



## Scheme of Governance

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### The Athelstan Trust

Date of Review	Approved by	Date of Approval	Next Review Date	Website
March 2015, April 2019, Feb 2021, Dec 2022, Sept 2024, Mar 2024, Oct 2025, Mar 2026	Board	19 <sup>th</sup> March 2026	March 2028	Yes

## Contents

1.	Introduction .....	3
2.	The Academy Trust.....	3
3.	Members .....	4
3.1	The role of the Members .....	4
3.2	The appointment of the Members .....	4
4.	Trustees.....	4
4.1	Capacity of Trustees .....	4
4.2	The appointment of Trustees .....	4
4.3	Constitution of the Board of Trustees .....	5
4.4	Meetings of Trustees .....	5
4.6	Powers, functions and responsibilities of Trustees .....	6
4.7	Delegation of powers of Trustees .....	7
4.8	Risk management .....	7
4.9	The management of conflicts of interest .....	8
5.	The Governance Professional .....	9
6.	Committees .....	9
7.	Local Governing Bodies .....	9
8.	Link Trustees and Link Governors.....	10
9.	Chief Financial Officer .....	10
10.	Financial Regulations Manual.....	11
11.	Budget approval .....	11
12.	The Chief Executive Officer .....	12
13.	The Head Teachers .....	12
14.	The Accounting Officer .....	12
15.	Staff appointments .....	13
16.	Legal .....	13
	Appendix 1 - Consent to be a Member .....	14
	Appendix 2 - Trustee declaration .....	15
	Appendix 3 - Reserved matters .....	18
	Appendix 4 - Link Trustee and Governor Roles .....	19
	Appendix 5 – Governor Training requirements.....	27

## 1. Introduction

This Scheme of Governance (**Scheme**) has been made by the Trustees of The Athelstan Trust (**Academy Trust**) to set out a framework under which the Academy Trust is governed and managed, and in particular:

- a) how the Trustees work together effectively;
- b) the relationship between the Trustees, the local governing bodies (**LGBs**) and the senior leadership team; and
- c) how the Trustees ensure compliance with the various legal and regulatory requirements placed on them.

This Scheme shall be reviewed by the Trustees annually and in doing so, the Trustees shall have regard to any new legislation or guidance affecting the provisions of these documents.

This Scheme may be altered, added to or repealed by a majority resolution of the Trustees or by the Members of the Academy Trust in a general meeting.

A copy of this Scheme shall be given to the Members of the Academy Trust, every Trustee, each Local Governor, the Chief Executive Officer, the Heads of the Academies operated by the Academy Trust (the **Head Teachers**), the Chief Financial Officer and the Governance Professional

## 2. The Academy Trust

The Academy Trust is responsible for Abbeyfield School, Avening Primary School, Bradon Forest School, Charter Primary School, Chipping Sodbury School, Kings Lodge Primary School, Leighterton Primary School, Malmesbury School, Sir William Romney's School, The Dean Academy and any schools that join the Academy Trust in the future (**Academies**).

The Academy Trust has entered into a master funding agreement and separate supplemental funding agreements for each Academy under section 1 of the Academies Act 2010 with the Secretary of State for Education in relation to the funding of the Academies (**Funding Agreement**).

The Funding Agreement places a number of requirements on the Academy Trust including the requirement to comply with the Department for Education's (**DfE**) and Academy Trust Handbook (**Handbook**).

There are a number of roles involved in the running of any multi-academy trust and these are as follows:

- a) the Members;
- b) the Trustees;
- c) the Chief Executive Officer;
- d) LGBs: each Academy has an LGB formed by the Trustees as a committee of the Trustees. The members of the LGBs are called **Local Governors**;
- e) the Head Teachers who have responsibility for the day to day running of their respective Academy.

### **3. Members**

#### **3.1 The role of the Members**

In simple terms, the Members "own" the Academy Trust. They have a number of statutory rights, including the right to remove Trustees, the right to amend the Articles of Association of the Academy Trust (**Articles**) and the right to receive the annual accounts. They also have the right to appoint up to eight Trustees under the Articles. The Members are required to provide a guarantee that if the Academy Trust were to be wound up and the assets did not meet all of its liabilities, they would contribute £10. Members are also under a duty to act in the best interests of the Academy Trust in furthering its Objects.

The Members will normally meet just once a year at the annual general meeting (**AGM**).

#### **3.2 The appointment of the Members**

Members are appointed in accordance with Articles 12 to 18.

On appointment, all Members are required to complete a consent to be a member form (attached at 0). The Governance Professional will update the register of Members as appropriate. Companies House does not need to be notified.

The Governance Professional is responsible for ensuring that details of Members are shared with the DfE via the Get Information about Schools (GIAS) website.

### **4. Trustees**

#### **4.1 Capacity of Trustees**

Each Trustee is:

- a) a Trustee of the Academy Trust; and
- b) a charity trustee. Trustees are not registered as individuals with the Charity Commission because the MAT is an exempt charity, and is regulated by the DfE. The MAT must adhere to Charity Law.

#### **4.2 The appointment of Trustees**

The Trustees shall be appointed in accordance with Articles 45 to 79.

On appointment, all Trustees shall be required to:

- undergo an enhanced Disclosure and Barring Service check;
- complete a Trustee declaration (attached at 0);
- complete an AP01 form for submission by the Governance Professional to Companies House (either in paper form or electronically); and
- complete a declaration of business interests form.

The Governance Professional shall update the register of Trustees in the statutory books.

### **4.3 Constitution of the Board of Trustees**

The minimum number of Trustees is three although the number of Trustees is not subject to any maximum.

The **Board of Trustees** is constituted as follows:

- up to eight Trustees appointed by Members;
- at least two Parent Trustees elected by the Parent Local Governors of the LGBs, unless there is a minimum of two Parent Local Governors serving on each of the LGBs, and otherwise as the Members shall decide;
- co-opted Trustees (appointed by Trustees who are not themselves co-opted Trustees).

The Trustees shall elect a Chair and Vice-Chair from among their number each academic year. The length of service of all Trustees (including the Chair and Vice-Chair) shall be four years, renewable for a further four years. The maximum number of terms will be 2 terms (8 years) unless there are specific reasons why a Trustee should serve for longer.

### **4.4 Meetings of Trustees**

There will be at least three meetings of the Board of Trustees in every academic year. Meetings will normally be held towards the end of each term and the dates will be published at the beginning of each academic year.

All meetings of the Trustees shall be convened and conducted as provided by the Articles.

Each meeting of the Trustees will ordinarily cover the following:

- a report on the financial position, including income and expenditure and financial commitments against agreed budgets;
- whether adequate financial monitoring of budgets and activities is being undertaken;
- progress on any action identified to improve financial arrangements;
- significant contracts proposed to be entered into;
- details of any significant matters affecting:
  - staff
  - pupils' welfare or education; and
  - assets.

In consultation with the Chair, the Governance Professional shall prepare an annual plan for the meetings of the Trustees.

### **4.5 Accountability of Trustees**

The Trustees are chiefly accountable to:

- the beneficiaries of the Academy Trust (students at the Academies and their parents) and to the local community for the quality of education and pastoral care at the Academies, for matters of health and safety and for safeguarding and promoting the welfare of the students;

- the DfE, the Education Funding Agency and specifically the Secretary of State under the terms of the Funding Agreement;
- the Secretary of State (in their role as principal regulator in respect of charity matters) for operating the Academy Trust for the public benefit, for the prudent management of the Academy Trust and its financial efficiency, and for compliance with legislation including charities legislation;
- the employees of the Academy Trust for their working environment, and for compliance with the contract of employment and employment law requirements and matters of health and safety; and
- other regulatory authorities for compliance with regulated responsibilities to which the Academy Trust and the Academies are subject.

#### **4.6 Powers, functions and responsibilities of Trustees**

The Trustees are responsible for the governance and supervision of the Academy Trust, its committees (including the LGBs) and the senior leadership team.

The Trustees have a number of duties as responsibilities towards the management of the Academy Trust and its finances. In summary, the Trustees are responsible for:

- carrying on the Academy Trust in accordance with the Objects of the Academy Trust as set out in the Articles and safeguarding the assets of the Academy Trust;
- running the Academies and directing the education, pastoral care, financial and other policies of the Academies in accordance with the Articles and the Funding Agreements (including the Handbook);
- ensuring sound management and administration of the Academy Trust, and ensuring that managers are equipped with the relevant skills and guidance;
- financial controls and the financial management of the Academy Trust in accordance with the provisions of the Handbook, which sets out in detail provisions for the financial management of each Academy including guidance on financial systems and controls and accounting and reporting requirements;
- setting standards of conduct and values, monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon;
- risk management, that is identifying, quantifying and devising systems to minimise the major risks affecting the Academy Trust; and
- ensuring the Academy Trust and the Academies are conducted in compliance with the general law.

The Trustees are required to:

- act together and in person and not delegate responsibility of the Academy Trust to others;
- act strictly in accordance with the Articles;
- act in the Academy Trust's interests only and without regard to their own private interests;
- manage the Academy Trust's affairs prudently;

- not take personal benefit from the Academy Trust unless expressly authorised by the Articles or the Charity Commission; and
- take proper professional advice on matters on which they are not themselves competent.

The Trustees should also hold the Chief Executive Officer, the Head Teachers and the Chief Financial Officer accountable. They should offer support, constructive advice, be a sounding board for ideas, a second opinion on proposals and help where needed, but will also challenge, ask questions, seek information and improve proposals where appropriate and at all times act in the best interests of the Academy Trust.

The Trustees shall have regard to the 2019 framework for inspecting schools in England issued by the Office for Standards in Education, Children's Services and Skills (**Ofsted**).

The duties and responsibilities of the Trustees are explained in further in the Trustee Induction programme, which is overseen by the Governance Professional.

The Trustees shall at all times have regard to the Trustee Code of Conduct which is agreed on an annual basis.

#### **4.7 Delegation of powers of Trustees**

The Trustees may delegate such of their powers or functions that they can legally delegate and which they consider would be desirable to delegate.

The Trustees must not delegate any of their powers listed in 0 (**Reserved Matters**).

Delegation can be made to:

- Academy Trust committees (committees with functions related to the Academy Trust) including an **Audit & Risk Committee**, whose remit includes the usual auditing functions; a **Staffing Committee**, a **Standards Committee** and a **Resources Committee**
- the LGBs
- any Trustee holding executive office
- the Chief Executive Officer
- the Chief Financial Officer
- the Head Teachers.

However, every act of delegation shall be a delegation of powers and duties, and not a delegation or shedding of responsibilities.

In the event of a need to make genuinely urgent decisions (such as immediately after a government announcement) between meetings on matters falling within the remit of the Board, the Chair of Trustees, and in their absence the Vice Chair of Trustees shall take Chair's action on behalf of the Trustees. The decisions taken and the reasons for urgency shall be explained fully via email and at the next meeting of the Board of Trustees.

#### **4.8 Risk management**

The Annual Report and Accounts include a description of the principal risk and uncertainties facing the Trust, with a summary of Trustee plans and strategies for managing these risks.

The Trustees are therefore responsible for:

- identifying the major risks that apply to the Academy Trust, including:
  - Political risks
  - Economic risks
  - Social risks
  - Technological risks
  - Environmental risks
  - Event Risks
  - Legal Risks
- making decisions (based where appropriate on advice from professional advisors) as to how to respond to those risks; and
- making appropriate statements regarding the management of risks in the annual report.

The following policies shall be approved by the Trustees:

- a risk management policy
- a business continuity plan
- a fraud policy
- a whistleblower policy.

The Audit and Risk Committee shall prepare a risk register for approval by the Trustees and the LGBs, together with nominated Trustees and the Chief Financial Officer along with a procedure by which the risk register shall be subject to regular review and made available. The risk register shall have named individuals assigned to manage each risk.

#### **4.9 The management of conflicts of interest**

All Trustees are required to complete a declaration of business interests form on appointment and on an annual basis (including a nil return). Such declarations shall include:

- all business and financial interests such as Trusteeships, shareholdings, and other appointments of influence within a business or other organisation; and
- interests of related persons including, but not limited to, parents, spouses, children, personal and business partners where influence could be exerted by that person over a Trustee or member of *staff*.

The Governance Professional shall be responsible for maintaining a register of business interests including nil returns.

Each meeting of the Trustees shall include a standing agenda item for those attending to declare any changes to their declarations of interest.

No Trustee shall receive any payment for their work as a Trustee, other than payment of reasonable out of pocket travel, accommodation and other expenses which shall be subject to

the prior written approval from the Chief Financial Officer. These are detailed in the Allowances Policy for Trustees, Governors and Members.

## **5. The Governance Professional**

The Governance Professional is appointed and removed by the Trustees.

The Governance Professional is the chief administrator with respect to the Academy Trust's administration affairs.

The Trustees shall also appoint a Clerk (who may or may not also be the Governance Professional). The Clerk shall not be a Trustee (including the Chief Executive Officer) or a Head Teacher. However, if the Clerk fails to attend a meeting of the Trustees, the Trustees may appoint any one of their number or any other person to act as Clerk for the purposes of that meeting.

## **6. Committees**

The Board of Trustees may appoint committees with functions related to the Academy Trust. The constitution, membership and proceedings of any committee shall be determined by the Trustees under terms of reference.

Each committee shall be chaired by a Trustee with the exception of a LGB which may or may not be chaired by a Trustee.

Membership of a committee may include persons who are not Trustees provided that (with the exception of the LGBs) a majority of the members of the committee are Trustees.

Except in the case of an LGB, no vote on any matter shall be taken at a meeting of a committee of the Trustees unless the majority of members of the committee present are Trustees.

The Trustees shall ensure that they receive adequate feedback on the work of any committees.

Committees will act in an advisory capacity to the Trustees, except where powers have been specifically delegated to them by the Trustees. The specific committees to be appointed are as follows:

- a) **Audit and Risk Committee**
- b) **Resources Committee**
- c) **Staffing Committee**
- d) **Standards Committee**

The terms of reference of each committee of the Trustees must be approved by the full Board of Trustees and reviewed at least once in every 12 months. They provide the sole agreed framework within which each committee operates.

## **7. Local Governing Bodies**

The Trustees will establish an LGB in respect of each of the Academies. The LGB is a committee of the Board of Trustees. They operate under terms of reference which are set out in a separate document which may be amended by the Trustees from time to time. These terms of reference will confirm what powers the Trustees have delegated to the LGB.

The purpose of the Local Governing Body (LGB), as a committee of the Trust Board, is to provide local assurance on the quality of experience within the school. This is achieved through effective strategic leadership, informed support and challenge, strong engagement with the school community, and effective reporting to the Trust Board.

For the purposes of governance, *quality of experience* includes the lived experience of pupils, staff, and families, including:

- The quality of education and curriculum delivery
- Inclusion, SEND provision, Pupil Premium and equality of opportunity
- Safeguarding, behaviour, attendance, and wellbeing
- School culture, values, and relationships
- Engagement with parents, carers, and the local community

LGBs do not manage these areas but seek assurance that they are effective, inclusive, and aligned with Trust expectations.

The LGB is made up of individuals who may or may not also be Trustees.

Each LGB shall comprise, as a minimum:

- (a) the Head Teacher of the Academy;
- (b) two elected parents / guardians of a pupil at the Academy; To be elected by the parents/guardians of pupils at that Academy
- (c) up to two employees of the Academy (to be elected by employees of the Academy);
- (d) such other members as the Trustees decide.

Each LGB shall have a Chair and a Vice-Chair appointed by the Trustees. Any change to the structure of Governance should be reported to the Governance Professional for review by the Trustees.

The length of service of all Local Governors (including the Chair and Vice-Chair) shall be four years, renewable for a further four years. The maximum number of terms will be 2 terms (8 years) unless there are specific reasons why a Governor should serve for longer.

## **8. Link Trustees and Link Governors**

The Trusts Board and each LGB shall appoint Link Trustees and Link Governors. Details of these roles are shared in Appendix 4 of this document.

## **9. Chief Financial Officer**

The Trustees shall appoint a Chief Financial Officer for the purposes of the Handbook.

In accordance with the Handbook, the Chief Financial Officer is responsible for, along with a wider remit, the following:

- the day to day management of financial issues;
- the preparation and management of the Academy Trust's budget;

- the maintenance of effective systems of internal control;
- ensuring that the annual accounts are properly presented and adequately supported by the underlying books and records of the Academy Trust.

The Chief Financial Officer is responsible for guiding the Trustees on financial, audit and charity accounting matters, as well as dealing with the day to day management of the financial position of the Academies and the maintenance of effective controls.

The Chief Financial Officer shall report to the Trustees at least termly.

## **10. Financial Regulations Manual**

The Financial Regulations Manual (**Finance Manual**), which shall be prepared by the Chief Financial Officer, shall be adopted by the Trustees.

The purpose of the Finance Manual is to ensure that the Academy Trust maintains and develops systems of financial control which conform with the requirements both of propriety and of good financial management.

The Finance Manual shall include:

- finance authorisation levels, which shall confirm the delegation of authority to key individuals up to a specified value;
- appropriate procedures to monitor cash requirements to ensure that the Academy Trust will not become overdrawn;
- a competitive tendering policy for larger purchases in accordance with the Handbook; and
- a capitalisation limit for assets.

The Chief Financial Officer shall be responsible for preparing a policy for the disposal of assets for approval by the Trustees with a view to ensuring the best possible value is obtained from any disposal.

## **11. Budget approval**

The Trustees shall be presented with a balanced budget for the year to 31 August for submission to the ~~Education Funding Agency~~ Department for Education by 30 June or within six weeks of receipt of the final funding letter.

The Chief Financial Officer shall be responsible for:

- establishing a written procedure and timetable for setting a budget in advance of each academic year;
- preparing the annual budget (including the assumptions on which it is based) for approval by the Trustees and for monitoring progress against it during the year;
- ensuring that all significant in year amendments to budgets are properly notified to the Trustees for approval. The Audit Committee shall determine the appropriate thresholds and procedures for this;
- reporting to the Trustees on the accuracy of the assumptions which have been used; and
- reporting to the Trustees on the key financial performance indicators included in the budget.

The Trustees shall be responsible for approving the final audited accounts and the Academy Trust's accounting policies, as set out therein.

The Trustees shall ensure that they put in place procedures to review their own effectiveness and skills available in overseeing the Academy Trust's financial performance, and the soundness of its internal control.

## **12. The Chief Executive Officer**

The Trustees may appoint a chief executive officer who will be known as the Chief Executive Officer. The role of the Chief Executive Officer is to provide professional leadership, strategic management and direction for the Academy Trust and its Academies. The Chief Executive Officer may also be a Head Teacher.

The Chief Executive Officer will report to the Trustees and shall comply with any reasonable direction by the Board of Trustees when acting on the Academy Trust's behalf.

Broadly, the Chief Executive Officer is responsible for:

- the internal organisation, management and control of each of the Academies;
- advising on and implementing the Academy Trust's strategic framework; and
- the implementation of all policies approved by the Trustees.

The Chief Executive Officer shall have the authority to direct the Head Teachers in relation to operational and educational standards matters, particularly with regard to improving educational standards and matters which could adversely affect the financial or reputational position of the Academy Trust.

The Chief Executive Officer will formulate aims, objectives, policies and targets for the Trustees to consider, and will report to the Academy Trust on progress at each meeting.

The Chief Executive Officer is responsible for preparing a policy for the curriculum and for reviewing the policy every school year; this will be done in consultation with the respective Head Teachers.

The Trustees may delegate such specific powers as they consider are required by the Chief Executive Officer for the carrying out of the above responsibilities.

## **13. The Head Teachers**

The Head Teachers are responsible to the Trustees for:

- the internal organisation, management and control of their respective Academy,
- the implementation of all policies approved by the Trustees that relate to their respective Academy; and
- the direction of the teaching and implementation of the curriculum at their respective Academy.

The Trustees may delegate such additional powers and functions as they consider are required by each of the Head Teachers to enable them to carry out the above responsibilities.

## **14. The Accounting Officer**

The Chief Executive Officer shall have the role of **Accounting Officer** as set out in the Handbook.

The Accounting Officer is personally responsible to the Trustees for ensuring:

- regularity and propriety, that is dealing with money in accordance with applicable legislation, authority and rules and with fairness and integrity (including avoidance of personal gain);
- prudent and economical administration, which is concerned with securing value for money;
- avoidance of waste and extravagance;
- efficient and effective use of available resources; and
- the day to day organisation, staffing and management of the Academy.

Included in the responsibilities of the Accounting Officer is a duty to take appropriate action if the Trustees (or the LGB) or the Chair is contemplating a course of action that the Accounting Officer considers would infringe the requirements of propriety or regularity (including the provisions of the Funding Agreement or other documents setting out the financial duties of the Trustees or of any other rules governing the conduct of the Trustees), or would not represent prudent or economic administration, or the efficient or effective discharge of the Trustees' functions.

The Accounting Officer shall be required to provide a statement on governance, regularity, propriety and compliance in the Academy Trust's annual report. The format of the statement is included within the Accounts Direction which is issued annually.

The Accounting Officer may delegate or appoint others, such as the Chief Financial Officer, to assist in carrying out these responsibilities.

## **15. Staff appointments**

The Chief Executive Officer, the Head Teachers and the Governance Professional shall be appointed by the Trustees.

## **16. Legal**

The Trustees have made this Scheme in exercise of the powers conferred on them by Articles 105 and 137.

If any provision of this Scheme is inconsistent with the Articles, the Articles will take precedence.

**Appendix 1 - Consent to be a Member**

**The Athelstan Trust (Company)**

I hereby consent to being a Member of the Company.

As a Member of the Company, I hereby undertake to contribute to:

- 1 the assets of the Company in the event of it being wound up whilst I am a Member or within one year after I cease to be a Member;
- 2 payment of the debts and liabilities of the Company contracted before I cease to be a Member and of the costs, charges and expenses of winding up; and
- 3 the adjustment of the rights of the contributories among themselves, such amount as may be required;

provided that such amount does not exceed £10.

Signed .....

Full name .....

Address .....

.....

.....

.....

.....

Date .....

Please sign and retain the additional copy of this document with your records.

**The Athelstan Trust:** a company limited by guarantee

**Company registration number:** [• number]

**Registered office:** [• address]

## Appendix 2 - Trustee declaration

### Trustee Eligibility Declaration

Please read and sign disqualifications disclaimer below

*I confirm that I have read the Disqualifications as set out in the Articles of Association for the Athelstan Trust (set out below) and that I am not disqualified from serving. I also confirm that this form can be recorded and used by The Athelstan Trust in accordance with the Data Protection Act. The Athelstan Trusts collects and shares data in accordance with our Data Protection Policies and Privacy Notices which can be found on the Athelstan Trust website.*

*I confirm that in the event that I am appointed I will notify the Governance Professional immediately should I become disqualified during my term of office*

*I agree that the information given on this form is being recorded and used by the Athelstan Trust in accordance with the Data Protection Act and conform that it is correct and complete to the best of my knowledge and belief*

<b>Print name:</b>	<b>Date:</b>
<b>Signed</b>	

**Disqualification of Trustees and Governors** (Extract from the Articles of Association of the Athelstan Trust)

#### **Disqualification of Trustees**

68. A Trustee must be aged 18 or over at the date of election or appointment. No current pupil or current student of any of the Academies shall be a Trustee.

69. A Trustee shall cease to hold office if they become incapable by reason of illness or injury of managing or administering their own affairs.

70. A Trustee shall cease to hold office if they are absent without the permission of the Trustees from all their meetings held within a period of six months and the Trustees resolve that the Trustee's office be vacated.

71. A person shall be disqualified from holding or continuing to hold office as a Trustee if:

a. they have been declared bankrupt and/or their estate has been seized from their possession for the benefit of their creditors and the declaration or seizure has not been discharged, annulled or reduced; or

b. they are the subject of a bankruptcy restrictions order or an interim order.

72. A person shall be disqualified from holding or continuing to hold office as a Trustee at any time when they are subject to a disqualification order or a disqualification undertaking under the Company Directors Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order).

73. A Trustee shall cease to hold office if they cease to be a Trustee by virtue of any provision in the Companies Act 2006, or are disqualified from acting as a trustee by virtue of section 178 of the Charities Act 2011 (or any statutory re-enactment or modification of that provision).

74. A person shall be disqualified from holding or continuing to hold office as a Trustee if they have been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which they were responsible or to which they were privy, or which their conduct contributed to or facilitated.

75. Not used.

76. Not used.

77. A person shall be disqualified from holding or continuing to hold office as a Trustee where they have, at any time, been convicted of a Serious Criminal Offence.

78. After the first Academy has opened, a person shall be disqualified from holding or continuing to hold office as a Trustee if that person does not provide the Chair with a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997 or if such a certificate discloses information which the Chair considers would make that person unsuitable for their role. If a dispute arises as to whether a person shall be disqualified, a referral shall be made to the Secretary of State to determine the matter. The determination of the Secretary of State shall be final.

78A A person (including the Chair) shall be disqualified from holding or continuing to hold office as a Trustee if that person:

- a. refuses to consent to any checks required by the Secretary of State under the provisions of the Funding Agreement, the Education (Independent School Standards) Regulations 2014 or otherwise; or
- b. is found to be unsuitable to be a Trustee by the Secretary of State under the provisions of the Funding Agreement or the Education (Independent School Standards) Regulations 2014.

79. Where, by virtue of these Articles a person becomes disqualified from holding, or continuing to hold office as a Trustee; and they are, or are proposed, to become such a Trustee, they shall upon becoming so disqualified give written notice of that fact to the Governance Professional.

### **Appendix 3 - Reserved matters**

The Reserved Matters are:

- 1 to change the name of the Academies or the Academy Trust;
- 2 to change the Objects (which would require Charity Commission and Secretary of State consent in any event);
- 3 to determine the educational character, mission or ethos of the Academies;
- 4 to change the structure of the Board of Trustees or the constitution and terms of reference of any committee of the Board of Trustees;
- 5 to alter or amend the Articles or this Scheme;
- 6 to pass a resolution to wind up an Academy or the Academy Trust;
- 7 to establish a trading company;
- 8 to sell, purchase, mortgage or charge any land in which the Academy Trust has an interest;
- 9 to approve the annual estimates of income and expenditure (budgets) and major projects;
- 10 to appoint auditors and investment advisers;
- 11 to sign off the annual accounts;
- 12 to appoint or dismiss the Finance Trustee, the Chief Executive Officer, the Head Teachers, the Governance Professional or the Clerk to the Trustees;
- 13 to settle the division of executive responsibilities between the Trustees on the one hand and the Chief Executive Officer, the Head Teachers and the Finance Trustee on the other hand, and to settle the division of executive responsibilities between those individuals;
- 14 to do any other act which the Funding Agreement expressly reserves to the Board of Trustees or to another body (including for the avoidance of doubt, terminating the Funding Agreement or any part thereof);
- 15 to do any other act which the Articles expressly reserve to the Board of Trustees or to another body; or
- 16 to do any other act which the Board of Trustees determine to be a Reserved Matter from time to time.

## **Appendix 4 - Link Trustee and Governor Roles**

### **Introduction**

Link Trustees and Governors are appointed to take the lead on an area of their Board's responsibilities or, in the case of some Link Governors, to help monitor a specific School Improvement priority.

Link roles do not remove the board's collective responsibility. The Trustee board and each Local Governing Board should ensure that the area assigned is covered on the agenda of meetings as appropriate, so that all Trustees and members of the LGB remain informed of the key issues, strategic outcomes and areas for development.

As with all aspects of governance, the role of the link Governor/Trustee is a strategic one. The link Governor/Trustee does not get involved in the day-to-day operations of the Trust or its schools.

### **Link Trustee Roles**

The Board of Trustees MUST appoint Link Trustees for SEND, Safeguarding and Careers. The link roles can be an opportunity to utilise an individual's experience and skill set, although the absence of such experience does not preclude someone from being appointed to a link role. Those undertaking a Link Trustee role are expected to undertake training appropriate to their role. The Link Trustee roles should be reviewed every academic year, although there is no limit to the period of time in which a Trustee can continue in a link role during their term of office.

The Link Trustee takes the strategic lead on behalf of the Trust Board in monitoring and providing detailed oversight and understanding in their specified area of responsibility. This is done through:

- building productive working relationships with the Link Governors in their assigned area
- reporting back and keeping the Trust Board / committee fully informed about strategic issues and actions in the assigned area
- understanding the responsibilities of the Link Governor as set out in the role descriptor below
- monitoring to ensure that necessary policies and procedures are in place
- being well informed by reading relevant information, such as policies and data
- understanding any legal or statutory duties for the Trust and its schools in their assigned area and assessing compliance with these.
- facilitating Link Role meetings where required
- participating in relevant personal development to improve skills and knowledge

Link Trustees are responsible for ensuring that their involvement remains at a strategic, not operational, level.

### **Link Governor Roles**

All Governing Boards are required to appoint link roles for SEND, Safeguarding and Pupil Premium. Governing Boards of Secondary Schools should also appoint a Careers Link Trustee. The link roles can be an opportunity to utilise an individual's experience and skill set, although the absence of such experience does not preclude someone from being appointed to a link role. Those undertaking a Link Governor role are expected to undertake training appropriate to their role.

The governing board may establish other link roles where there is a need, however any additional roles should be limited to:

- those linked to current priorities in the School's Improvement Plan
- those that are required for an effective monitoring programme

When appointing or reviewing a link role, the board should consider:

- Why do we need this role, or, do we still need this role?
- Does this role add value to the board's monitoring programme?
- Is the role duplicating work done by other Trustees/Governors?
- Does the board have more link roles than it can manage with its current membership?

The Link Governor roles should be reviewed every academic year, although there is no limit to the period of time in which a Governor can continue in a link role during their term of office.

The overall purpose of the Link Governor role is to:

- build productive working relationships with relevant staff while having due regard to their work-life balance
- ensure necessary policies and procedures are in place, confirm they meet legislative requirements and evaluate school compliance with them.
- arrange focused visits to the school based on strategic priorities and following an agreed visits protocol (normally one visit each term)
- report back to the Local Governing Board (usually via a written report) following monitoring visits or discussions with staff
- be well informed and prepared ahead of meetings with staff or the board by reading relevant information, such as policies and data
- keep the governing board fully informed about issues and actions in the assigned area, acting as a link between the governing board and the staff
- participate in relevant personal development to improve skills and knowledge

Link Governors are responsible for ensuring that their involvement remains at a strategic, not operational, level. They should not be involved in specific cases or specific pupils unless a serious incident occurs which requires further investigation.

Specific details for each of the key link roles can be found at the end of this document.

## **Reporting**

Link Governors and Trustees are expected to complete a visit report (for virtual and in person meetings) to be shared with the governing / trustee board at the next meeting. Verbal updates should be provided where required at meetings.

## 1. Role Descriptors – Careers, Safeguarding and SEND Link roles.

<p><b>CAREERS LINK TRUSTEE ROLE</b></p> <p>The Careers Link Trustee should provide assurance to the Board that:</p> <ul style="list-style-type: none"> <li>• There are arrangements in place to ensure that the PSHE curriculum includes impactful advice on careers, which meets statutory requirements.</li> <li>• Each secondary school has a suitability experienced and qualified careers lead, and that the careers leads are provided with suitable training to deliver high quality careers guidance.</li> <li>• Destination data is used by the Trust to identify any trends in pupils accessing education, employment or training.</li> <li>• Arrangements are in place to ensure that appropriate support is given to all pupils, including individual support for LAC, SEND and other pupils who are at a higher risk of not continuing in education or training.</li> </ul> <p>The Careers Link Trustee is expected to:</p> <ul style="list-style-type: none"> <li>• Make termly (6 times a year) contact with the Trust</li> <li>• Develop an understanding of the Trust’s strengths in relation to careers education and areas for development.</li> <li>• Develop an understanding of the requirements of guidance and legislation relating to careers education (e.g. DfE Statutory Guidance for Careers).</li> <li>• Ensure adequate reports and updates are provided to the Board and Standards Committee on careers education</li> <li>• Comment on the review of Trust Policies relating to careers education.</li> <li>• Participate in Training appropriate to the role.</li> <li>• Access further support and guidance where required – either through the Trust Central team or via Governor Hub or CST.</li> </ul>	<p><b>CAREERS LINK GOVERNOR ROLE</b></p> <p>The Careers Link Governor should provide assurance to their LGB that:</p> <ul style="list-style-type: none"> <li>• There are arrangements in place to ensure that the PSHE curriculum delivered at the school includes impactful advice on careers, which meets statutory requirements.</li> <li>• That the school has a suitability experienced and qualified careers lead, who is provided with suitable training to deliver high quality careers guidance.</li> <li>• Destination data is used by the school to identify any trends in pupils accessing education, employment or training.</li> <li>• Arrangements are in place to ensure that appropriate support is given to all pupils, including individual support for LAC, SEND and other pupils who are at a higher risk of not continuing in education or training.</li> </ul> <p>The Careers Link Governor is expected to:</p> <ul style="list-style-type: none"> <li>• Make termly contact (6 times a year) with the school and undertake monitoring of the careers programme.</li> <li>• Develop an understanding of the school’s strengths in relation to careers education and areas for development.</li> <li>• Develop an understanding of the requirements of guidance and legislation relating to careers education (e.g. DfE Guidance for Careers).</li> <li>• Ensure adequate reports and updates are provided to the LGB on careers education.</li> <li>• Review destination data</li> <li>• Support and where possible help facilitate links with local employers.</li> <li>• Comment on the review of school procedures and other arrangements relating to careers education.</li> <li>• Participate in training appropriate to the role, and access further support and guidance where required: either through school staff or Governor Hub.</li> </ul>
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**Pupil Premium Link Governor Role.**

The Pupil Premium (PP) Link Governor should provide assurance to their LGB that:

- Pupil Premium funding is used effectively to improve outcomes for disadvantaged pupils in the school.
- That the school follows DfE guidance and uses the recommended menu of approaches when planning spending.

The PP Link Governor is expected to:

- Understand key elements of pupil premium funding including, how it is allocated and how eligibility is determined.
- Review the School's Pupil Premium documents ensuring they are updated annually and published as required.
- Understand and review performance data for disadvantaged pupils in the school, including progress over time and gaps between groups.
- Meet with Disadvantage Lead(s) in the school to discuss underperforming groups and barriers to progress.
- Provide constructive challenge to ensure pupil premium remains central to school improvement planning.

### **SEND LINK TRUSTEE ROLE**

The SEND Link Trustee should provide assurance to the Board that:

- The Trust’s SEND provision is robust and meets statutory requirements.
- The Trust SEND Policy is in line with statutory requirements.
- Arrangements are in place to ensure that all staff receive appropriate SEND training to carry out their role, with specialist training provided where required.
- Systems are in place to ensure there is identification of need and provision.
- Arrangements are in place to ensure registers of SEN pupils are retained and that these are regularly reviewed.
- SENDCos have sufficient time, expertise and support to carry out their role and that they receive sufficient training.
- The Trust has appropriate systems in place for pupils with SEND to access the curriculum
- SEND is fully considered in terms of budget and resource allocation and is a consideration in Trustee’s strategic planning.

The SEND Link Trustee is expected to:

- Make termly (6 times a year) contact with the Trust (where possible with the Trust Lead SENDCo).
- Develop an understanding of the Trust’s strengths in relation to SEND provision and areas for development.
- Ensure adequate reports are provided to the Board and Standards Committee on SEND
- Comment on the review of the Trust SEND Policy
- Participate in Training appropriate to the role.
- Access further support and guidance where required – either through the Trust Central team or via Governor Hub or CST.

### **SEND LINK GOVERNOR ROLE**

The SEND Link Governor should provide assurance to their LGB that:

- The School’s SEND provision meets the needs of all SEND pupils and meets statutory requirements.
- The school procedures and arrangements for managing SEND are in line with statutory requirements.
- Staff are receiving appropriate SEND training and have access to appropriate information and support.
- The School SENDCo (and Deputy SENDCos where appropriate) have sufficient time, expertise and support to carry out their role and that they receive sufficient training.
- SEND Pupils at the school can access the curriculum
- Arrangements are in place to ensure that IEPs and other school SEND information are kept up to date and referenced appropriately.
- Appropriate information is being provided to the Trust in terms of budget and resource allocation for SEND pupils at the school, and that the school is making good use of the resources.

The SEND Link Governor is expected to:

- Make contact with the school SENDCo at least 3 times a year and undertake appropriate monitoring activity. The SEND Link Governor is not expected to check documentation but should satisfy themselves that appropriate systems are in place, that school procedures are being followed and that appropriate information is published.
- Develop an understanding of the school’s strengths in relation to SEND provision and areas for development.
- Develop an understanding the views of all key stakeholders in relation to SEND (including students, families, staff).
- Ensure adequate reports are provided to the LGB on SEND.
- Comment on School SEND Procedures when they are reviewed.

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|  | <ul style="list-style-type: none"><li>• Participate in training appropriate to the role, and access further support and guidance where required: either through school staff or Governor Hub.</li></ul> |
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### **SAFEGUARDING LINK TRUSTEE ROLE**

The Safeguarding Link Trustee should provide assurance to the Board that:

- The Trust’s Safeguarding provision meets the needs of all pupils and meets statutory requirements.
- The Trust Child Protection and Safeguarding Policy is in line with statutory requirements.
- Arrangements are in place to ensure that all staff and volunteers (including Trustees and Governors) receive appropriate Safeguarding training to carry out their role, with specialist training provided where required.
- Arrangements are in place to ensure that all staff and volunteers know how to raise a concern.
- The DSLs across the Trust have sufficient time, expertise and support to carry out their role and that they receive sufficient training.
- Arrangements are in place to ensure the SCR is kept up to date and is regularly audited.
- Safeguarding is fully considered in terms of budget and resource allocation and is a consideration in Trustee’s strategic planning.
- Findings from the School Safeguarding audits are appropriately considered and implemented across the Trust where appropriate.

The Safeguarding Link Trustee is expected to:

- Make termly (6 times a year) contact with the Trust (likely to be via the Director of Learning or DSL Co-ordinator).
- Develop an understanding of the Trust’s strengths in relation to Child Protection and Safeguarding and areas for development.
- Develop an understanding of the requirements of KCSIE
- Ensure adequate reports and updates are provided to the Board and Standards Committee on Safeguarding, ensuring safeguarding is given suitable coverage and prominence within the board’s strategic discussions
- Comment on the review of the Trust Child Protection and Safeguarding Policy
- Participate in Training appropriate to the role.

### **SAFEGUARDING LINK GOVERNOR ROLE**

The Safeguarding Link Governor should provide assurance to their LGB that:

- The School’s Safeguarding provision meets the needs of all pupils and meets statutory requirements.
- The school procedures and arrangements for Safeguarding are in line with statutory requirements.
- Staff and volunteers are receiving appropriate Safeguarding training and have access to appropriate information and support.
- The School DSL (and Deputy DSLs where appropriate) have sufficient time, expertise and support to carry out their role and that they receive sufficient training.
- Staff and volunteers know how to raise a concern.
- The curriculum provides pupils with the information they need to help keep themselves safe, including online safety.
- The school SCR is regularly audited, accurate and kept up to date (The link governor should not however audit the SCR themselves).
- Appropriate information is being provided to the Trust in terms of budget and resource allocation to ensure effective safeguarding arrangements are in place at the school, and that the school is making good use of the resources.
- Feedback from the Annual Safeguarding Audit is shared, considered and actioned appropriately.

The Safeguarding Link Governor is expected to:

- Make termly (6 times a year) contact with the school (usually via the DSL) and undertake appropriate monitoring activity. The Safeguarding Link Governor is not expected to check individual items of documentation but should satisfy themselves that appropriate systems are in place, that school procedures are being followed and that appropriate information is published.
- observing (through arranged visits) how the culture of safeguarding is working within the school

<ul style="list-style-type: none"><li>• Access further support and guidance where required – either through the Trust Central team or via Governor Hub or CST.</li></ul>	<ul style="list-style-type: none"><li>• Develop an understanding of the school’s strengths in relation to the Child Protection and Safeguarding provision and areas for development.</li><li>• Develop an understanding of the requirements of KCSIE and ensure requirements are met.</li><li>• Ensure adequate reports and information on key safeguarding issues are provided to the LGB, ensuring safeguarding is given suitable coverage and prominence within the board’s strategic discussions</li><li>• Comment on School Safeguarding Procedures when they are reviewed.</li><li>• Comment on the success of current Safeguarding monitoring systems</li><li>• Raise any concerns or questions about the school safeguarding provision with the Headteacher or the Link Trustee.</li><li>• Participate in training appropriate to the role, and access further support and guidance where required: either through school staff or Governor Hub (The Trust Governance Professional can provide guidance).</li></ul>
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## Appendix 5 – Governor Training requirements

Area	Why?	How often?	How is it accessed?	How is evidence of training recorded?
Safeguarding	<p>Safeguarding is core to what we do as Governors.</p> <p>Keeping Children Safe in Education also states: <i>Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. Their training should be updated regularly.</i></p>	<p>Governors should complete a training course <b>once every 3 years.</b></p> <p>Through LGB meetings, further updates and refreshers (at least annually) should be given to governors.</p>	<p>The preference is that training is accessed through The National College. <b>ALL new safeguarding training should be completed via the National College.</b></p> <p>Governors will receive an email from The National College, prompting them to complete the training.</p> <p>However, we recognise that historically governors have accessed training via Governor Hub or have received training through their work.</p> <p>Governors who have received training else where confirm compliance with the following from KCSIE: <i>training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding.</i></p>	<p>Training completed via The National College will be automatically recorded on the Governor’s National College Account.</p> <p>Those accessing training elsewhere should provide their Clerk with evidence of the training completed: the Clerk will arrange for this evidence to be uploaded onto Governor hub, via the Governance Professional.</p>
Cyber-security	<p>The training helps to minimise our exposure to the threat of cybercrime.</p>	<p>The insurers require that the training is completed <b>ANNUALLY.</b></p>	<p>The training module is provided by the National Cyber Security Centre.</p>	<p>Training completed via The National College will be automatically recorded on the Governor’s National College Account.</p>

	The Trust insurers require that anyone with access to the Trust IT system – including governors with a school email address – completes this training.	A link to the training will be sent out each year in September, and should be completed by Christmas. New Governors will be added during the year.	From the 2025-26 academic year, the course will be accessed via The National College.  Governors will receive an email from The National College, prompting them to complete the training. Please note this email will be sent to the Governor (not personal) email address.	
GDPR Training	The training helps to reduce exposure to GDPR incidents.	Each Governing Board should have at least one Governor who has GDPR training.	The training module is provided by The National College.  Governors will receive an email from The National College. Please note this email will be sent to the Governor (not personal) email address.	Training completed via The National College will be automatically recorded on the Governor’s National College Account.
Other training	Governors may wish to complete further training to equip them with the knowledge they need for their roles.		The National College and Governor Hub provide all governors with a wealth of information and training – from Link Governor Roles, to handling Complaints, to handling exclusions to what questions to ask at an LGB meeting – there is so much information available!  Any governor who cannot access their National College or Governor Hub account should contact their Clerk in the first instance.	Training completed via The National College will be automatically recorded on the Governor’s National College Account.  Those accessing training elsewhere should provide their Clerk with evidence of the training completed: the Clerk will arrange for this evidence to be uploaded onto Governor hub.