Trust Board has to delegate some of its business to committees, Senior Leaders and Principals and sets out who will make decisions about certain functions. This document is reviewed on annual basis by the Trust Board or reviewed at a point in time when there has or will be significant change to the Trust. This document is a public document and is available on the Trust website. Understanding of the SoD is a key part of any new Trustee or Local Committee member induction so they understand upon their appointment the areas that are delegated to a committee or individual within the organisation.

Requirements set out by the Department for Education (DfE)

The DfE has detailed the purpose of governance including for schools and Multi Academy Trusts. It is to provide confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance.

The Trust Board must fulfil the core governance functions, set out by the DfE by providing:

- Strategic leadership of the academy trust: the board defines the trust vision for high quality and inclusive education in line with its charitable objects. It establishes and fosters the trust's culture and sets and champions the trust strategy including determining what, if any, governance functions are delegated to the local tier.
- Accountability and assurance: the Trust Board has robust effective oversight of the operations and performance of the academy trust, including the provision of education, pupil welfare, overseeing and ensuring appropriate use of funding and effective financial performance and keeping their estate safe and well maintained
- Engagement: the Trust Board has strategic oversight of relationships with stakeholders. The Trust Board involves parents, schools and communities so that decision-making is supported by meaningful engagement.

Academy Trust trustees are trustees for the purposes of charity law and directors for the purposes of company law. Trustees must be over 18 at the date of appointment and not a pupil at any school in the trust.

The DfE has published some key resources for governance stakeholders that we recommend you read. Key amongst these are:

DfE Governance Handbook. This sets out main features of effective governance, roles and functions, legal duties and where you can find support.

The Academy Trust Handbook. This sets out not only the financial requirements for academy trusts but also broader regulatory and compliance requirements as well. It should be noted that an updated version is produced annually.

Roles and Responsibilities of the layers of governance

NET is a Multi Academy trust (MAT) that is responsible for all the schools in the Trust.

There are three layers of governance in the Trust:

- Members
- Trustees
- Local Committees

Accountability and responsibility for governance of the Trust and its schools rests at Trust Board level and the Board decides which functions it will reserve for itself and which will be delegated to Committees.

The details of the roles and responsibilities of each layer of governance and the Committees are set out in the NET Scheme of Delegation.

The Committees are:

- Finance and Resources Committee
- Audit and Risk Committee
- Educational Standards Performance and Safeguarding Committee
- Executive Pay Committee
- Local Committees

The NET Central Team is the executive management arm of the Trust, focusing on delivery of the Trust Strategic Plan, including operational management, professional development, and supporting school improvement. The team reports to the CEO of the Trust.

Training and development

All Trustees and local committee members who are new to the role will be offered a programme of onboarding and induction by the Governance Manager in conjunction with their Chair and appropriate colleagues, depending on the role they are assuming.

Trustees will be expected to undertake an annual self-review to consider what, if any, further training and development they require for their specific or general roles. Trustees normally undertake committee roles that link to their professional roles and skills

The Trust offers general training about education and schools via its partnership with the Confederation of School Trusts, National Governance Association and the National College to which all trustees and local committee members are given access and a suggested list of relevant webinars and programmes.

The Trust will offer an update training for all layers of governance annually on safeguarding, Prevent and GDPR.

Local Committee members have specific link roles in the schools for which they are provided with annual update training, monitoring forms and support from Trust lead professionals.

Governance and accountability guidance for those charged with a governance role at all levels within the Nene Education Trust

In line with the Academy Trust Handbook the following guidance delves deeper into the governance and responsibilities for those who sit on Local Committees and also Trust Boards. Information about financial responsibilities are explained more fully in the NET Financial Procedures (available in the NET Governance Hub on Teams). The following information sets out your responsibilities in relation to governance.

Trustees and Local Committee Members

The initial application process sets out the requirement of who can be appointed as Trustee or local committee member therefore please refer to this document to be clear on the disclosure you have made. A range of suitability checks will be undertaken as part of the recruitment process to include; DBS check and a Section 128 check this is used to identify if a person is banned from being involved in the management and governance of Schools. Members Boards are subject to the same checks as are Executive Leaders within the Trust.

Senior Executive Leader or CEO

A CEO of a Trust can only be a Trustee if the Members decide they should be appointed to the Trustee role. The NET CEO (also known as the Trust Accounting Officer or a senior executive leader SEL) sits as a Trustee on the Trust Board having been approved by the Trustees to do so; confirmation of this appointment is also set out in the Trust's current Articles of Association. Subsequent versions of Articles may alter this view and

therefore the Trust Board must always be aware of changes to legislation and must adhere to procedures. The DfE preference is that no other paid employees should be permitted to sit on the Trust Board as a Trustee, nor occupy staff establishment roles. Where the Trust CEO has been appointed by the Trust Board he should give consent in writing accepting the appointment - this gives openness and transparency all times.

A requirement from the ESFA sets out when a CEO (SEL) is planning to leave the organisation the Trust Board should make the DfE Regional Director aware. This enables Trust Boards to discuss their strategic plans, vision for the future and how they plan to address the recruitment process.

Meetings and supporting papers

Links to agendas and supporting meeting papers held securely on Teams in the NET Governance Hub are issued in a timely manner by the Clerk to those who sit on respective local committees, Trust Board committees and the Trust Board and Members. These aim to provide all those who attend meetings to have as much information as possible before a meeting so the appropriate challenge and questioning can be posed at the actual meeting. Papers produced will be GDPR compliant and will refrain from including specific staffing and student detail. Where a meeting is deemed to be confidential due to the nature of the discussion papers will be specifically noted as such.

All working papers will be made available through the NET Governance Hub in the appropriate Board or Committee folder. This reduces data protection risks associated with emailed or copied papers. If these are downloaded or copied for any reason, the NET Acceptable Use Policy requires that these are securely destroyed as soon as possible after use.

Minutes of meetings are available for public inspection on request.

Minutes are taken at each relevant meeting either by a suitably qualified clerk and approved and signed by the chair at each following meeting. Minutes are held in the appropriate folders on the NET Governance Hub.

All those responsible for governance of NET should make themselves aware of the detail of the Trust Data Protection policy and Freedom of Information requirements should such a request be made from the public that falls under this legislation.

Internal scrutiny

This responsibility falls under the remit of the Audit & Risk Committee. Clear terms of reference set out the committee's responsibility. The Chairs of the Finance and Resources Committee and the Audit and Risk committee must not be the same and the Chair of the Trust Board is not permitted to chair the Audit and Risk Committee.

The ESFA requires "*The need for Academy Trusts to conduct checks to ensure systems are effective and compliant*". NET has a programme of internal scrutiny in place and this is regularly reported to the Audit and Risk Committee under its remit. However, as part of this scrutiny staff are not permitted to carry out scrutiny visits. The purpose of internal scrutiny is for objectivity and independence. A Trustee (in an unpaid capacity) however can conduct internal scrutiny if requested.

MATs are heavily regulated and scrutinised and therefore subject to external reviews of governance. These types of review demonstrate how effective the Trust Board is. It is key that discussions take place by the Board on the frequency of reviews. External reviews should be considered as a positive step also evidencing the quality and performance of the Trust Board. It is important to conduct this type of review not only on a regular basis but also at times when the Trust may be going through a period of significant change. This could relate to anything from change of Senior Executive Leadership to growth of the Trust.

Annual Accounts and external audit

MATs must maintain adequate reporting records and end of year report and accounts must be prepared in line with the Companies House Act 2006. Therefore, the Trust Members appoint an external auditor to give an assurance opinion on whether the end of year report and accounts gives a true and fair view of the

Trust's financial performance and position. Auditors are reappointed on an annual basis by the Members Board and must be retendered for every 5 years.

Statutory duties

The Trust has an obligation to oversee such matters as *Safeguarding and Health & Safety and Estates Management*. Trust Boards should be aware of the different legislations in place covering these areas and ensure that the appropriate reporting and monitoring mechanisms are in place and a priority for the Board.

Code of Conduct for Members, Trustees and Local Committees

This sets out the code by which all layers of governance should operate.

Seven Nolan Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

The Framework for Ethical Leadership in Education

The Ethical Leadership Commission has developed the following Framework for Ethical Leadership to help school leaders take difficult decisions. As important as the language is, these aren't just fine words, they are meant to support a culture in which ethical decision making can flourish.

1. Selflessness School and college leaders should act solely in the interest of children and young people.
2. Integrity School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. Objectivity School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. Accountability School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. Openness School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

6. Honesty School and college leaders should be truthful.
7. Leadership School and college leaders 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. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:-

Trust: leaders are trustworthy and reliable

We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

Wisdom: leaders use experience, knowledge and insight

We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

Kindness: leaders demonstrate respect, generosity of spirit, understanding and good temper

We give difficult messages humanely where conflict is unavoidable.

Justice: leaders are fair and work for the good of all children

We seek to enable all young people to lead useful, happy and fulfilling lives.

Service: leaders are conscientious and dutiful

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

Courage: leaders work courageously in the best interests of children and young people

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

Optimism: leaders are positive and encouraging

Despite difficulties and pressures, we are developing excellent education to change the world for the better.

We will focus on our core governance functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent (Trust Board only)
4. ensuring the voices of stakeholders are heard

As individuals, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will fulfil our role and responsibilities as set out in our Scheme of Delegation.
3. We will develop, share and live the ethos and values of our school/s.
4. We agree to adhere to school/trust policies and procedures as set out by the relevant governing documents and law.
5. We will work collectively for the benefit of the school/s.
6. We will be candid but constructive and respectful when holding senior leaders to account.
7. We will consider how our decisions may affect the school/s and local community.
8. We will stand by the decisions that we make as a collective.
9. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
10. We will only speak or act on behalf of the board if we have the authority to do so.
11. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
12. When making or responding to complaints we will follow the established procedures.
13. We will strive to uphold the school's / trust's reputation in our private communications (including on social media).
14. We will not discriminate against anyone and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community/communities.
2. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
3. We will work to create an inclusive environment where each board member's contributions are valued equally.
4. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the register of business interests
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school/trust's website.
5. We will act in the best interests of the school/trust as a whole and not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the school/trust website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions or being removed as a Local Committee Member/Trustee/Member.

Job description: Member

Grade/Salary	Voluntary
Hours	Minimum - One Members' meeting per year (Trust AGM) but frequency will depend on assurance of governance of Trust Remote involvement via email/telephone Review of reports and documentation as required
Location	Meetings to be held at Trust premises or Teams (by agreement)
Term of Office	N/A
Disclosure	DBS clearance and completion of Trust's Register of Business Interests (with publication on Trust website)
Overall purpose:	The Members, akin to shareholders, are the subscribers to the Trust's Memorandum of Association. They have ultimate control over the Trust, overseeing and holding the Trustees to account for the governance arrangements of the Trust. They have the ability to appoint some of the Trustees and the right to amend the Trust's Articles of Association. The role of Member is largely hands-off; the responsibility to manage the Trust is largely vested in the Trustees. This distinction can be illustrated by an example: whilst the annual audited accounts will be presented to the Members, it is the Trustees and the Chair of the Board who approve and sign them and ensure they are sent to Companies House.

Main duties and responsibilities:

- 1) Sign the Trust's Memorandum of Association at the formation of the Trust
- 2) Sign off the Trust's Articles of Association and amend them if required to support stronger governance arrangements
- 3) Appoint some of the Trustees and remove any Trustee
- 4) Receive the annual audited accounts and annual report
- 5) Maintain financial liability not exceeding £10.
- 6) Chair is elected annually from within the Members to lead meetings and discussions

Core competencies

- a) Work as a team
- b) Attend meetings and be prepared to ask questions, contribute to discussions and commit to agreed actions
- c) Be focused on problem solving and be ready to learn from past experiences
- d) Be respectful of the views of others and be open to new ideas and thoughts
- e) Treat all confidential information confidentially
- f) Act with integrity, avoiding any personal conflicts of interest
- g) Develop a deep understanding of, and uphold, the vision and ethos of the Trust
- h) Ensure Christian ethos of the Trust CE schools is maintained
- i) Act as an Ambassador for the Trust and its Academies and support them in public
- j) Adhere to the Nolan Principles in their conduct

Job Description: Trustee

Grade/Salary:	Voluntary
Hours:	At least three Trust Board meetings per year (typically 5) Committee meetings (if a member of that committee) Remote involvement via email/telephone Regular review of reports and documentation Links with schools – trustees may have link role with a Trust school Supporting Trust and school events programme and ad hoc visits to schools
Location:	Board meetings to be at the Trust Head Office or School or virtually
Term of Office:	Four years
Disclosure:	DBS clearance and completion of Trust's Register of Business Interests (with publication on Trust website)
Overall purpose:	<p>The Trustees are responsible for the strategic direction, broad policy framework and oversight of the Trust and all its schools to ensure that the Trust's vision and values underpin its work and direction of travel. The Trustee role can be expressed as having three main parts: governors of the Trust; directors of the charitable company for the purposes of company law; and, trustees for the purposes of charity law. As governors of the Trust, the Trustees are responsible for setting the vision of the Trust (including Christian ethos of church schools), for holding the Chief Executive to account for the performance of the Trust and for ensuring that the Trust's funding is well spent. The Trustees are also responsible for ensuring compliance with company and charity law and with the Trust's funding agreement with the Secretary of State. Requirements for the role are set out in the DfE Academy Trust Role Descriptors guidance and the Competency Framework for Governance.</p> <p>The Board of Trustees delegates authority for many functions to Trust Committees and to Local Committees.</p> <p>The key requirements for Trustees are reflected in the Trust Articles of Association, the funding agreement and the Academy Trust Handbook. Trustees should follow the guidance in the DfE Governance Handbook and the Competency Framework for Governance, which sets out the principles of good governance and the legal duties applying to, and core role and strategic functions of, Boards of Trustees. The duties of Trustees as company directors and charity trustees are described respectively in sections 170 to 181 of the Companies Act 2006 and in the Charity Commission's guidance CC3: the essential trustee: what you need to know, what you need to do.</p>

Main duties and responsibilities:

The roles of the Trust Board and the Trustees collectively is to:-

- 1) Establish the overall Trust strategic direction and steer its development
- 2) Oversee the performance of the Trust and its schools and the implementation of plans focussing on Trust or school improvement
- 3) Ensure the Trust and schools meet their statutory and legal responsibilities
- 4) Consider the interests of all the Trust schools when making decisions on, and implementing, Trust-wide policies.
- 5) Scrutinise plans for Trust growth and consolidation
- 6) Ensure risk are managed and mitigated in an appropriate manner
- 7) Put in place effective leadership and hold the executive leadership to account
- 8) Ensure the Trust is financially competent and compliant and has a sustainable budget
- 9) Approve the Trust's annual budget and keep this under regular review
- 10) Ensure the Trust's assets and funds are protected and used in accordance with the law, Articles of Association, funding agreement and Academies Financial Handbook
- 11) Ensure there is value for money, regularity and propriety on all transaction and in all decision making
- 12) Approve the Trust's annual report and accounts
- 13) Oversee any significant capital expenditure and building projects and approve all funding applications
- 14) Approve terms of reference for the committees of the Board
- 15) Approve the Scheme of Delegation
- 16) Approve the Trust's policy framework that identifies responsibilities for approving policies and keep this under review
- 17) Review the effectiveness and skill set of the Board and agree appropriate changes to improve its performance

Core competencies

- a) Work as a team
- b) Attend meetings and be prepared to ask questions, contribute to discussions and commit to agreed actions
- c) Be focused on problem solving and be ready to learn from past experiences
- d) Be respectful of the views of others and be open to new ideas and thoughts
- e) Treat all confidential information confidentially
- f) Act with integrity, avoiding any personal conflicts of interests
- g) Develop a deep understanding of the vision and ethos of the Trust and its schools and of the roles played by all individuals in the fulfilment of the Trust's mission
- h) Understand the policies and procedures of the Trust and how these flow down to the schools
- i) Act as an ambassador for the Trust and its schools and support them in public
- j) Commit to self-evaluation, training and development
- k) Adhere to the Nolan Principles in their conduct.

Job Description - Local Committee Member

Grade/Salary:	Voluntary
Hours:	At least three Local Committee meetings per year Link role monitoring visits to the school Ad hoc visits to the school and support for school events Remote involvement via email/telephone Regular review of reports and documentation
Location:	Meetings and visits at the relevant school
Term of Office:	Four years
Disclosure:	DBS clearance and completion of Trust's Register of Business Interests (with publication on Trust website)

The role of those serving on Local Committee is an important one, ensuring there is local community engagement with the school and that the academy serves its local community. The Local Committee members act as ambassadors for the school, furthering the aim of the school being a civic structure and a hub of the local community. The Local Committee members scrutinise the performance of the school in the following areas: Pupil Premium, SEND, Attendance and Behaviour, Mental Health and Wellbeing, and where relevant: Careers Information, and Christian Ethos. The Local Committee does not hold the Principal to account for school performance or make decisions how the academy is run; this is the job of the principal and other senior staff.

Responsibility for governance of the Trust and its schools rests with the Trust Board which delegates authority for many functions to the Local Committee as set out in the Scheme of Delegation and Terms of Reference. Therefore, those serving on a Local Committee are accountable to the Trust Board. Local Committee Members should follow the guidance in the DfE Governance Handbook which sets out the principles of good governance but should bear in mind that some of the legal duties and strategic functions rest with the Trust Board

Main duties and responsibilities

1. To champion the trust vision and values in the school and to ensure the spiritual wellbeing of the pupils
2. To determine the educational and spiritual character, mission or ethos of a particular school (to the extent that it is not inconsistent with that of the Academy Trust) in collaboration with the Principal
3. To appoint Committee members with specific responsibilities for special educational needs, pupil premium, mental health and wellbeing, and as appropriate Christian Ethos and Careers Information.
4. To review and amend school specific policies (in line with the Trust prescribed delegated responsibilities for this)

5. To implement an auditable means whereby the school can receive and react to pupil, parent and community feedback
6. To provide a perspective and viewpoint of the stakeholder group they represent to the principal and senior leadership team of the school;
7. To be familiar with and note progress against the school improvement plan
8. To monitor the effectiveness of the school SEND provision
9. To monitor the deployment and impact of Pupil Premium, and Sports Premium (primary)
10. To monitor the implementation of the school's behaviour policy
11. To ensure the safeguarding, wellbeing and health and safety of pupils and staff.
12. To establish and maintain relationship with the local community, including parents.
13. Please refer to the full scheme of delegation for full details.

Core competencies

- a) Work as a team
- b) Attend meetings and be prepared to ask questions, contribute to discussions and commit to agreed actions
- c) Be focused on problem solving and be ready to learn from past experiences
- d) Be respectful of the views of others and be open to new ideas and thoughts
- e) Treat all confidential information confidentially
- f) Act with integrity, avoiding any personal conflicts of interests
- g) Develop a deep understanding of the vision and ethos of the academy and of the roles played by all individuals in the fulfilment of this
- h) Understand the policies and procedures of the Trust and how these flow down to the schools
- i) Act as an ambassador for the school and the Trust and support them in public
- j) Commit to self-evaluation, training and development
- k) Adhere to the Nolan Principles and Framework for Ethical Leadership in Education in their conduct as well as the Trust Code of Conduct for local committee members and Code of Conduct for All Adults.

Local Committee Chair and Vice Chair

The Chair and Vice Chair of the Committee has no further delegation than any other member. The only requirements as Chair are:

- a) Chair each meeting in an effective manner.
- b) Liaise directly with Chair of the Trust Board to ensure effective communication between the Committee and Trust Board.
- c) Receive notifications, as well as the CEO, from the Principal about pupil exclusions (as per the Trust exclusion guidance).
- d) Attend Chairs meetings.

Abbreviation/jargon buster

Acronyms

CEO	Chief Executive Officer
COO	Chief Operating Officer
CIF	Condition Improvement Fund
CP	Child Protection
CPD	Continuing Professional Development
DBS	Disclosure and Barring Service
DDA	Disability Discrimination Act
DfE	Department for Education
DPA	Data Protection Act
DSL	Designated Safeguarding Lead
DT	Design and Technology
ESFA	Education Skills Funding Agency
EY	Early Years
EYFS	Early Years Foundation Stage
FE	Further Education
FOI	Freedom of Information
FSM	Free School Meals
GAG	General Annual Grant – Main funding per pupil for academies
H & S	Health and Safety
HR	Human Resources
KPI	Key Performance Indicators
KS1, 2, 3, 4 Key Stage 1, 2, 3, 4	KS1, 2, 3, 4 Key Stage 1, 2, 3, 4
(KS1 age 5 – 7 “Infants”, KS2 age 7 – 11 “Juniors”, KS3 age 11- 14, KS4 age 14 - 16)	(KS1 age 5 – 7 “Infants”, KS2 age 7 – 11 “Juniors”, KS3 age 11- 14, KS4 age 14 - 16)
LA	Local Authority
LAC	Looked after Children (also known as Cared for Children, or Children in Care)
LC	Local Committee – within a Trust.
LEA	Local Education Authority
MAT	Multi- Academy Trust
MFA	Master Funding Agreement – General agreement between EFA and Academy/Trust
NET	Nene Education Trust
NGA	National Governors Association
OFSTED	Office for Standards in Education
PAN	Published Admission Number (sometimes known (wrongly) as Pupil Admission Number or Planned Admission Number)
PAYE	Pay as you Earn
PM	Performance Management
PP	Pupil premium
PTA	Parent Teacher Association
SACRE	Standing Advisory Council on Religious Education
SDP	School Development Plan (See also SSDP and SIP)
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs & Disability
SFA	Supplementary Funding Agreement – Specifics of agreement between EFA and individual Academy/Trust.
SIP	School Improvement Plan
SLA	Service Level Agreement (See also SBSA)
SLT	Senior Leadership Team
SPAG	Spelling, Punctuation and Grammar

TB	Trust Board
TUPE	Transfer of Undertaking Protection of Employment
UPN	Unique Pupil Number
VA	Voluntary Aided
VC	Voluntary Controlled