



'Academies in Christ'
Part of the Archdiocese of Southwark

Governance Handbook 2026-2027

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KCSP Governance Handbook

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“Each one of you has received a special grace, so, like good stewards responsible for all these different graces of God, put yourselves at the service of others.” 1 Peter 4:10

Welcome to the Governance Handbook for Kent Catholic Schools Partnership (KCSP), our Catholic Multi Academy Trust (CMAT) within the Archdiocese of Southwark. This handbook provides a comprehensive overview of all aspects of our governance structure, including the scheme of delegation, terms of reference, and role descriptors.

Our Trust is rooted in the values of the Gospels, which guide our actions and decisions. Our vision is one of knowledge-rich, skills-led learning for all, with Christ at our heart, serving everyone in our community in a partnership of love, joy, peace and ambition. We are committed to promoting the wellbeing of all pupils, staff, volunteers and local communities. These values inspire us to create an inclusive and supportive environment where everyone can thrive. We believe in the dignity of every individual and strive to foster a culture of respect, compassion, and justice. We recognise that a healthy and supportive environment is essential for academic and personal growth. And we are dedicated to creating a safe and nurturing space where all members of our community can flourish. All this is built from a foundation of good governance.

Effective governance is a cornerstone of educational excellence. Our volunteer Board Directors and Local Governance Committee members play a vital role in supporting and challenging our schools and Trust Leaders to achieve the best outcomes for all pupils. Their skills, dedication and commitment are instrumental in driving continuous improvement and ensuring that our schools provide a nurturing and high-quality educational environment for all our pupils.

Thank you for being part of our Trust. The value of your commitment to your individual schools, and KCSP as a whole, is hugely appreciated!



Jane Holmes

Chair of the Trust Board

September 2026



1. INTRODUCTION

This Governance Handbook makes clear which governance functions are exercised by whom and provides clarity as to the role and responsibilities of those who contribute to the governance of the Trust and the schools within it.

All individuals with governance and management responsibilities must be familiar with this Governance Handbook so that appropriate steps can be taken to ensure there is sufficient and proper challenge of those with leadership responsibilities, to ensure that senior leaders are held to account for the performance of the schools and that there is financial stability across the Trust.

This Governance Handbook may be amended by the Trust Board at any time and will be formally reviewed annually. If there is any discrepancy in delegated authority contained within any other document or policy, the Governance Handbook 2025-2026, and its appendices will supersede.

Kent Catholic Schools' Partnership ("the Trust") was established by the Archbishop of Southwark (the "Archbishop of Southwark") on 10 August 2012 as a Multi Academy Trust and, in consequence of it entering into both a Master Funding Agreement and a number of Supplemental Funding Agreements (the "Funding Agreements"), operates and maintains a group of Catholic schools within the Archdiocese of Southwark (the "schools ") which shall at all times remain Catholic schools conducted in conformity with any trust deed governing the use of land used by the Trust and in conformity with Canon Law and with the teachings of the Catholic Church and in accordance with any advice or directive issued by the Archbishop of Southwark.

The Trust is both a company limited by guarantee, registered at Companies House and, by virtue of its charitable object "to advance, for the public benefit, education in the United Kingdom by establishing Catholic schools", i.e. "the schools", is a charity. The Trust is not a registered charity but an "exempt" charity, regulated by the Secretary of State for Education, who acts as the principal regulator.

The Trust is governed by a Trust Board which is responsible for the management and administration of the Trust and the schools within the Trust.

The Trust's constitution is set out in its Articles of Association, and this Governance Handbook has been put in place in accordance with the provisions of the Articles. Any term used which is not defined within this Governance Handbook shall have the same definition as the term in the Articles of Association.

2. SCOPE AND PURPOSE

The purpose of this Governance Handbook is to aid strategic leadership and create robust accountability, oversight, and assurance for educational and financial performance. All those responsible for running Catholic schools must follow the seven principles of public life (The Nolan Principles):

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership.

The Trust Quality Descriptors identify the five pillars of quality for Multi Academy trusts (MATs):

- High Quality and Inclusive Education
- School Improvement
- Workforce
- Finance and Operations
- Governance and Leadership.

Within the Trust, effective governance, led by the Trust Board and the CEO, is based on the Governance and Leadership pillars from the Trust Quality Descriptors:

- Strategy – which sets, champions and aligns with the Trust's Charitable Objects, covers all pillars of Trust quality and where applicable sets out its aspirations for growth over time
- Executive Leadership – ensuring high quality executive leadership while maintaining sufficient independence from the executives; setting clear objectives and securing appropriate levels of remuneration
- Accountability – holding executive leadership to account for the effective implementation of the Trust Strategy and operating plan; assuring itself of the integrity of financial information, assuring itself of the robust risk controls and assuring itself of compliance with safeguarding regulatory, contractual and statutory requirements
- Non- Executive Leadership – ensuring a high performing governance structure appointed on a skills basis which effectively manages conflicts of interest. Applying regular review of governance arrangements including roles and responsibilities, and providing governance induction training, review and additionally supporting effective succession planning
- Engagement – oversees strategic relationships with external stakeholders.

3. STRATEGIC OBJECTIVES AND VALUES

3.1 Core Purpose

Our partnership's aim is to work together to ensure a world class, ambitious Catholic education for anyone who chooses to attend our schools. We work in close collaboration and consultation with our leaders, including the members of governance committees and staff of our schools, to fulfil our vision and carry out the gospel mission.

As a Trust we have worked together to create our vision and strategic plan, through a process of wide consultation and review, and with a commitment to continue to work together to bring our plans to fruition.

The Trust has created its Business Plan which will ensure the monitoring, measurement and completion of our strategic plan and its objectives on an annual basis.

3.2 **Ecclesiology**

The Trust is part of a family of Catholic schools that exist to further the Church's saving mission by educating its young people in accordance with the teachings of the One Teacher, Jesus Christ. In carrying out any functions on behalf of the Trust all Members, Directors and those in any way involved in the business of the Trust and the schools recognise the Archbishop of Southwark as the Chief Teacher and focus of unity in the Archdiocese of Southwark and will carry out those functions and responsibilities in full communion with him and in accord with the mind of the Church. Accordingly, the functions of the Trust will be conducted in accordance with the following principles of subsidiarity, solidarity, and support for the common good.

3.3 **Subsidiarity**

Decisions are to be taken at the level as near as possible to those affected by those decisions which is compatible with the principles of solidarity and support for the Common Good. The local governance committee is established for schools to ensure good governance. The Board may decide to delegate certain powers/authorities to such local governance committees as it requires.

3.4 **Solidarity**

The Trust Board and the local governance committee(s) share a particular commitment to the mutual support of all schools for whom the Trust is responsible, especially those that need assistance at any particular time. This Governance Handbook, including the Scheme of Delegation, recognises the obligation to contribute to the common good of all schools from the resources entrusted to them. The Directors will ensure that common action and collaboration is conducted at the correct level and that the balance between subsidiarity and solidarity serves the Common Good in the most appropriate way.

3.5 **The Common Good**

The Directors and the members of local governance committee(s) recognise their responsibility towards 'the total of social conditions which allow people, either as groups or individuals, to reach their fulfilment more fully and more easily' ('the Common Good'), not just of the schools for whom the Trust is responsible and the Diocesan family of schools, but of all of the families and communities in the areas served by the Trust. In light of the principle of Common Good, local governance committees also acknowledge the desire and obligation on the Directors to put in place measures to ensure that any school for whom the Trust is responsible is supported when the need arises and that all schools, and the Trust as a whole, remain viable for the future sustainability of Catholic education across Kent.

3.6 **Diocesan Protocol**

The Directors and local governance committee members acknowledge and

undertake to perform their functions in recognition of, and in compliance with, the principles set out in the Diocesan Protocol.

Schools will work collaboratively with each other, sharing financial resources, knowledge, and best practice, to fulfil the Trust's core purpose, strategic objectives, and values.

4. MANAGEMENT STRUCTURE OF THE TRUST

The management structure of the Trust can also be located on the Trust website [here](#).

4.1 Members

The Members of the Trust are equivalent to shareholders of a trading company but as the Trust is charitable with no power to distribute profit to shareholders, the Members act as guardians of the Trust's constitution, changing the Articles if necessary and ensuring the charitable object is fulfilled. Each Member's liability is limited to £10 and, in view of the limited liability and therefore scope for accountability, they have limited governance and no management responsibilities. The Members are chosen by the Archbishop of Southwark.

The Trust has 5 (five) members:

- the Metropolitan Archbishop of Southwark, The Most Reverend John Wilson
- the Vicar General, Monsignor Gerald Ewing
- the Episcopal Vicar for the South East Area of Southwark, Canon Victor Darlington
- Parish Priest, Father Benedict Fadoju.
- the Auxiliary Bishop for the Archdiocese of Southwark, Bishop Gerald Bradley

The Members may agree to:

- appoint additional Members (in accordance with Article 16)
- remove Members (in accordance with Article 15)
- delegate to the Chair of the Trust Board the power and responsibility to sign-off the Annual Report and Accounts.

4.2 Directors ('Trust Board')

The Trust Board provides:

- strategic leadership of the 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 Board has robust effective oversight of the operations and performance of the Trust, including the provision

of education, pupil welfare, overseeing and ensuring appropriate use of funding, effective financial performance and keeping their estate safe and well-maintained

- engagement: the Board has strategic oversight of relationships with stakeholders. The Board involves parents, schools and communities so that decision-making is supported by meaningful engagement.

The Directors are personally responsible for the actions of the Trust and its schools and are accountable to the Members, the Secretary of State for Education, and the wider community for the quality of the education received by all pupils of its schools, and the expenditure of public money. The Directors have a duty to ensure that the charitable object of the Trust is fulfilled and are required to have systems in place through which they can assure themselves of the quality, safety, and good practice of the affairs of the Trust. All Directors have the same responsibility to act in the best interests of the Trust and its schools, irrespective of their role on the Board.

The Directors oversee the management and administration of the Trust and its schools and delegate authority to others, including executive officers and individuals who are locally based who can undertake the day-to-day management and governance of the schools. The Trust Board will continue to have the necessary strategic and legal oversight of the Trust and will monitor all activities, determining the strategic direction of the Trust, assessing the performance of the schools and establishing and reviewing the policies and practices governing the life of the schools.

The Trust Board shall consist of:

- no less than 3 (three) Directors (Article 45)
- a minimum of 2 (two) Parent Directors (Article 53-56) – unless Parent Committee Members are appointed to Local Governance Committees (LGC)
- Foundation Directors appointed by the Archbishop of Southwark (Article 50).

The Board will also appoint several sub-committees to which it will delegate powers to undertake certain duties on its behalf. Such sub-committees report back to the Trust Board after each meeting as detailed in their Terms of Reference.

Despite delegating responsibility or powers to other committees or individuals, the Trust Board remains accountable, and accountability may not be delegated.

4.3 **Sub-Committees of the Trust Board**

4.3.1 **The Education Standards Committee**

The role of the Education Standards Committee is ensuring that the schools are working within their powers and to ensure that the pupils within the schools are receiving excellent education, achieving high standards, flourishing and fulfilling their God-given potential.

4.3.2 **The Audit and Risk Committee**

The role of the Audit and Risk Committee is to ensure that there is detailed challenge and review of internal controls, systems, procedures, and a full review of risks facing the Trust.

4.3.3 **The Finance and Resources Committee**

The role of the Finance and Resources Committee is to ensure the efficient use of resources and ensure accountability, having regard for the effective use of public funding and protection of the resources and estates of the Archdiocese of Southwark.

4.3.4 **The Pay and Performance Committee**

The role of the Pay and Performance Committee is to set the remuneration and objectives of the Chief Executive Officer and approve and monitor the level and structure of the remuneration of staff across the Trust.

4.3.5 **Local Governance Committees**

The role of the Local Governance Committee Members (LGC) within a Catholic Multi Academy Trust (CMAT) is an important one. The governance structure of the Trust ensures that the lines of accountability are consistent with the Trust's legal and regulatory requirements and are guided by the Trust's shared vision, strategy and its values. The Trust Board has established an LGC for each school, whose members are made up of individuals drawn from the school, the local community, and congregation, both as elected and appointed Committee members.

Foundation Committee Members are appointed in the name of the Archbishop and will form the majority of the LGC. Foundation Committee Members have a duty to preserve and develop the Catholic character and ethos of the schools.

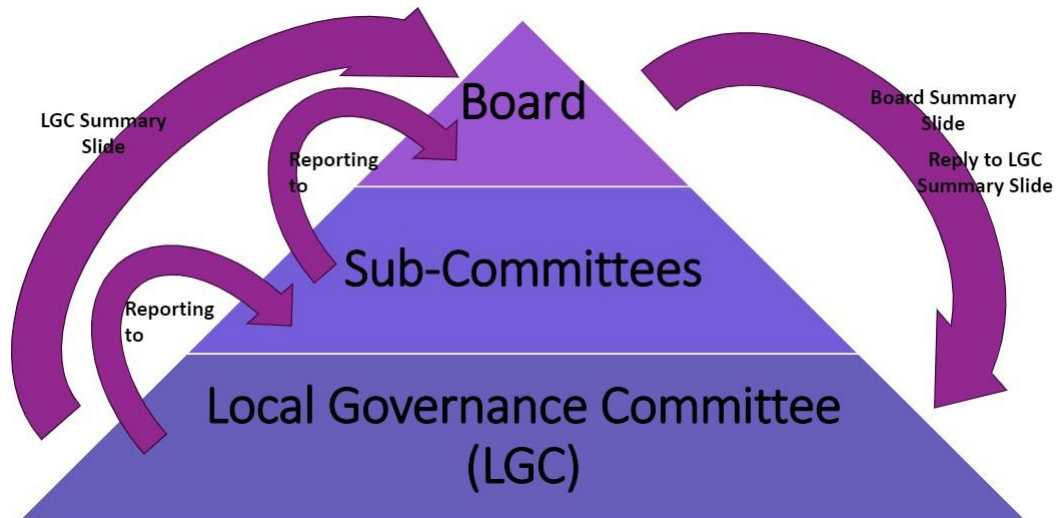
All Committee Members serving on the LGC are accountable to the Trust Board (which in turn is accountable to its Members and the Department for Education) as well as to the communities in which they serve. Committee Members have a duty to act in good faith, in the best interests of the schools and the Trust, and in line with policies and guidance laid down by the Trust, the Archbishop of Southwark and Canon Law.

Committee Members must act independently and in the best interest of the schools even if those interests conflict with those of the body or organisation that might have appointed or nominated them to serve on the LGC. As with the Directors, Committee Members must comply with the Trust Conflict of Interest Policy.

The LGC is appointed as a sub-committee of the Trust Board and has no separate legal status to that of the Trust. Any act or omission of the Governance Committee or any officer of the Trust or the school that subsequently leads to prosecution or other litigation will be the liability of the Trust.

Individuals serving on the LGC are responsible for fulfilling a strategic monitoring, support, and challenge role regarding the conduct of the schools, in conjunction with the Headteacher, who is responsible for the internal organisation, management and control of the school. The Trust Board will also delegate management powers directly to the Headteacher, who reports to the Chief Executive Officer.

4.4 **Communication**



Strategic Objective 7 is that our communication across the Trust and beyond will ensure a meaningful and open dialogue which is interactive, effective, regular and useful.

Governance committees are in place across the Trust to regularly provide check of and challenge to our senior leaders, and to allow for triangulation of information back to the Trust Board. Local Governance Committee members are colleagues of our Trust Board Directors. The responsibilities and delegated responsibilities of the board and its sub-committees are outlined in the [Scheme of Delegation](#).

As part of the delegated authority from the Trust Board, LGC member lead role monitoring visits are recorded on a monitoring form and submitted to the LGC for review. These are subsequently shared with the relevant sub-committee for review and final discussion at the Trust Board.

A summary slide is produced by the committee clerk after every committee meeting, and shared with the Chair of the sub-committee for review and to enable additional comment regarding actions or concerns raised within the committee meeting. The Trust Chair of the Board reviews these, as well as them being presented to the Board meeting, and replies with comments on the summary slide, directly to the LGC Chair.

The Trust Board meeting summary slide is shared with every LGC, via the committee clerk, after the Board meeting. Link Director meetings take place directly with the Chairs of the LGCs on a bi-annual basis to further enhance positive working relationships between governance colleagues.

4.5 **The Chief Executive Officer and the Executive Team ('Trust Office')**

The Executive Team is the executive arm of the Trust Board, focusing on operations and resources (including HR, finance, school improvement, facilities and risk management, policy, and governance oversight) and the educational performance of the schools within the Trust. It operates under the leadership and direction of the Chief Executive Officer.

The Executive Team works directly with School Leaders for each school and each LGC to ensure that the required outcomes are achieved in accordance with the direction and strategic objectives agreed by the Trust Board.

4.6 **Delegated Authority for the Local Governance Committees**

The Trust Board reserves the right (in its absolute discretion) to review and alter the Terms of Reference for any LGC and the Scheme of Delegation (Appendix A) at any time.

4.7 **Intervention and Removal of Delegated Authority**

The Headteacher and the LGC shall work closely with, and shall promptly implement any advice, recommendations, or directives made by the Executive Team, in particular the Chief Executive Officer, the Chief Financial Officer, the Chief Operating Officer, the Executive Director(s) of Education, or any member of the Central Team acting on behalf of these Executive Officers. Such advice, recommendations or directives may be in respect of any areas of standards and performance, particularly where areas of weakness have been identified through, for example, operational practice, internal or external review, inspection by the Office for Standards in Education, Children's Services and Skills ([Ofsted](#)) or [Catholic Schools Inspectorate \(CSI\)](#).

In the event that intervention is either formally threatened or is carried out by the Secretary of State (or any person or agency on their behalf), or where there has been evidence of poor governance or financial management, the Trust Board expressly reserves the unfettered right to review or remove any power or authority conferred on an LGC under the Governance Handbook or Scheme of Delegation.

Notwithstanding the above, the Trust Board and LGCs acknowledge the value of maintaining a good working relationship particularly in light of the levels of delegated powers/authority within the Trust and the impact this may have on the ability of the LGC to react when standards are falling and/or there is evidence of financial imprudence exposing the school or the Trust to a threat of intervention.

The Trust Board and LGC make the following commitments to each other:

- to discuss openly any weaknesses or any situation which may in their opinion potentially lead to a threat of intervention by the Secretary of State
- to use all reasonable endeavours to agree the measures to be taken to improve standards and the performance of the schools and to support each other in the implementation of those measures, including involving the Executive Team who will support and advise on steps to be taken and facilitate additional support if needed
- to allow each other the opportunity to affect improvements at the school through directions to be issued to persons in relation to the governance of the school, provided such steps do not seek to undermine the collaborative and respectful approach being adopted by each
- not to remove or deny delegated authority without first agreeing to put in place, for an appropriate period of time, a transition or improvement board whose responsibility it will be to address the areas of weakness,

the terms of reference for such Intervention Board being set out in the Framework for Continuous School Improvement

Kent
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5.0: Scheme of Delegation 2026-2027

Kent Catholic Schools Partnership

Scheme of Delegation 2026 - 2027

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KEY

ACTION	ACTION is required and can be in one or more of the following ways: • If required, the individual/group should be consulted as part of the process of completing a particular task. This role describes those whose knowledge and expertise is important in making the decision but does not imply that their input will be followed in all circumstances. • The individual/group will follow agreed policies and procedures or carry out specified duties. They are accountable for executing or implementing decisions or policies. They may be required to report on the delivery of duties/actions. • The individual/group that should make recommendations as to how a particular task should be completed or what particular course of action should be taken. The ACTION role typically involves a significant element of work in a decision. They may gather relevant input and propose a course of action—sometimes alternative courses, complete with pros and cons so that the endorser's choices are clear, simple and timely.
ENDORSE	The individual / group will strategically challenge, discuss and ENDORSE the recommended document prior to referring to the appropriate level of authority to approve.
APPROVE	The individual / group will APPROVE the decision or activity. Accountable for making sure the activity is satisfactory and meets compliance standards
MONITOR	The individual/group will observe, check and ensure the delivery of a particular task; they may be required to report to other groups. They will review and gain oversight to ensure compatibility with Trust or School Business Plan as appropriate, referring information up as necessary
NOTE	The individual/group will NOTE by observing and gaining an appropriate level of understanding of a particular task or issue, commenting as appropriate

ACCOUNTABILITY:

- Chief Executive Officer (CEO) has responsibility for the Strategy, Vision, Ethos and Education provided as part of KCSP Trust
- Chief Financial Officer (CFO) has responsibility for Finance, Health and Safety, and Estates Management
- Chief Operations Officer (COO) has responsibility for Legal Compliance, Human Resources, Governance, Data Protection
- Executive Directors of Education have responsibility for pupil targets, progress, achievement and curriculum
- The Trust Board has responsibility for the oversight and monitoring of the Education, Financial Management and Strategy of the Trust.

ABBREVIATIONS AND DOCUMENTS:

[Articles of Association: Articles](#)

[Church Supplemental Agreement: CSA](#)

[Master Funding Agreement: MFA](#)

[Academy Trust Governance Guidance: ATGG](#)

[Catholic Schools Inspectorate: CSI](#)

[Modern Slavery Statement](#)

[Academy Trust Governance Guide: Statutory Policy Guidance](#)

[Diocesan Protocols: Protocols](#)

[Scheme of Delegation: SoD](#)

[Academy Trust Handbook: ATH](#)

[Ofsted](#)

[School Foods Standards](#)

[Bishops' Memorandum](#)

[Trust Quality Descriptors Annex A: TQD](#)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
1. Governance and Structure								
1.01	Articles of Association (source: MFA 1.15a; ATGG 2.3; Protocol 1.4 1.8, 2.5, 8.1)			ACTION		ENDORSE	APPROVE	Chief Operational Officer (COO)
1.02	Charitable Object (source: Articles 4, 45a; ATH 1.12; MFA 1.14; TQD; ATGG 2.2)	ACTION	MONITOR	ACTION		MONITOR	APPROVE	Chief Executive Officer
1.03	Name Change of the Trust (source: Articles 93; Companies Act 2006: 77)			ACTION		ENDORSE	APPROVE	Chief Executive Officer (CEO)
1.04a	Character, Mission and Ethos of the Trust (source: Articles 5Ai; TQD; ATGG 2.1.1; Protocol 1.14, 1.22)			ACTION		APPROVE	NOTE	Chief Executive Officer (CEO)
1.04b	Character, Mission and Ethos of the School (source: Articles 5Ai; TQD; ATGG 2.1.1; Protocol 1.14, 1.22)	ACTION	ENDORSE	MONITOR	APPROVE			Chief Executive Officer (CEO)
1.05a	Trust Vision and Strategic Objectives (source: ATH 1.10; TQD; ATGG 2.1.1,3.1)		MONITOR	ACTION	MONITOR	APPROVE		Chief Executive Officer (CEO)
1.05b	School Vision and strategic objectives (source: TQD; ATGG 2.1.1, 3.1)	ACTION	MONITOR	APPROVE				Chief Executive Officer (CEO)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
1. Governance and Structure								
1.06	Relationships with Authorities inc DfE, Regional Director, (source: Protocol 6)			ACTION		NOTE	ACTION	Chief Operational Officer (COO)
1.07	Appointment of Members (source: Articles 12, 16; ATH 1.3; MFA 1.24, 1.25, 1.27)			ACTION			APPROVE	Chief Operational Officer (COO)
1.08	Removal of Members (other than by resignations) (source: Articles 15; MFA 1.24, 1.25, 1.27, 6.4 - 6.5)			ACTION			APPROVE	Chief Operational Officer (COO)
1.09	Appointment of Foundation Directors (source: Articles 45-50c, ATH 1.1, 1.8; TQD; Protocol 1.3, 1.15)			ACTION		ENDORSE	APPROVE	Chief Operational Officer (COO)
1.10	Removal of Foundation Directors (source: Articles 65-80; MFA 1.24-1.27)			ACTION		ENDORSE	APPROVE	Chief Operational Officer (COO)
1.11	Appointment of Chair/Vice Chair of Board (source: Articles 82-83, 86; ATH 1.22; ATGG 4.4.2, 4.4.3; Protocol 1.16)			ACTION		APPROVE		Chief Operational Officer (COO)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
1. Governance and Structure								
1.12	Appointment of CEO (source: Articles 107; ATH 1.28; TQD; ATGG 5.1; Protocol 3.1, 3.6, 3.7, 3.11, 3.18)	Refer to Section 2.34						Chief Operational Officer (COO)
1.13	Removal of CEO (source: ATH 1.30; Protocol 3.8)	Refer to Section 2.35						Chief Operational Officer (COO)
1.14	Structural Changes to governance (source: Protocol 1.3, 1.7, 1.8)			ACTION		ENDORSE	APPROVE	Chief Operational Officer (COO)
1.15	Establishment of Board Sub Committees (source: Articles 100-104; ATH 2.5, 3.6; ATGG 6.1, 6.4)			ACTION		APPROVE		Chief Operational Officer (COO)
1.16a	Appointment of Chair of Board Sub-Committee (source: Articles 101; Protocol 1.16)			ACTION	APPROVE	NOTE		Chief Operational Officer (COO)
1.16b	Appointment of Chair of LGC Sub-Committee (source: Articles 101; Protocol 1.16)		ENDORSE	ACTION		APPROVE		Chief Operational Officer (COO)
1.17	Safeguarding Lead Director (source: ATGG 4.3, Protocols 4.2)			ACTION		APPROVE		Chief Operational Officer (COO)
1.18	SEND Lead Director (source: ATGG 4.3)			ACTION		APPROVE		Chief Operational Officer (COO)
1.19	Careers Lead Director (source: ATGG 4.3)			ACTION		APPROVE		Chief Operational Officer (COO)

Matters	Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
1. Governance and Structure							
1.20	Health and Safety Lead Director (source: ATH 1.13, 1.17-1.19)		ACTION		APPROVE		Chief Operational Officer (COO)
1.21	Appointment of Company Secretary (source: Articles 81, 105Ad; ATH 1.42; ATGG 4.5.1; Protocol 3.1, 3.11, 3.18)	Refer to Section 2.36					Chief Executive Officer (CEO)
1.22	Companies House Administration (source: MFA 4.18; ATGG 4.2; Protocol 10.4)		ACTION		MONITOR	NOTE	Chief Operational Officer (COO)
1.23	Appointment of Foundation Committee members (source: Articles 102; Protocol 1.13 - 1.22)	MONITOR	ACTION			APPROVE	Chief Operational Officer (COO)
1.24	Appointment of Committee Members (other than Foundation) (source: Articles 102; ATGG 4.4.5; Protocol 1.13 - 1.22)	MONITOR	MONITOR	APPROVE			Chief Operational Officer (COO)
1.25	Appointment of Lead Roles to a Governance Committee (source: Articles 102; Protocol 12.4, 14.11)	NOTE	APPROVE				Chief Operational Officer (COO)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
1. Governance and Structure								
1.26	Annual Skills Audit (source: ATH 1.1, 1.26, 1.27 TQD; Protocols 1.6, 3.11)		ACTION	ACTION		ACTION		Chief Operational Officer (COO)
1.27a	Scheme of Delegation (source: Articles 101)	ACTION	ACTION	ACTION		APPROVE		Chief Operational Officer (COO)
1.27b	Terms of Reference / Matters Arising for the Trust Board (source: Articles 101)			ACTION		APPROVE		Chief Operational Officer (COO)
1.28	Terms of Reference for a Trust Board Sub Committee (source: Articles 101; ATGG 4.3.6)		NOTE	ACTION	ENDORSE	APPROVE		Chief Operational Officer (COO)
1.29	Completion of and attendance at Statutory inspections (Ofsted, CSI) (source: School Inspection Handbook 56; Protocol 15; ATGG 7.7.2)	ACTION	ACTION	ACTION		ACTION		Chief Executive Officer (CEO)
1.30	Trust Wide insurance (source: MFA 4.7; ATH 2.37-2.39; ATGG 6.7; RPA)	Refer to Section 2.62						Chief Financial Officer (CFO)
1.31	Conflicts of Interest (source: Articles 97-98A; ATH 1.45-1.48, 5.35-5.43,; ATGG 4.3.8, 6.5 – 6.6)	MONITOR	MONITOR	MONITOR	MONITOR	APPROVE	APPROVE	Chief Operational Officer (COO)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
1. Governance and Structure								
1.32	Trust Business Plan (source: ATH 2.8, 2.13; TQD; Protocol: 10.7; ATGG 1.1.2)			ACTION		APPROVE		Chief Executive Officer (CEO)
1.33	Engagement with stakeholders (parents, pupils, community, parish, schools) (source: ATH 1.10; Protocol 19)	ACTION	ACTION	ACTION		ACTION		Chief Operational Officer (COO)
1.34	Develop Pupil, Parent, Staff Voice (source: TQD; Protocol 20.3, 20.5)	ACTION	MONITOR	ACTION	MONITOR	MONITOR	NOTE	Chief Operational Officer (COO)
1.35	Complaints (MFA 5.1-5.4; ATGG 7.3; Protocol 20)	ACTION	MONITOR	ACTION	MONITOR	MONITOR	NOTE	Chief Operational Officer (COO)
1.36	Mandatory Trust-Wide policies and directives (source: ATH 2.41; Protocol 1.7; ATGG Policy guidance)	ACTION	NOTE	ACTION	ENDORSE	APPROVE		Chief Operational Officer (COO)
1.37	School Specific Policies (source: Protocol 1.7; ATGG Policy guidance)	ACTION	APPROVE	MONITOR				Chief Operational Officer (COO)
1.38	Trust Equality Objectives (source: MFA 1.18, 2.26a; TQD)	ACTION	MONITOR	ACTION	ENDORSE	APPROVE		Chief Executive Officer (CEO)
1.39	School Equality Objectives (source: MFA 1.18 2.26a, TQD)	ACTION	APPROVE	MONITOR		MONITOR		Chief Executive Officer (CEO)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
1. Governance and Structure								
1.40	Data Protection and GDPR (source: ATGG 7.9)	ACTION	ACTION	ACTION	ACTION	ACTION		Chief Executive Officer (CEO)
1.41	Public Affairs and Media (source: Protocol 21, 22.3, 22.4)	ACTION	NOTE	ACTION		ENDORSE	ACTION	Chief Executive Officer (CEO)
1.42	Trust Website (source: MFA 2.23, 4.23)			ACTION				Chief Executive Officer (CEO)
1.43	School Website (source MFA 2.23, 4.23)	ACTION	NOTE	MONITOR				Chief Executive Officer (CEO)

Matters	Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
2. Finance, People and Places							
2.01a	Overall Trust Budget and three-year plan (source: Articles 105aa, ATH 1.21, 2.4, 2.8, 2.09-2.12, 4.9, 5.29-5.30; TQD, ATGG 7.5.1; Protocol 10.1, 10.3)			ACTION	ENDORSE	APPROVE	Chief Financial Officer (CFO)
2.01b	Monitor the overall Trust Budget (source: ATH 2.5, 2.12, 2.20-2.22, 5.30; ATGG 7.5.1; TQD; Protocol 10.7)			ACTION	MONITOR	MONITOR	Chief Financial Officer (CFO)
2.02a	Trust Office Central Budget (source: ATH 2.8; TQD)			ACTION	ENDORSE	APPROVE	Chief Financial Officer (CFO)
2.02b	Monitor Trust Office Central Budget (source: ATH 2.8; TQD; Protocol 10.7)			ACTION	MONITOR	MONITOR	Chief Financial Officer (CFO)
2.03a	Annual School Budget and three-year plan (source: Articles 105aa; MFA 4.9; ATH 2.4, 2.5, 5.29-5.30; Protocol 10.3)	ACTION	ENDORSE	ACTION	ENDORSE	APPROVE	Chief Financial Officer (CFO)
2.03b	Monitor School Budget (source: MFA 4.9; ATH 2.4, 2.5, 2.9, 2.18)	ACTION	MONITOR	MONITOR	MONITOR		Chief Financial Officer (CFO)

Matters	Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
2. Finance, People and Places							
2.04	Partnership Cost Contribution (source: Articles 94, ATH 5.29-5.30)			ACTION	ENDORSE	APPROVE	Chief Financial Officer (CFO)
2.05	Comply with Department for Education Guidance (source: MFA 4.1-4.2, ATH 4.8, 5.18, 5.60)			ACTION	MONITOR		Chief Financial Officer (CFO)
2.06a	Appointment of Accounting Officer (source: ATH 1.28, 1.29; MFA 4.3; ATGG 5.1; Protocol 10.2)			ACTION		APPROVE	Trust Board of Directors
2.06b	Appointment of Chief Financial Officer (ATH 1.39, 1.40)			ACTION	ENDORSE	APPROVE	Trust Board of Directors
2.07	Change in Year End position exceeding £25,000 (Primary only) (source: MFA 4.14, Finance Regulations)	ACTION	MONITOR	APPROVE	APPROVE		Chief Financial Officer (CFO)
2.08	Change in Year End position exceeding £100,000 (secondary only) (source: MFA 4.14, Finance Regulations)	ACTION	MONITOR	APPROVE	APPROVE		Chief Financial Officer (CFO)
2.09	Revenue Expenditure under £25,000 (Primary only) (source: ATH 5.2, 5.60, Finance Regulations)	APPROVE	MONITOR	MONITOR	MONITOR		Chief Financial Officer (CFO)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
2. Finance, People and Places								
2.10	Revenue Expenditure under £50,000 (secondary only) (source: ATH 5.2, 5.60, Finance Regulations)	APPROVE	MONITOR	MONITOR	MONITOR			Chief Financial Officer (CFO)
2.11	Revenue Expenditure above £50,000 (source: ATH 5.2, 5.3, 5.55, Finance Regulations)	ACTION	MONITOR	APPROVE	APPROVE			Chief Financial Officer (CFO)
2.12	Capital Expenditure over £2,000 via Statlog (source: Protocols 11)	ACTION	MONITOR	ENDORSE	NOTE		APPROVE	Chief Financial Officer (CFO)
2.13	Adding signatures to any Trust Bank Account (source: Articles 96)	ACTION		ACTION		APPROVE		Chief Financial Officer (CFO)
2.14	Opening a Trust Bank Account (centrally or at school) (source: Articles 96)	ACTION		ACTION		APPROVE		Chief Financial Officer (CFO)
2.15	Petty Cash (source: ATH 5.3, Finance Regulations)	APPROVE		APPROVE	APPROVE			Chief Financial Officer (CFO)
2.16	Leasing/Hire Agreements (e.g. vehicle leasing, photocopiers, IT equipment) (source: ATH 2.24-2.26, 5.27, Finance Regulations)	ACTION		APPROVE	APPROVE			Chief Financial Officer (CFO)

Matters	Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
2. Finance, People and Places							
2.17a	Capital Grants (school level) (source: MFA 3.5 – 3.11)	ENDORSE	MONITOR	APPROVE			Chief Financial Officer (CFO)
2.17b	Capital Grants (Trust level) (source: MFA 3.5-3.11; Protocol 11.6)			ENDORSE	APPROVE		Chief Financial Officer (CFO)
2.18	Capital Works (school level) (source: Protocol 11)	ACTION	MONITOR	ENDORSE	NOTE	APPROVE	Chief Financial Officer (CFO)
2.19	Annual Reports and Accounts (source: Articles 130; MFA 4.18-4.23; ATH 1.35 4.1-4.4, 4.12-4.13; Protocol 10)			ACTION	ENDORSE	APPROVE	Chief Financial Officer (CFO)
2.20a	Appointment of External Auditors (source: Articles 131; ATH 4.5; MFA 4.20; Protocol 10.2)			ACTION	ENDORSE	NOTE	Chief Financial Officer (CFO)
2.20b	Engagement letter of the Auditor (source: ATH 4.6-4.7, 4.10; MFA 4.21, Protocol 10)			ACTION	APPROVE		Chief Financial Officer (CFO)
2.20c	Appointment of Internal Auditors (source: Articles 131; ATH 3.1-3.5; MFA 4.20)			ACTION	ENDORSE	APPROVE	Chief Financial Officer (CFO)
2.21	Audit Programme (source: MFA 4.21-4.23; ATH 2.6,2.7, 3.4, 3.8, 3.12; TQD)			ACTION	ENDORSE	APPROVE	Chief Financial Officer (CFO)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
2. Finance, People and Places								
2.22a	Audit Reports (source: Articles 131; ATH 3.14-3.15, 4.15; MFA 4.18)	ACTION	ACTION	MONITOR	NOTE			Chief Financial Officer (CFO)
2.22b	Complete FVS (source 6.1 ATH)		ACTION	MONITOR	NOTE			Chief Financial Officer (CFO)
2.23	Expenses (source: MFA 3.12c; ATH 5.36)	Refer to Trust Expenses Policy						Chief Financial Officer (CFO)
2.24	Reserves (source: MFA 4.14-4.15; ATH 2.8, 5.29-5.32; TQD)	Refer to Trust Reserves and Donated Funds Policy						Chief Financial Officer (CFO)
2.25	Donations (source: MFA 2.15)	Refer to Trust Reserves and Donated Funds Policy						Chief Financial Officer (CFO)
2.26	Contracts up to £25,000 in total or in aggregate (Primary only) (source: Articles 94; ATH 2.24-2.25, Finance Regulations)	APPROVE		MONITOR				Chief Financial Officer (CFO)
2.27a	Implementation of Contracts over £25,000 in total or in aggregate (Primary only) (source: Articles 94; ATH 2.24-2.25, Finance Regulations)	ACTION	MONITOR	APPROVE	APPROVE			Chief Financial Officer (CFO)
2.27b	Management of Contracts over £10,000 in total or in aggregate (Primary only) (source: Articles 94; ATH 2.24-2.25)	MONITOR		MONITOR				Chief Financial Officer (CFO)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
2. Finance, People and Places								
2.28a	Contracts up to £50,000 in total or in aggregate (Secondary only) (source: Articles 94; ATH 2.24-2.25, Finance Regulations)	APPROVE		MONITOR				Chief Financial Officer (CFO)
2.28b	Implementation of Contracts over £50,000 in total or in aggregate (secondary only) (source: Articles 94; ATH 2.24-2.25, Finance Regulations)	ACTION	MONITOR	APPROVE	APPROVE			Chief Financial Officer (CFO)
2.28c	Management of Contracts over £50,000 in total or in aggregate secondary only) (source: ATH 2.24-2.25, Finance Regulations)	MONITOR		MONITOR	MONITOR			Chief Financial Officer (CFO)
2.29	Tender and Procurement (source: ATH 2.24-2.26; Protocol 11)	ACTION	MONITOR	ACTION	APPROVE			Chief Financial Officer (CFO)
2.30a	Related party transactions (source: ATH 5.3-5.4, 5.34-5.42, 5.50; ATGG 6.6)	Refer to Finance Regulations Policy						Chief Financial Officer (CFO)
2.30b	Theft, Fraud or irregularity (Finance Regulations)	Refer to Finance Regulations Policy						Chief Financial Officer (CFO)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
2. Finance, People and Places								
2.30c	Guarantees, Letters of Comfort and indemnities (Finance Regulations)	Refer to Finance Regulations Policy						Chief Financial Officer (CFO)
2.30d	Debt write-off (Finance Regulations)	Refer to Finance Regulations Policy						Chief Financial Officer (CFO)
2.31	Monitor Management Accounts (source: ATH 2.18- 2.21)			ACTION	MONITOR	MONITOR		Chief Financial Officer (CFO)
2.32	School Catering (Gov.uk Food Standards)	ACTION	MONITOR	ACTION	MONITOR	NOTE		Chief Financial Officer (CFO)
2.33	Modern Slavery Statement (Gov.uk)			ACTION	ENDORSE	APPROVE		Chief Operational Officer (COO)
2.34a	Appointment of CEO (source: Articles 107; ATH 1.28; TQD; ATGG 5.1; Protocol 3.1, 3.6, 3.7, 3.11, 3.18)			ACTION		ENDORSE	APPROVE	Chief Operational Officer (COO)
2.34b	Removal of CEO (source: ATH 1.30; Protocol 3.8)			ACTION		ENDORSE	APPROVE	Chief Operational Officer (COO)
2.35	Appointment of Company Secretary (source: Articles 81, 105Ad; ATH 1.42; ATGG 4.5.1; Protocol 3.1, 3.11, 3.18)			ACTION		APPROVE	NOTE	Chief Operational Officer (COO)
2.36	Appointment of a Headteacher (source: Articles 105aa, 107; Protocol 3.2 - 3.5, 3.7, 3.11, 3.18)		ACTION	ACTION	APPROVE		ACTION	Chief Executive Officer (CEO)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
2. Finance, People and Places								
2.37	Appointment of a Deputy Headteacher (source: Articles 105aa, 107; Protocol 3.2 - 3.05, 3.11, 3.18)	ACTION	ACTION	ACTION	APPROVE		ACTION	Chief Executive Officer (CEO)
2.38	Appointment of Head of RE (Secondary) (source: Articles 105aa; Protocol 3.2-3.5, 3.7, 3.11, 3.18)	ACTION	ACTION	ACTION	APPROVE		ACTION	Chief Executive Officer (CEO)
2.39	Appointment of RE Lead (Primary) (source: Articles 105aa; Protocol 3.3, 3.5, 3.11, 3.18, 14.6)	APPROVE	ACTION	ACTION			ACTION	Chief Executive Officer (CEO)
2.40.	Appointment of Area Business Manager / Business Manager (source: Protocol 3.2, 3.5, 3.11)	ENDORSE		APPROVE				Chief Financial Officer (CFO)
2.41	Appointment of any member of staff not in a senior leadership position. (source: Protocol 3.2, 3.5, 3.11)	Refer to Trust HR Policies						Chief Financial Officer (CFO)
2.42	Removal / Dismissal of member of staff (not senior role)	Refer to Trust HR Policies						Chief Financial Officer (CFO)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
2. Finance, People and Places								
2.43	Setting of Pay levels, including executive pay (source: ATH 2.27-2.28; MFA 2.5; ATGG 5.5; Protocol 3.13, 3.14)	Refer to Trust Pay Policy						Chief Financial Officer (CFO)
2.44	Disciplinary procedures and /or Dismissal of senior staff (source:Articles 105b; MFA 6.7; Protocol 3.4, 3.8, 3.9)			ACTION	MONITOR	MONITOR	NOTE	Chief Financial Officer (CFO)
2.45	Settlement Agreements (up to £50,000 per member of staff) (source: MFA 4.31- 4.32; ATH 5.7- 5.16, 5.60)	ACTION		APPROVE				Chief Financial Officer (CFO)
2.46	Settlement Agreements (f r o m £50.001) (source: MFA 4.31- 4.32; ATH 5.7-5.16, 5.60)	ACTION		ACTION	APPROVE	NOTE		Chief Financial Officer (CFO)
2.47	Performance Management of Headteacher / Deputy Headteacher / Business Manager (source: Protocol 3.4, 3.15, 3.16)	Refer to Trust Appraisal Policy						Chief Financial Officer (CFO)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
2. Finance, People and Places								
2.48	Performance Management of all other staff (source: Protocol 3.15, 3.16)	Refer to Trust Appraisal Policy						Chief Financial Officer (CFO)
2.49a	Recruitment of staff within budget (source: Articles 107; MFA 2.5; Protocol, 3.1, 3.13, 3.14)	APPROVE	NOTE					Chief Financial Officer (CFO)
2.49b	Recruitment of SLT staff within budget (source: Articles 107; MFA 2.5; Protocol 3.1 3.6, 3.13, 3.14)	APPROVE	NOTE	ENDORSE				Chief Financial Officer (CFO)
2.49c	Recruitment of staff outside of budget (source: MFA 2.5; Protocol 3.1, 3.6, 3.13, 3.14)	ACTION	NOTE	APPROVE				Chief Financial Officer (CFO)
2.50	Staff wellbeing, workload and working conditions (source: TQD; ATGG 5.4)	ACTION	MONITOR	ACTION	MONITOR	NOTE		Chief Financial Officer (CFO)
2.51	Induction of staff including formation (source: Protocol 3.1, 3.15 - 3.17)	ACTION	MONITOR					Chief Financial Officer (CFO)
2.52a	Disciplinaries and Grievances (source: Articles 105b; Protocol: 3.4, 3.8, 3.9)	Refer to Trust Disciplinary, Grievance & Code of Conduct Policy						Chief Financial Officer (CFO)
2.52b	Appeals (source: Articles 105b; Protocol 3.8, 3.9)	Refer to Trust Disciplinary and Grievance Policy						Chief Financial Officer (CFO)
2.53	Liaison with Unions (source: Protocol 5)	ACTION		ACTION		ACTION	NOTE	Chief Financial Officer (CFO)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
2. Finance, People and Places								
2.54	Trust Risk Register and Business Continuity Plan (source: ATH 2.6,2.7, 2.35-2.36; TQD, ATGG 6.4; Protocol 10.6, 22)			ACTION	ENDORSE	ACTION		Chief Financial Officer (CFO)
2.55	School Risk Register and Business Continuity Plan (source: ATH 2.6,2.7, 2.35-2.36; TQD, ATGG 6.4; Protocol 10.6, 22)	ACTION	ENDORSE	APPROVE	MONITOR	NOTE		Chief Financial Officer (CFO)
2.56a	Trust Crisis management (source: Protocol 22)			ACTION		APPROVE	NOTE	Chief Financial Officer (CFO)
2.56b	School Crisis management (source: Protocol 22)	ACTION	NOTE	APPROVE		NOTE	NOTE	Chief Financial Officer (CFO)
2.57	Health and Safety, Annual reports including accident reporting (source: ATH 1.13, 1.17-1.19; ATGG 7.6; Protocol 10.2)	ACTION	MONITOR	ACTION	ENDORSE	NOTE		Chief Financial Officer (CFO)
2.58	Estates Management (source: ATH 1.13, 1.17-1.20; CSA, 7.14.3 ATGG; Protocol 6.4, 11)	ACTION	MONITOR	ACTION	ENDORSE	NOTE	APPROVE	Chief Financial Officer (CFO)
2.59	Lettings (source: ATH 1.13,; ATGG 7.15.1, 7.15.2; Protocol 18)	ACTION	MONITOR	APPROVE		MONITOR	NOTE	Chief Financial Officer (CFO)

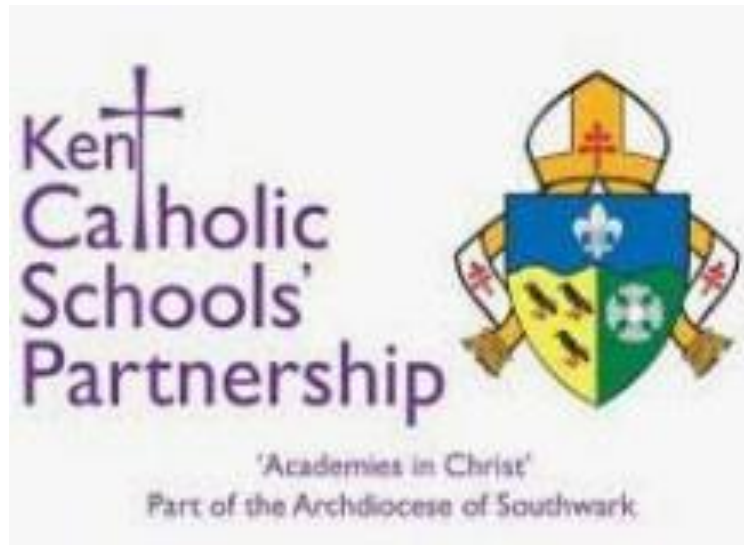
Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
2. Finance, People and Places								
2.60	Ensure adequate insurance (source: MFA 4.7; ATH 2.37-2.39; ATGG 6.7, RPA; Protocol 18.3)			ACTION	ENDORSE	APPROVE		Chief Financial Officer (CFO)
2.61	Acquisition or Disposal of Land (source: MFA 4.27-2.28; ATH 5.23)			ACTION	ACTION	ENDORSE	APPROVE	Chief Financial Officer (CFO)
2.62	Granting or Acquiring a lease of land (source: MFA 4.27; ATH 5.26, 5.27)			ACTION	ACTION	ENDORSE	APPROVE	Chief Financial Officer (CFO)
2.63	Admissions (source: Protocol 8; ATGG 7.1)	ACTION	MONITOR	ACTION	ENDORSE	APPROVE		Chief Financial Officer (CFO)
2.64	School Place planning (including changes to PAN) (source: ATH 2.12; Protocol 6.4, 7, 9)	ACTION	ACTION	ACTION		ENDORSE	APPROVE	Chief Financial Officer (CFO)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
3. Standards, Curriculum & Impact								
3.01	Annual Report on Standards (source: ATGG 6.2.2)			ACTION	ENDORSE	APPROVE	NOTE	Chief Executive Officer (CEO)
3.02	Standards (termly) (source: ATGG 6.2.2; TQD; Protocol 13)	ACTION	MONITOR	ACTION	ENDORSE	NOTE		Executive Directors of Education
3.03	School Improvement Framework (source: MFA 2.23; TQD, ATGG 6.2.1)	ACTION	ACTION	ACTION	ENDORSE	APPROVE		Executive Directors of Education
3.04	Curriculum (source: MFA 2.21-2.26; TQD; Protocols 12.5, 13,17)	ACTION	MONITOR	ACTION	ENDORSE	APPROVE		Executive Directors of Education
3.05	Religious Education Curriculum (source: Protocols 14)	ACTION	MONITOR	MONITOR				Executive Directors of Education
3.06	Trust Curriculum Statement of Intent (source: DfE)			ACTION	ENDORSE	APPROVE		Executive Directors of Education
3.07	Quality of Teaching and Learning (source: TQD)	ACTION	MONITOR	ACTION	MONITOR			Executive Directors of Education
3.08a	Setting Pupil Achievement Targets (source: MFA 2.28)	ACTION	ENDORSE	ACTION	APPROVE	NOTE		Executive Directors of Education
3.08b	Reviewing Pupil Achievement Targets (source: MFA 2.28)	ACTION	MONITOR	MONITOR	MONITOR			Executive Directors of Education

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
3. Standards, Curriculum & Impact								
3.09	School Performance (source: MFA 2.28-2.30; ATGG 6.2)	MONITOR	MONITOR	MONITOR	MONITOR	MONITOR		Executive Directors of Education
3.10	British Values (source: MFA 2.26; ATGG 1.1.2)	ACTION	MONITOR	MONITOR	MONITOR	MONITOR		Chief Executive Officer (CEO)
3.11	Catholicity (source: Articles 5A a-c; ATGG 1.2, 3.1 - 3.5; Protocols 1.2, 1.14, 12.5, 13.1 14, 15, 16)	ACTION	MONITOR	ACTION	MONITOR	APPROVE		Chief Executive Officer (CEO)
3.12	Care for Creation (source: Protocols 12)	ACTION	MONITOR	ACTION	MONITOR			Chief Executive Officer (CEO)
3.13	Withdrawal from Collective worship (source: Protocol 16.4, 16.5, 16.9)	ACTION	MONITOR				NOTE	Executive Directors of Education
3.14	Delivery of Careers Guidance (source: MFA 2.27; ATGG 4.3)	ACTION	MONITOR	MONITOR	MONITOR	MONITOR		Chief Executive Officer (CEO)
3.15	Wellbeing and mental health of pupils (source: ATGG 7.10.2;)	ACTION	MONITOR	MONITOR	MONITOR			Chief Executive Officer (CEO)
3.16	Special Educational Needs and Disability (source: MFA 1.13, 1.20; TQD; ATGG 7.4)	ACTION	MONITOR	MONITOR	MONITOR	NOTE		Executive Directors of Education
3.17	Looked after & previously looked after children (source: MFA 2.4; ATGG 7.4.3)	ACTION	MONITOR	MONITOR	MONITOR	NOTE		Executive Directors of Education

Matters	Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
3. Standards, Curriculum & Impact							
3.18	Behaviour (source: TQD; ATGG 7.11)	ACTION	MONITOR	MONITOR	MONITOR	NOTE	Executive Directors of Education
3.19	Attendance (source: TQD; ATGG 7.2)	ACTION	MONITOR	MONITOR	MONITOR	NOTE	Executive Directors of Education
3.20	Suspension (source: ATGG 7.11.1, 7.11.2)	APPROVE	ACTION	ACTION	MONITOR	NOTE	Executive Directors of Education
3.21	Permanent Exclusion (source: MFA 2.20; ATGG 7.11.2)	APPROVE	ACTION	ENDORSE	MONITOR	NOTE	Chief Executive Officer (CEO)
3.22	Admissions Appeals (source: ATGG 7.1.2; Protocols 8.6, 8.7)	ACTION	MONITOR				Executive Directors of Education
3.23a	Pupil Premium outcomes (source: ATGG 7.5.1)	ACTION	MONITOR	ACTION	MONITOR	NOTE	Executive Directors of Education
3.23b	Pupil Premium Allocation (website publication) (source: MFA 2.13)	ACTION	MONITOR	ACTION			Executive Directors of Education
3.24	Sports Premium (source: ATGG 7.5.1)	ACTION	MONITOR	ACTION	MONITOR	NOTE	Executive Directors of Education
3.25	School Session Times (source: 2.1 MFA)	ENDORSE	MONITOR	APPROVE			Chief Executive Officer (CEO)

Matters		Headteacher	Local Governance Committee	Executive Leadership Team	Trust Board Sub-Committee	Trust Board (Directors)	Members/Education Services	Accountability
4. Safeguarding								
4.01	Safeguarding (source: ATH 1.14, 6.16; ATGG 7.10; TQD, Protocol 4, 18.3)	ACTION	MONITOR	ACTION	MONITOR	NOTE		Chief Executive Officer (CEO)
4.02	Safeguarding Audits (source: ATH 1.14, 6.17)	ACTION	MONITOR	ACTION		NOTE		Chief Executive Officer (CEO)
4.03b	Designated Safeguarding lead (source: ATH 1.14, 6.17)	APPROVE		APPROVE				Chief Executive Officer (CEO)
4.04a	Carry out DBS and preemployment checks on staff and volunteers (source: MFA 2.2-2.3; Protocol 4)	ACTION		ACTION				Chief Executive Officer (CEO)
4.04b	Carry out DBS and preemployment checks for Parent / Co-opt LGC members (source: MFA 2.2-2.3; Protocol 4)			ACTION				Chief Executive Officer (CEO)
4.04c	Carry out DBS and pre-employment checks for Foundation Directors/LGC Members (source: MFA 2.2-2.3; Protocol 4)						ACTION	Chief Executive Officer (CEO)
4.05	Single Central Register (source: ATH 1.14; MFA 2.2)	ACTION	MONITOR	ACTION		MONITOR		Chief Executive Officer (CEO)
4.06	Impartial Non-Executive Director for Whistleblowing (source ATH 2.41; ATGG 7.18)				ENDORSE	APPROVE		Chief Operational Officer (COO)



Appendix A: Terms of Reference

A1: Trust Board



Terms of Reference Trust Board

1. Purpose

- 1.1 As a charity and company limited by guarantee, the Trust is governed by the Board of Directors ('the Board') who are responsible for, and oversee, the management and administration of the Trust and the schools within the Trust.
- 1.2 The Board are responsible for the strategic direction, broad policy framework and oversight of the Trust and its schools ensuring that each delivers a broad and balanced curriculum, in order to ensure that the Trust's vision and values underpin the work of the Trust and meet the Objects of the Trust, as set out by the Archdiocese of Southwark.
- 1.3 The Board ensure the solvency of the Trust, safeguarding its assets and delivering its charitable outcomes. The Board also oversee the overall performance of the Trust including the management of risk by business planning, budget monitoring, performance management and the setting of standards and the implementation of quality assurance processes.

2. Constitution, Membership and Quorum

- 2.1 The Board shall consist of no less than three (3) Directors (unless otherwise determined by ordinary resolution) and is subject to no maximum.
- 2.2 The Diocesan Bishop shall appoint such number of Foundation Directors as shall ensure that at all times the number of Foundation Directors exceeds the other directors by at least two (2).
- 2.3 There shall be a minimum of two (2) Parent Directors on the Board, unless there are Governance Committees which include at least two (2) Parent Members.
- 2.4 Appointments to the Board shall be for four (4) years for a Foundation Director unless specified at appointment by the person or appointing body.
- 2.5 The quorum for Trust Board Meetings shall be three (3) directors or, where greater, any one third (rounded up to a whole number) of the persons who are at the time Directors entitled to vote on those respective matters.
- 2.6 The Board may appoint special advisors to the Board at any time who shall have no voting rights but shall provide advice and guidance to the Board from

time to time.

2.7 Any Director shall be able to participate in meetings by telephone or video conference provided that;

- They have given notice of their intention to do so detailing the telephone number on which they can be reached and/or appropriate details of the video conference from which they shall be taking part at the time of the meeting at least 48 hours before the meeting; and
- They have access to appropriate equipment: if after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference, the meeting may still proceed with its business provided that it is otherwise quorate.

3. Appointment of Chair and Vice-Chair

3.1 At the first meeting of the Board each academic year, the members of the Board shall appoint a Chair and Vice-Chair from among their number.

3.2 The Chair and Vice-Chair shall hold office for one (1) year, and until the first meeting of the Board of each following academic year, unless they resign or are removed from office.

3.3 Where there is a vacancy in the office of the Chair or Vice-Chair, the directors shall elect one of their number to fill the vacancy at the next meeting.

3.4 At the end of the term of office, the Chair and Vice-Chair shall be eligible for re-appointment.

3.5 If the Chair and Vice-Chair are absent from any meeting of the Committee, the remaining members of the Committee shall choose one of their number to act as Chair for that meeting.

3.6 The Board will appoint Director lead roles on an annual basis:

- Lead Director Safeguarding
- Lead Director SEND
- Lead Director Careers
- Lead Director Health and Safety

Governance Professional

The Company Secretary or their nominee shall act as Governance Professional and will ensure that the Board is provided with the relevant information and papers in a timely manner to enable full and proper consideration to be given to the issues.

4. Voting Arrangements

4.1 Each Board member shall have one vote which may be cast on matters considered at the meeting. Votes may only be cast by members attending the Board meeting whether attending virtually or in person.

4.2 If a matter that is considered by the Board is one where a member of the Board, either directly or indirectly has a personal interest, that member shall not be permitted to vote on that matter.

- 4.3 Except where they have a personal interest, the Chair of the Board shall have a casting vote.

5. Frequency of Meetings

- 5.1 The Board shall meet at least five (5) times per year at appropriate intervals. Additional meetings may be called as and when required.

6. Notice and Minutes

- 6.1 Meetings of the Board shall be convened by the Governance Professional at the request of any of its members or at the request of the Chair if they consider it necessary.
- 6.2 The Governance Professional, or their nominated designate, will endeavour to circulate the agenda and papers for meetings at least five (5) working days before the date of the meeting.
- 6.3 The Governance Professional, or their nominated designate, shall minute the proceedings and decisions of all meetings of the Board, including recording the names of those present and those not in attendance.
- 6.4 Draft minutes of the meeting and summary slide will be circulated promptly to the Chair. Once approved, minutes will be circulated to all other members of the Board unless it would be inappropriate to do so in the opinion of the Chair.
- 6.5 The Governance Professional shall maintain a record of matters arising from the proceedings and distribute these with the minutes, to all relevant members of the Board and Executive Team.

7. Authority

- 7.1 The Trust is the sole legal entity for all central operations and for the schools within the Trust.
- 7.2 The Board has the delegated authority from the Trust Members to manage all matters relating to the Trust and takes sole responsibility for strategic decision making in the Trust.
- 7.3 The Board has delegated certain matters to its Board Sub-Committees, and Executive team. The extent of delegation will be determined by school effectiveness and the practical necessities of good governance and are as outlined in the relevant Terms of Reference (scheme) and the Scheme of Delegation.

8. Other Matters

- 8.1 The Board shall:
- (a) refer any question that arises, which in the opinion of the Board, relates to the Catholic nature of the education carried out by the schools, to the Diocesan Bishop for determination
 - (b) have access to sufficient resources in order to carry out its duties, including access to the Company Secretary for assistance, as required

- (c) be provided with appropriate and timely training, both in the form of an induction programme for new members and on an ongoing basis for all members
 - (d) oversee any investigation of activities which are within its terms of reference
 - (e) attend statutory inspections and feedback as required
 - (f) work and liaise as necessary with all Committees of the Board; and
 - (g) arrange for periodic reviews of its own performance and, at least annually, review its constitution and terms of reference to ensure that it is operating at maximum effectiveness.
- 8.2 In accordance with the Trust Articles, the Diocesan Bishop has the right to advise the Trust Board on any matter relating to the mission, character and ethos of the education carried out by the schools within the Trust; and whether any activities undertaken or proposed to be undertaken on the property of any school is consistent with the Trust Deed.
- 8.3 The Board shall review these terms at least annually.

Trust Board

Terms of Reference (Schedule)

Governance and Structure	Finance; People; Places	Standards; Curriculum; Impact	Safeguarding
Schedule (reflecting the Scheme of Delegation)			
SoD Reference	Responsibility	Action	Definition
1.01	Articles of Association (source: MFA 1.15a; ATGG 2.3; Protocol 1.4 1 8, 2.5,8.1)	ENDORSE	Review the Articles of Association and ENDORSE amendments to the Members. Notify the Secretary of State requesting consent where any amendment relates to the appointment, resignation or removal of the Directors or Members.
1.02	Charitable Object (source: Articles 4, 45a; ATH 1.12; MFA 1.14; TQD; ATGG 2.2)	MONITOR	Oversee and MONITOR the Charitable object of the Trust and ensure that it is fulfilled at Board level and across the Trust
1.03	Name Change of the Trust (source: Articles 93; Companies Act 2006: 77)	ENDORSE	Review and ENDORSE the change of name of the Trust to the Members for approval.
1.04a	Character, Mission and Ethos of the Trust (source: Articles 5Ai; TQD; ATGG 2.1.1; (Protocol 1.14, 1.22)	APPROVE	APPROVE the religious and educational character, mission, and ethos of the Trust with the Education Commission by ensuring strategy: - Establishes what is required to provide the best possible safeguard for Church Academies - Preserves the ability of the Diocese to discharge its function under charity and company law
1.05a	Trust Vision and Strategic Objectives (source: ATH 1.10; TQD; ATGG 2.1.1, 3.1)	APPROVE	APPROVE the Trust Vision and Strategic Objectives
1.06	Relationships with Authorities inc. DfE, Regional Director, (source: Protocol 6)	NOTE	Trust Board to NOTE actions of, and directions from, the Diocesan Schools Commissioner or CES
1.09	Appointment of Foundation Directors (source: Articles 45-50c, ATH 1.1, 1.8; TQD; Protocol 1.3, 1.15)	ENDORSE	ENDORSE the applications for Foundation Directors and recommend prospective candidates to the Diocesan Archbishop for appointment
1.10.	Removal of Foundation Directors (source: Articles 65-80; MFA 1.24-1.27)	ENDORSE	ENDORSE and recommend the removal of any Foundation Director from the Trust Board to the Diocesan Archbishop. Notify the Members of the resignation of any Foundation Director from the Trust Board.
1.11	Appointment of Chair/Vice Chair of Board (source: Articles 82-83, 86; ATH 1.22; ATGG 4.4.2, 4.4.3; Protocol 1.16)	APPROVE	Annually nominate and APPROVE the Board Director from within their number of Foundation Directors to act as Chair/Vice Chair.

1.12	Appointment of CEO (source: Articles 107; ATH 1.28; TQD; ATGG 5.1; Protocol 3.1, 3.6, 3.7, 3.11,3.18)	Refer to Section 2.34	
1.13	Removal of CEO (source: ATH 1.30; Protocol 3.8)	Refer to Section 2.35	
1.14	Structural Changes to governance (source: Protocol 1.3, 1.7, 1.8)	ENDORSE	ENDORSE Structural changes including to Governance arrangements and seek approval from the Diocese.
1.15	Establishment of Board Sub Committees (source: Articles 100-104; ATH 2.5, 3.6; ATGG 6.1, 6.4)	APPROVE	APPROVE the delegated authority required to establish Sub-Committees of the Trust Board.
1.16a	Appointment of Chair of Board Sub- Committee (source: Articles 101; Protocol 1.16)	NOTE	Annually NOTE the Board Member APPROVED from within their number to act as Chair of P&P Committee, F&R Committee, A&R Committee and Education Standards Committee.
1.16b	Appointment of Chair of LGC Sub- Committee (source: Articles 101; Protocol 1.16)	APPROVE	Annually APPROVE the nominated and elected Chair of LGC Sub-Committee
1.17	Safeguarding Lead Director (source: ATGG 4.3)	APPROVE	Annually APPROVE the appointment of a Board Member from within their number to act as Lead Director of Safeguarding
1.18	SEND Lead Director (source: ATGG 4.3)	APPROVE	Annually APPROVE the appointment of a Board Member from within their number to act as Lead Director of SEND
1.19	Careers Lead Director (source: ATGG 4.3)	APPROVE	Annually APPROVE the appointment of a Board Member from within their number to act as Lead Director of Careers.
1.20	Health and Safety Lead Director (source: ATH 1.13, 1.17-1.19)	APPROVE	Annually APPROVE the appointment of a Board Member from within their number to act as Lead Director of Health and Safety
1.21	Appointment of Company Secretary (source: Articles 81, 105Ad; ATH 1.42; ATGG 4.5.1; Protocol 3.1, 3.11, 3.18)	Refer to Section 2.36	
1.22	Companies House Administration (source: MFA 4.18; ATGG 4.2; Protocol 10.4)	MONITOR	Register for updates to allow for the MONITORING of efficient and accurate completion of Companies House legislative documentation as required by the Companies Act 2006
1.26	Annual Skills Audit (source: ATH 1.1, 1.26 TQD; Protocols 1.6, 3.11)	ACTION	Take ACTION by completing the Directors Skills Audit.
1.27a	Scheme of Delegation (source: Articles 101)	APPROVE	Annually review and APPROVE the Scheme of Delegation for the Trust
1.27b	Terms of Reference / Matters Arising for the Trust Board (source: Articles 101)	APPROVE	Annually review and APPROVE the Terms of Reference for the Trust Board. MONITOR and APPROVE the Matters Arising from each Board meeting.

1.28	Terms of Reference for a Trust Board Sub Committee (source: Articles 101; ATGG 4.3.6)	APPROVE	Annually review and APPROVE the Terms of Reference for a Trust Board Sub Committee
1.29	Completion of and attendance at Statutory inspections (Ofsted, CSI) (source: School Inspection Handbook 56; Protocol 15.6; ATGG 7.7.2)	ACTION	Take ACTION to comply with requests of the Inspection team and ensure availability for discussion as required.
1.30.	Trust Wide insurance (source: MFA 4.7; ATH 2.37-2.39; 6.7 ATGG, RPA)	Refer to Section 2.62	
1.31	Conflicts of Interest (source: Articles 97- 98A; ATH 1.45-1.48, 5.35-5.43, ATGG 4.3.8, 6.5 - 6.6)	APPROVE	APPROVE the declared/accepted conflicts of interest that are outside the Conflict-of-Interest policy guidance.
1.32	Trust Business Plan (source: ATH 2.8, 2.13; TQD; Protocol: 10.7; ATGG 1.1.2)	APPROVE	APPROVE the Trust Business Plan of the Trust.
1.33	Engagement with stakeholders (parents, pupils, community, parish, schools) (source: ATH 1.10; Protocol 19)	ACTION	Take ACTION to ensure liaison with the Diocesan Schools Commissioner
1.34	Develop Pupil, Parent, Staff Voice (source: TQD; Protocol 20.3, 20.5)	MONITOR	MONITOR the inclusion of Pupil, Parent and Staff voice as part of the strategy development of the Trust.
1.35	Complaints (MFA 5.1-5.4; ATGG 7.3; Protocol 20)	MONITOR	MONITOR and review serious complaints escalated from the Education Standards Committee.
1.36	Mandatory Trust-Wide policies and directives (source: ATH 2.41; Protocol 1.7; ATGG Policy guidance)	APPROVE	Review and APPROVE mandatory policies.
1.38	Trust Equality Objectives (source: MFA 1.18, 2.26a; TQD)	APPROVE	Review and APPROVE the Trust Equality Objectives on a four-year cycle.
1.39	School Equality Objectives (source: MFA 1.18 2.26a, TQD)	MONITOR	MONITOR the School Equality objectives via LGC Summary Slides
1.40.	Data Protection and GDPR (source: ATGG 7.9)	ACTION	Take ACTION to ensure the Trust compliance with Data Protection and GDPR regulations
1.41	Public Affairs and Media (source: Protocol 21, 22.3, 22.4)	ENDORSE	ENDORSE proposed statements regarding press releases and social media activity (outside of normal parameters) and refer to Diocese for approval
2.01a	Overall Trust Budget and three-year plan (source: Articles 105aa, ATH 2.4, 2.8, 2.10-2.12, 4.9; TQD, ATGG 7.5.1; Protocol 10.1, 10.3)	APPROVE	APPROVE the overall Trust budget annually and the three-year plan.
2.01b	Monitor the overall Trust Budget (source: ATH 2.5, 2.12; ATGG 7.5.1; TQD; Protocol 10.7)	MONITOR	MONITOR the overall annual Trust budget termly.
2.02a	Trust Office Central Budget (source: ATH 2.8; TQD;)	APPROVE	APPROVE the Trust office central budget on an annual basis
2.02b	Monitor Trust Office Central Budget (source: ATH 2.8; TQD; Protocol 10.7)	MONITOR	MONITOR the Trust office central budget termly.
2.03a	Annual School Budget and three-year plan (source: Articles 105aa; MFA 4.9; ATH 2.4, 2.5; Protocol 10.3)	APPROVE	APPROVE the annual school budget annually and its three-year plan.

2.04	Partnership Cost Contribution (source: Articles 94)	APPROVE	APPROVE the PCC on an annual basis
2.06a	Appointment of Accounting Officer (source: ATH 1.28, 1.29; MFA 4.3; ATGG 5.1; Protocol 10.2)	APPROVE	APPROVE the appointment of the Accounting Officer
2.06b	Appointment of Chief Financial Officer (ATH 1.39)	APPROVE	APPROVE the appointment of the Chief Financial Officer
2.13	Adding signatures to any Trust Bank Account (source: Articles 96)	APPROVE	APPROVE the addition or removal of any signatory on any Trust bank account.
2.14	Opening a Trust Bank Account (centrally or at school) (source: Articles 96)	APPROVE	APPROVE the opening of any new Trust bank account or any bank account in a school name.
2.19	Annual Reports and Accounts (source: Articles 130; MFA 4.18-4.23; ATH 1.35 4.1-4.4, 4.12-4.13; Protocol 10)	APPROVE	APPROVE the Annual Report and Accounts and recommend to the Members for Noting
2.20a	Appointment of External Auditors (source: Articles 131; ATH 4.5; MFA 4.20; Protocol 10.2)	NOTE	NOTE the appointment or removal of the Auditor, on the endorsement of the A&R committee, to the Members for approval.
2.20c	Appointment of Internal Auditors (source: Articles 131; ATH 3.5; MFA 4.20;)	APPROVE	Approve the appointment or removal of the Internal Auditor, on the endorsement of the A&R committee.
2.21	Audit Programme (source: 4.21-4.23 MFA, 2.6,2.7, 3.4, 3.6, 3.8, 3.12, 3.16ATH, TQD)	APPROVE	APPROVE the internal and external audit programme
2.23	Expenses (source: MFA 3.12c; ATH 5.36)	Refer to Trust Expenses Policy	
2.24	Reserves (source: MFA 4.14-4.15; ATH 2.8, 5.29-5.30, 5.55; TQD)	Refer to Trust Reserves and Donated Funds Policy	
2.25	Donations (source: MFA 2.15)	Refer to Trust Reserves and Donated Funds Policy	
2.30	Related party transactions (source: ATH 5.35 - 5.45; ATGG 6.6)	Refer to Trust Finance Regulations Policy	
2.31	Monitor Management Accounts (source: ATH 2.19- 2.21)	MONITOR	MONITOR Management Accounts on a monthly basis
2.32	School Catering (Gov.uk Food Standards)	NOTE	NOTE the compliant implementation of Gov.uk Food Standards in schools
2.33	Modern Slavery Statement (Gov.uk)	APPROVE	APPROVE the Modern Slavery Statement
2.34	Appointment of CEO (source: Articles 107; ATH 1.28; TQD; ATGG 5.1; Protocol 3.1, 3.6, 3.7, 3.11, 3.18)	ENDORSE	ENDORSE the appointment of the Chief Executive Officer from the P&P committee (including a representative from the Education Services) and notify the Members.
2.35	Removal of CEO (source: ATH 1.30; Protocol 3.8)	ENDORSE	ENDORSE the removal, suspension, or summary dismissal of the Chief Executive Officer on recommendation from the P&P committee.
2.36	Appointment of Company Secretary (source: Articles 81, 105Ad; ATH 1.42; ATGG 4.5.1; Protocol 3.1, 3.11, 3.18)	APPROVE	APPROVE the appointment of the Company Secretary on the recommendation of the Executive Team.

2.42	Appointment of any member of staff not in a senior leadership position. (source: Protocol 3.2,3.5)	Refer to Trust HR Policies	
2.43	Removal / Dismissal of member of staff (not senior role)	Refer to Trust HR Policies	
2.44	Setting of Pay levels, including executive pay (source: 2.27-2.28 ATH, 2.5 MFA, 5.5 ATGG; Protocol 3.133.14,)	Refer to Trust Pay Policy	
2.45	Disciplinary procedures and /or Dismissal of senior staff (source:105b Articles; MFA 6.7; Protocol 3.4, 3.8, 3.9)	MONITOR	MONITOR the decisions taken in relation to disciplinary and/or dismissal of senior staff in relation to HR Policy.
2.47	Settlement Agreements (from £25,001 up to £49,999 per member of staff) (source: MFA 4.31-4.32; ATH 5.7-5.15)	NOTE	NOTE the decisions taken in relation to settlement agreements.
2.48a	Settlement Agreements (over £50,000 per member of staff) (source: MFA 4.31-4.32; ATH 5.15-5.16)	APPROVE	APPROVE entering into any settlement (COT3) or employment tribunal awards and request approval from the Department for Education..
2.49	Performance Management of Headteacher / Deputy Headteacher / Business Manager (source: Protocol 3.2, 3.15, 3.16)	Refer to Trust Appraisal Policy	
2.50.	Performance Management of all other staff (source: Protocol 1.53.15, 3.16)	Refer to Trust Appraisal Policy	
2.53a	Staff wellbeing, workload and working conditions (source: TQD; ATGG 5.4)	NOTE	NOTE the actions taken and the outcomes observed regarding the Monitoring of Staff Wellbeing, workload and working conditions.
2.54	Disciplinary and Grievances (source: Articles 105b; Protocol: 3.8, 3.9)	Refer to Trust Disciplinary, Grievance, & Code of Conduct Policy	
2.55	Appeals (source: 105b Articles; Protocol 3.8, 3.9)	Refer to Trust Disciplinary and Grievance Policy	
2.56	Liaison with Unions (source: Protocol 5)	ACTION	Take ACTION to ensure the CES model workplace practices are adopted following appropriate consultation, and appropriate HR/ Legal advice as required. Consult with the DSC prior to any joint statement or issue of document to Unions.
2.57a	Trust Risk Register and Business Continuity Plan (source: ATH 2.6,2.7, 2.35; TQD, ATGG 6.4; Protocol 10.6, 22)	APPROVE	APPROVE the Trust risk register and the BCP on an annual basis.
2.57b	School Risk Register and Business Continuity Plan (source: ATH 2.6,2.7, 2.35; TQD, ATGG 6.4; Protocol 10.6, 22)	NOTE	NOTE the annual approval of the school risk registers and BCP by the LGC, via the summary slides provided.
2.58a	Trust Crisis management (source: Protocol 22)	APPROVE	Board to discuss crisis management resolution with the Diocese prior to APPROVING any public facing comment, statement or press release.

2.58b	School Crisis management (source: Protocol 22)	NOTE	Board to NOTE incident that has occurred and NOTE approval of comment, statement or press release. given by Executive Team
2.59	Health and Safety, Annual reports including accident reporting (source ATH 1.13, 1.17-2.16; ATGG 7.6; Protocol 10.2)	NOTE	NOTE the Health and Safety report of the Trust on an annual basis including detail of accident reporting shared via summary slide.
2.60	Estates Management (source: ATH 1.13, 1.17- 1.20; CSA, 7.14.3 ATGG; Protocol 6.4, 11)	NOTE	NOTE the actions of the Trust and the Diocese in relation to Estates Management
2.61	Lettings (source: ATH 1.13,; ATGG 7.15.1, 7.15.2; Protocol 18)	MONITOR	MONITOR Lettings of school premises regularly to ensure the security of the assets of Diocesan land.
2.62	Ensure adequate insurance (source: MFA 4.7; ATH 2.37-2.39; ATGG 6.7, RPA; Protocol 18.3)	APPROVE	APPROVE the annual insurance for the Trust and schools to ensure compliance with all legal obligations.
2.63	Acquisition or Disposal of Land (source: MFA 4.27-2.28; ATH 5.23)	ENDORSE	ENDORSE recommendation of Executive Team and sub-committee regarding purchase or disposal of land to Diocese for approval.
2.64	Granting or Acquiring a lease of land (source: MFA 4.27; ATH 5.25, 5.27)	ENDORSE	ENDORSE recommendation of Executive Team and sub-committee regarding purchase or disposal of land to Diocese for approval.
2.65	Admissions (source: Protocol 8; ATGG 7.1)	APPROVE	APPROVE the annual Trust Admissions Policy to ensure compliance with Diocesan 'Guidance on Admissions to Catholic School.'
2.66	School Place planning (including changes to PAN) (source: ATH 2.12; Protocol 6.4, 7, 9)	ENDORSE	ENDORSE any increase or decrease to the Pupil Admission Number (PAN) within a school, either temporary or permanent, and send to Diocese for approval.
3.01	Annual Report on Standards (source: ATGG 6.2.2)	APPROVE	APPROVE the Annual Report on Standards and recommend the Board Annual Report on Standards to the Members
3.02	Standards (termly) (source: ATGG 6.2.2; TQD; Protocol 13)	NOTE	NOTE a termly report on standards previously endorsed at the Ed Stds sub-committee and shared via summary slide.
3.03	School Improvement Framework (source: MFA 2.23; TQD, ATGG 6.2.1)	APPROVE	APPROVE the school improvement framework for school improvement across the Trust
3.04	Curriculum (source: MFA 2.21-2.26; TQD; Protocols 12.5, 13, 14, 17)	APPROVE	APPROVE the Curriculum Statement of Intent across the Trust.
3.06	Trust Curriculum Statement of Intent (source: DfE)	APPROVE	APPROVE the Curriculum Statement of Intent
3.08	Setting Pupil Achievement Targets (source: MFA 2.28)	NOTE	NOTE reports, received annually, on the progress and attainment for all key stages.
3.09	School Performance (source: MFA 2.28-2.30; ATGG 6.2)	MONITOR	MONITOR, with regards to oversight and accountability, for the performance of schools within the Trust.
3.10	British Values (source: MFA 2.26; ATGG 1.1.2)	MONITOR	MONITOR the provision and impact of British Values curriculum

3.11	Catholicity (source: Articles 5A a-c; ATGG 1.2, 3.1 - 3.5; Protocols 1.2, 1.14, 12.5, 13.1 14, 15, 16)	APPROVE	APPROVE a Trust Catholicity Plan and continue to monitor the provision and impact of Catholic Life in the schools and across the Trust.
3.12	Care for Creation (Protocol 12)	NOTE	NOTE the implementation of the Care for Creation within Trust schools.
3.14	Delivery of Careers Guidance (source: MFA 2.27; ATGG 4.3)	MONITOR	MONITOR the delivery of Careers guidance in secondary schools on an annual basis
3.16	Special Educational Needs and Disability (source: MFA 1.13, 1.20; TQD; ATGG 7.4)	NOTE	NOTE reports on the SEND priorities and the attainment and progress of SEND on an annual basis.
3.17	Looked after & previously looked after children (source: MFA 2.4; ATGG 7.4.3)	NOTE	NOTE the designation of a member of staff in each school, responsible for the promotion of educational achievement of LAC and previously LAC pupils via summary slide from Ed Standards committee.
3.18	Behaviour (source: TQD; ATGG 7.11)	NOTE	NOTE reports on Behaviour presented to sub – committee and shared via summary slide
3.19	Attendance (source: TQD; ATGG 7.2)	NOTE	NOTE reports on Attendance presented to sub – committee and shared via summary slide
3.20	Suspension (source: ATGG 7.11.1, 7.11.2)	NOTE	NOTE reports on Suspensions presented to sub – committee and shared via summary slide
3.21	Permanent Exclusion (source: MFA 2.20; ATGG 7.11.2)	NOTE	NOTE reports on Permanent Exclusions presented to sub – committee and shared via summary slide
3.23	Pupil Premium outcomes (source: ATGG 7.5.1)	NOTE	NOTE pupil premium funding and its impact on pupils and other discrete vulnerable groups via sub- committee summary slide.
3.24	Sports Premium (source: ATGG 7.5.1)	NOTE	NOTE the use and impact of Sports Premium in relation to the school improvement plan via sub-committee summary slide
4.01	Safeguarding (source: ATH 1.14, 6.16; ATGG 7.10; TQD, Protocol 4, 18.3)	NOTE	NOTE the annual Trust safeguarding report. NOTE updates regarding safeguarding issues and Trust overall risks on effectiveness across the Trust
4.02	Safeguarding Audits (source: ATH 1.14, 6.17)	NOTE	NOTE the regular safeguarding audits and reports to the Ed Stds. sub-committee, via sub-committee summary slide.
4.05	Single Central Register (source: ATH 1.14; MFA 2.2)	MONITOR	Review the MONITORING of the Trust office single central register on a regular basis
4.06	Impartial Non- Executive Director for Whistleblowing (source ATH 2.41; ATGG 7.18)	APPROVE	APPROVE a Board Director as an impartial contact for whistleblowing declarations who will refer to appropriate persons in the Executive team. If whistleblowing refers to a member of the Executive Team, a Director will investigate.



Appendix A: Terms of Reference: A2: Audit and Risk Committee

Terms of Reference Audit and Risk Committee

1. Purpose

- 1.1 The Board of Directors ('Trust Board'), in accordance with Article 100b of the Trust Articles and point 3.6 of the Academy Trust Handbook, has established a committee of the Trust Board to be known as the Audit and Risk Committee. ('the Committee')
- 1.2 The Committee shall be responsible for the matters set out in the Schedule.

2. Constitution, Membership and Quorum

- 2.1 The Committee shall have a minimum of three (3) Directors and is not subject to any maximum.
- 2.2 The Committee may appoint other members to the Committee from time to time.
- 2.3 The quorum for committee meetings shall be three (3) Directors.
- 2.4 The Chair of the Committee may invite attendance at meetings of persons who are not Directors or Committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.
- 2.5 Any Director shall be able to participate in meetings by telephone or video conference provided that:
 - a. They have given notice of their intention to do so detailing the telephone number on which they can be reached and/or appropriate details of the video conference from which they shall be taking part at the time of the meeting at least 48 hours before the meeting; and
 - b. They have access to appropriate equipment if after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference, the meeting may still proceed with its business provided that it is otherwise quorate.

3. Appointment of Chair

- 3.1 At the first meeting of the Committee each Trust year, the members of the Committee shall appoint a Chair from among the Directors. The Chair of the Finance and Resources Committee is not permitted to be the Chair of the Audit and Risk Committee.
- 3.2 The Chair shall hold office for one (1) year, and until the first meeting of the committee of each Trust year.
- 3.3 At the end of the term of office, the Chair shall be eligible for re-appointment.
- 3.4 If the Chair is absent from any meeting of the Committee, the remaining

members of the committee shall choose one of their number to act as Chair for that meeting.

- 3.5 No person may act as Chair of the Committee unless they are also a member of the Trust Board.

4. Governance Professional

- 4.1 The Company Secretary or nominated Governance Professional will ensure that the Committee is provided with the relevant information and papers in a timely manner to enable full and proper consideration to be given to the issues.

5. Voting Arrangements

- 5.1 Each member of the committee shall have one vote which may be cast on matters considered at the meeting. Votes may only be cast by Directors attending the meeting, whether attending virtually or in person.
- 5.2 If a matter that is considered by the committee is one where a member of the committee, either directly or indirectly has a personal interest, that member shall not be permitted to vote on that matter.
- 5.3 Except where they have a personal interest, the Chair of the Committee shall have a casting vote.

6. Frequency of Meetings

- 6.1 The Committee shall meet as often as is necessary to fulfil its responsibilities but at least three (3) times per year at appropriate intervals. Additional meetings may be called as and when required.

7. Notice and Minutes

- 7.1 Meetings of the Committee shall be convened by the Governance Professional at the request of any of its members or at the request of the Chair if they consider it necessary.
- 7.2 The Governance Professional will normally circulate the agenda and papers for meetings at least five (5) working days before the date of the meeting.
- 7.3 The Governance Professional shall minute the proceedings and decisions of all meetings of the committee, including recording the names of those present and those in attendance.
- 7.4 Draft minutes of the meeting will be circulated promptly. Once approved by the Chair, minutes will be circulated to all other members of the committee unless it would be inappropriate to do so in the opinion of the Chair or Company Secretary.
- 7.5 The Governance Professional shall maintain a record of matters arising and minutes from the proceedings, in addition to a summary slide, and distribute these to all relevant members of the Board and Executive Team.

8. Authority

- 8.1 The Trust Board has delegated the powers, authorities and discretions as set out in these Terms of Reference and the Scheme of Delegation.
- 8.2 The committee may sub-delegate (unless expressly prohibited by the Board) some of its powers and authorities, including the establishment of sub-committees to analyse particular issues or themes and report back to the committee.
- 8.3 Where there is a disagreement between the Audit and Risk Committee and the Board of Directors which cannot be resolved, report the matter to the Members for further investigation.
- 8.4 The Committee has authority to investigate any matter relating to financial reporting, internal control, or risk management. It also has authority to:
 - (a) seek any information it requires from any Director, Officer or Employee of the Trust in order to perform its duties; obtain, at the Trust's expense, appropriate external professional advice, and if necessary, invite external advisors with relevant experience to attend meetings of the committee; and
 - (b) call any employee to be questioned at a meeting of the committee as and when required

9. Other Matters

- 9.1 The Committee shall:
 - (a) have access to sufficient resources in order to carry out its duties, including access to the Company Secretary for assistance, as required
 - (b) be provided with appropriate and timely training, both in the form of an induction programme for new members and on an ongoing basis for all members
 - (c) oversee any investigation of activities which are within its terms of reference
 - (d) work and liaise as necessary with the Board and all committees of the Board; and
 - (e) arrange for periodic reviews of its own performance and, at least annually, review its constitution and terms of reference to ensure that it is operating at maximum effectiveness.

10. Reporting Procedures

- 10.1 The Chair of the Committee shall report to the Trust Board after each meeting via summary slide.
- 10.2 The Committee will prepare an annual report to the Trust Board for the academic year which will detail:
 - (a) Any significant events up to the date of preparation of the report and include:
 - (b) Risk management control and governance
 - (c) Economy, efficiency, and effectiveness
 - (d) A summary of the work and performance undertaken during the academic year

Audit and Risk Committee

Terms of Reference (Schedule)

Governance and Structure	Finance; People; Places	Standards; Curriculum; Impact	Safeguarding
Schedule (reflecting the Scheme of Delegation)			
SoD reference	Responsibility	Action	Definition
1.16a	Appointment of Chair of Board Sub-Committee (Source: Articles 101; Protocol 1.16)	APPROVE	Annually APPROVE the nominated and elected Chair of LGC Sub-Committee
1.28	Terms of Reference for a Trust Board Sub Committee (source: 101 Articles, 4.3.6 ATGG, A&R ToR, F&R ToR, P&P ToR, Ed Stds, ToR, LGC ToR)	ENDORSE	Annually review and ENDORSE the Terms of Reference for a Trust Board Sub Committee
1.30	Trust Wide insurance (source: MFA 4.7; ATH 2.37-2.39; ATGG 6.7; RPA)	Refer to Section 2.62	
1.31	Conflicts of Interest (source: Articles 97- 98A; ATH 1.45-1.48, 5.35-5.43, ATGG 4.3.8, 6.5 - 6.6)	MONITOR	MONITOR the conflicts of interest that are outside the Conflict-of-Interest policy guidance.
1.36	Mandatory Trust-Wide policies and directives (source: ATH 2.41; Protocol 1.7; ATGG Policy guidance)	ENDORSE	Review and ENDORSE mandatory policies related to the Audit and Risk Committee
1.38	Trust Equality Objectives (source: MFA 1.18, 2.26a, TQD)	ENDORSE	Review and ENDORSE the Trust Equality Objectives on no more than a three-year cycle.
1.40	Data Protection and GDPR (source: ICO regulations, DPA 2018 GDPR regulations 2018, FOI 2000, ATGG 7.9)	ACTION	Comply with Data Protection and GDPR regulations
2.19	Annual Reports and Accounts (source: Articles 130, MFA 4.18-4.23, ATH 1.35, 4.1-4.4, 4.12-4.13; Protocol 10)	ENDORSE	ENDORSE the annual report and accounts and recommend to the Board for approval.
2.20a	Appointment of External Auditors (source: Articles 131 ATH 4.5, Companies Act 2006, MFA 4.20-4.23; Protocol 10.2)	ENDORSE	ENDORSE the appointment of Auditors and recommend to the Board (no more than every five years)
2.20b	Engagement letter of the Auditor (source: 4.7, 4.10 ATH, 4.20 - 4.21 MFA; Protocol 10)	APPROVE	APPROVE the engagement letter of the Auditor
2.20c	Appointment of Internal Auditors (source: Articles 131; ATH 3.5; MFA 4.20)	ENDORSE	ENDORSE the appointment of the Internal Auditor and recommend to the Board for approval
2.21	Audit Programme (source: 4.21-4.23 MFA, 2.6,2.7, 3.4, 3.8, 3.12, ATH, TQD)	ENDORSE	ENDORSE the internal and external Audit programme and recommend to the Board for approval
2.22a	Audit Reports (source: 131 Articles, 3.14, 4.15, ATH 4.18 MFA)	MONITOR	MONITOR reports from the Auditors and responses from Executive/ School
2.22b	Complete FVS (source ATH 6.1)	NOTE	NOTE LGC completion of FVS
2.33	Modern Slavery Statement (Gov.uk)	ENDORSE	ENDORSE the Modern Slavery Statement and recommend to the Board for approval

2.53a	Staff wellbeing, workload and working conditions (source: TQD, 5.4 ATGG)	MONITOR	MONITOR the wellbeing and working conditions of staff
2.57a	Trust Risk Register and Business Continuity Plan (source: ATH 2.6,2.7, 2.35; TQD, ATGG 6.4; Protocol 10.6, 22)	ENDORSE	ENDORSE the risk register and business continuity plan for the Trust on an annual basis and recommend to the Board for approval
2.57b	School Risk Register and Business Continuity Plan (source: ATH 2.6,2.7, 2.35; TQD, ATGG 6.4; Protocol 10.6, 22)	MONITOR	MONITOR the risk register and business continuity plan for the schools on an annual
2.59	Health and Safety, Annual reports including accident reporting (source ATH 1.13, 1.17-2.16; ATGG 7.6; Protocol 10.2)	ENDORSE	ENDORSE the Health and Safety report for the Trust on an annual basis and recommend to the Board for the approval
2.62	Ensure adequate insurance (source: MFA 4.7; ATH 2.37-2.39; ATGG 6.7, RPA)	ENDORSE	ENDORSE the insurance arrangements for the Trust ensuring all requirements are considered.



Appendix A: Terms of Reference: A3: Finance and Resources Committee



Terms of Reference

Finance and Resources Committee

- 1.1 The Board of Directors ('Trust Board'), in accordance with Article 100b of the Trust Articles, has established a committee of the Trust Board, to be known as the Finance and Resources Committee ('the Committee')

2. The Committee will:

- 2.1 Ensure due diligence and probity in matters of finances and resourcing within the Trust ensuring it fulfils its delegated authority regarding financial scrutiny and oversight.
- 2.2 Ensure efficient use of resources and accountability, having particular regard for the effective use of public funding and the protection of the resources and estates of the Archdiocese of Southwark.
- 2.3 Pursue best practice in all such matters and follow policy and have regard to the guidance of government and its agencies, the Church and other bodies and organisations having relevant responsibilities for academies.
- 2.4 Be responsible for the matters set out in the Schedule.

3. Constitution, Membership and Quorum

- 3.1 The committee shall have a minimum of three (3) Directors and is not subject to any maximum.
- 3.2 The committee may appoint other members to the committee from time to time.
- 3.3 The quorum for committee meetings shall be three (3) Directors.
- 3.4 The Chair of the Committee may invite attendance at meetings of persons who are not Directors or committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.
- 3.5 Any Director shall be able to participate in meetings by telephone or video conference provided that:
 - a) They have given notice of their intention to do so detailing the telephone number on which they can be reached and/or appropriate details of the video conference from which they shall be taking part at the time of the meeting at least 48 hours before the meeting; and

- 3.6 They have access to appropriate equipment. If after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference the meeting may still proceed with its business provided that it is otherwise quorate.

4. Appointment of Chair

- 4.1 At the first meeting of the committee each Trust year, the members of the committee shall appoint a Chair from among the directors.
- 4.2 The Chair shall hold office for one (1) year, and until the first meeting of the committee of each Trust year.
- 4.3 At the end of the term of office, the Chair shall be eligible for re-appointment.
- 4.4 If the Chair is absent from any meeting of the committee, the remaining members of the committee shall choose one of their number to act as Chair for that meeting.
- 4.5 No person may act as Chair of the Committee unless they are also a member of the Trust Board.

5. Governance Professional

- 5.1 The Company Secretary or their nominee, shall act as the Governance Professional and will ensure that the committee is provided with the relevant information and papers in a timely manner to enable full and proper consideration to be given to the issues.
- 5.2 The Governance Professional shall maintain a record of matters arising and minutes from the proceedings, in addition to a summary slide, and distribute these to all relevant members of the Board and Executive team.

6. Voting Arrangements

- 6.1 Each member of the committee shall have one vote which may be cast on matters considered at the meeting. Votes may only be cast by directors attending the meeting, whether attending virtually or in person.
- 6.2 If a matter that is considered by the committee is one where a member of the committee, either directly or indirectly has a personal interest, that member shall not be permitted to vote on that matter.
- 6.3 Except where they have a personal interest, the Chair of the Committee shall have a casting vote.

7. Frequency of Meetings

- 7.1 The committee shall meet as often as is necessary to fulfil its responsibilities but at least three (3) times per year at appropriate intervals.

8. Notice and Minutes

- 8.1 Meetings of the committee shall be convened by the Governance Professional at the request of any of its members or at the request of the Chair if they consider it necessary.
- 8.2 The Governance Professional will normally circulate the agenda and papers for meetings at

least five (5) working days before the date of the meeting.

8.3 The Governance Professional shall minute the proceedings and decisions of all meetings of the committee, including recording the names of those present and those in attendance.

8.4 Draft minutes of the meeting will be circulated promptly. Once approved by the Chair, minutes will be circulated to all other members of the committee unless it would be inappropriate to do so in the opinion of the Chair or Company Secretary.

9. Authority

9.1 The Trust Board has delegated the powers, authorities and discretions as set out in this Terms of Reference and the Scheme of Delegations.

9.2 The committee may sub-delegate (unless expressly prohibited by the Board) some of its powers and authorities, including the establishment of sub-committees to analyse particular issues or themes and report back to the committee.

9.3 Where there is a disagreement between the Finance and Resources Committee and the Board of Directors which cannot be resolved, report the matter to the Members for further investigation.

9.4 The committee has authority to investigate any matter relating to financial reporting or internal control and risk management. It also has authority to:

- (a) seek any information it requires from any Director, Officer or Employee of the Trust in order to perform its duties
- (b) obtain, at the Trust's expense, appropriate external professional advice, and if necessary, invite external advisors with relevant experience to attend meetings of the committee; and
- (c) call any employee to be questioned at a meeting of the committee as and when required

10. Other Matters

10.1 The committee shall:

- (a) have access to sufficient resources in order to carry out its duties, including access to the Company Secretary for assistance, as required
- (b) be provided with appropriate and timely training, both in the form of an induction programme for new members and on an ongoing basis for all members
- (c) oversee any investigation of activities which are within its terms of reference
- (d) work and liaise as necessary with the Board and all Committees of the Board; and
- (e) arrange for periodic reviews of its own performance and, at least annually, review its constitution and terms of reference to ensure that it is operating at maximum effectiveness.

11. Reporting Procedures

11.1 The Chair of the Committee shall report to the Trust Board after each meeting via summary slide.

11.2 The Committee will prepare an annual report to the Trust Board for the accounting year

which will detail:

- a. Any significant events up to the date of preparation of the report and include:
 - (a) Variations from approved budgets;
 - (b) Future financial pressures
- b. A summary of the work and performance undertaken during the academic year; and
- c. Its proposed plan of work for the forthcoming year.

Finance and Resources Committee

Terms of Reference (Schedule)

Governance and Structure		Finance; People; Places		Standards; Curriculum; Impact		Safeguarding	
Schedule (reflecting the Scheme of Delegation)							
SoD Reference		Responsibility		Action	Definition		
1.28		Terms of Reference for a Trust Board Sub Committee (source: Articles 101; ATGG 4.3.6)		ENDORSE	ENDORSE, on an annual basis, the Terms of Reference for the Finance and Resources Committee and recommend to the Board for approval		
1.30		Trust Wide insurance (source: 2.37,2.38 ATH, 4.7 MFA, F&R ToR)		Refer to section 2.62			
1.31		Conflicts of Interest (source: Articles 97- 98A; ATH 1.45-1.48, 5.35-5.43, ATGG 4.3.8, 6.5 - 6.6)		MONITOR	MONITOR conflicts of interest and report to the Board on any areas of concern in line with the Conflict-of-Interest Policy.		
1.36		Mandatory Trust-Wide policies and directives (source: ATH 2.41;Protocol 1.7; ATGG Policy guidance)		ENDORSE	Review and ENDORSE mandatory policies related to the Finance and Resources Committee		
1.40		Data Protection and GDPR (source: 7.9 ATGG)		ACTION	Take ACTION to comply with Data Protection and GDPR regulations		
2.01a		Overall Trust Budget and three-year plan (source: Articles 105aa, ATH 2.4, 2.8, 2.10-2.12, 4.9; TQD, ATGG 7.5.1; Protocol 10.1, 10.3)		ENDORSE	ENDORSE the overall Trust budget and recommend to the Board for APPROVAL		
2.01b		Monitor the overall Trust Budget (source: ATH 2.5, 2.12, 2.20-2.22, 5.30; ATGG 7.5.1; TQD; Protocol 10.7)		MONITOR	MONITOR the annual Trust budget, raising any concerns to the Board.		
2.02a		Trust Office Central Budget (source: 4.9 MFA, 2.8 ATH,TQD)		ENDORSE	ENDORSE the Office Central Budget and recommend to the Board for APPROVAL		
2.02b		Monitor Trust Office Central Budget (source: ATH 2.8; TQD; Protocol 10.7)		MONITOR	MONITOR the annual Trust budget, raising any concerns to the Board.		
2.03a		Annual School Budget and three-year plan (source: Articles 105aa; MFA 4.9; ATH 2.4, 2.5; Protocol 10.3)		ENDORSE	APPROVE each school's annual budget and three-year forecast.		
2.03b		Monitor School Budget (source: 4.9 MFA, 2.4, 2.5, 2.9, 2.18 ATH)		MONITOR	MONITOR each school's annual budget recommend amendments or ACTIONS to school where necessary.		
2.04		Partnership Cost Contribution (source: Articles 94, ATH 5.29-5.30)		ENDORSE	ENDORSE the PCC and recommend to Board for APPROVAL		
2.05		Comply with Department for Education Guidance (source: MFA 4.1-4.2, ATH 4.8,5.18,5.60)		MONITOR	MONITOR the completion of reporting to the DfE as per legislation and guidance		
2.07		Change in Year End position exceeding £25,000 (Primary only) (source: MFA 4.14, Finance Regulations)		APPROVE	APPROVE the variance in year-end position		
2.08		Change in Year End position exceeding £100,000 (secondary only) (source: 4.9b MFA, 10.21, Finance Regulations)		APPROVE	APPROVE the variance in year-end position		

2.09	Revenue Expenditure under £25,000 (Primary only) (source: ATH 5.2, 5.60, Finance Regulations)	MONITOR	MONITOR revenue expenditure over £25k per school.
2.10	Revenue Expenditure under £50,000 (secondary only) (source: 5.2 ATH, 5.2, Finance Regulations)	MONITOR	MONITOR revenue expenditure over £50k per school.
2.11	Revenue Expenditure above £50,000 (source: 5.2, 5.3, 5.55 ATH, Finance Regulations)	APPROVE	APPROVE revenue expenditure over £100k (after gaining permission from the Department for Education)
2.12	Capital Expenditure over £2,000 via Statlog (source: Protocols 11)	NOTE	NOTE the Estate Management Plan for the school in relation to the Estate management flowchart and Statlog
2.15	Petty Cash (source: ATH 5.3, Finance Regulations)	APPROVE	APPROVE Petty Cash above £500
2.16	Leasing/Hire Agreements (e.g. vehicle leasing, photocopiers, IT equipment) (source: ATH 2.24-2.26, 5.27, Finance Regulations)	APPROVE	APPROVE leasing/hire agreements above of the value £1m and above
2.17b	Capital Grants (Trust level) (source: MFA 3.5-3.11; Protocol 11.6)	APPROVE	APPROVE any capital grant/project
2.18	Capital works (School level) (source: Protocol 11)	NOTE	NOTE the completion of capital work (school level) from school summary slide and school accounts.
2.19	Annual Reports and Accounts (source: Articles 130; MFA 4.18-4.23; ATH 1.35 4.1-4.4, 4.12-4.13; Protocol 10)	ENDORSE	ENDORSE the Annual Report and Accounts and recommend to the Board for approval.
2.22a	Audit Reports (source: 131 Articles, 3.14, 4.15, ATH 4.18 MFA)	NOTE	NOTE audit reports from executive team and school
2.22b	Complete FVS (source ATH 6.1)	NOTE	NOTE FVS report from LGC
2.23	Expenses (source: MFA 3.12c; ATH 5.36)	Refer to Trust Expenses Policy	
2.24	Reserves (source: MFA 4.14-4.15; ATH 2.8, 5.29- 5.32, TQD)	Refer to Trust Reserves and Donated Funds Policy	
2.25	Donations (source: MFA 2.15)	Refer to Trust Reserves and Donated Funds Policy	
2.27a	Implementation of Contracts over £25,000 in total or in aggregate (Primary only) (source: 94 Articles, ATH 2.24-2.25, Finance regulations)	APPROVE	APPROVE all contracts in the threshold limit.
2.28b	Implementation of Contracts over £50,000 in total or in aggregate (secondary only) (source: Articles 94; ATH 2.24-2.25, Finance Regulations)	APPROVE	APPROVE all contracts within the threshold limit
2.28c	Management of Contracts over £50,000 in total or in Aggregate (secondary) (source: 94 Articles, 2.24-2.25 ATH, 9.1 Finance regulations)	MONITOR	MONITOR all contracts within the threshold limit
2.29	Tender and Procurement (source: ATH 2.24-2.25; Protocol 11)	APPROVE	APPROVE the application of Tender and Procurement procedures in line with the ATH, Procurement Act, and the Finance Regulations.
2.30	Related party transactions (over £20,000) (source: 5.35-5.45, 5.5 ATH, 6.6 ATGG)	Refer to Trust Finance Regulations	
2.30a	Related party transactions (source: ATH 5.3-5.4, 5.34-5.42, 5.50; ATGG 6.6)	Refer to Trust Finance Regulations	
2.30b	Theft, Fraud or Irregularity (Finance Regulations)	Refer to Trust Finance Regulations	
2.30c	Guarantees, Letters of Comfort and indemnities (Finance Regulations)	Refer to Trust Finance Regulations	
2.30d	Debt write-off (Finance Regulations)	Refer to Trust Finance Regulations	

2.31	Monitor Management Accounts (source: ATH 2.19 - 2.21)	MONITOR	MONITOR the management accounts on a regular basis to maintain oversight of the Trust financial position.
2.32	School Catering (Gov.uk Food Standards)	MONITOR	ENDORSE the compliant implementation of the Gov.uk Food Standards in schools within the trust including consideration at appointment of contracts and development of wraparound care. Recommend to the Board for approval.
2.43	Setting of Pay levels, including executive pay (source: 2.27-2.28 ATH, 2.5 MFA, 5.5 ATGG; Protocol 3.13, 3.14)	Refer to Trust Pay Policy	
2.46	Settlement Agreements from £50,001 (source: MFA 4.31- 4.32; ATH 5.7-5.15, Finance Regulations)	APPROVE	APPROVE the entering into any settlement agreement (COTs) or employment tribunal awards. Refer to DFE prior to approval where required.
2.47	Performance Management of Headteacher / Deputy Headteacher / Business Manager (source: Protocol 3.2, 3.15, 3.16)	Refer to Trust Appraisal Policy	
2.49c	Recruitment of staff outside of budget (source: MFA 2.5; Protocol 3.1, 3.6, 3.13, 3.14)	APPROVE	APPROVE recruitment of Trust Office Staff outside of Trust Office Budget
2.52a	Disciplinary and Grievances (source: Articles 105b; Protocol: 3.4, 3.8, 3.9)	Refer to Trust Disciplinary & Grievance, & Code of Conduct Policy	
2.52b	Appeals (source: 105b Articles; Protocol 3.8, 3.9)	Refer to Trust Disciplinary & Grievance Policy	
2.57	Health and Safety, Annual reports including accident reporting (source: ATH 1.13, 1.17-1.19; ATGG 7.6; Protocol 10.2)	NOTE	NOTE the Health and Safety report for the Trust on an annual basis.
2.58	Estates Management (source: ATH 1.13, 1.19- 1.26; CSA, 7.14.3 ATGG; Protocol 6.4, 11)	ENDORSE	ENDORSE the buildings and asset management planning arrangements having due regard to all relevant guidance and advice.
2.59	Lettings (source: ATH 1.13, 1.19- 1.26; ATGG 7.15.1, 7.15.2; Protocol 18)	ACTION	Take ACTION by discussing with the Diocese, the granting of a lease of land.
2.60	Ensure adequate insurance (source: MFA 4.7; ATH 2.37-2.39; ATGG 6.7, RPA; Protocol 18.3)	ENDORSE	ENDORSE the Trust wide insurance and the appointment of the trust wide insurance broker. Recommend to the Board for approval.
2.61	Acquisition or Disposal of Land (source: 4.27-2.28 MFA, 5.23 ATH)	ACTION	Take ACTION by discussing with the Diocese, the acquisition or disposal of freehold land
2.63	Admissions (source: Protocol 8; ATGG 7.1)	ENDORSE	ENDORSE any change to PAN within a school either temporary or permanent following consultation with the diocese and local authority.



Appendix A: Terms of Reference: A4: Education Standards Committee



Terms of Reference Education Standards Committee

1. Purpose

- 1.1 The Board of Directors ('Trust Board'), in accordance with Article 100b. of the Trust Articles, has established a committee of the Trust Board, to be known as the Education Standards Committee ('the Committee')
- 1.2 The Committee shall be responsible for the matters set out in the Schedule.

2. Constitution, Membership and Quorum

- 2.1 The Committee shall have a minimum of three (3) Directors and is not subject to any maximum. The majority of Committee members must be Directors of the Trust Board.
- 2.2 The Committee may appoint other members to the Committee from time to time.
- 2.3 The quorum for committee meetings shall be three (3) Directors.
- 2.4 The Chair of the Committee may invite attendance at meetings of persons who are not Directors or Committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.
- 2.5 Any Director shall be able to participate in meetings by telephone or video conference provided that:
 - (a) They have given notice of their intention to do so detailing the telephone number on which they can be reached and/or agreed appropriate details of the video conference from which they shall be taking part at the time of the meeting at least 48 hours before the meeting; and
 - (b) They have access to appropriate equipment. If after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference, the meeting may still proceed with its business provided that it is otherwise quorate.

3. Appointment of Chair

- 3.1 At the first meeting of the Committee each Trust year, the members of the Committee shall appoint a Chair from among the directors.
- 3.2 The Chair shall hold office for one (1) year, and until the first meeting of the committee of each Trust year.
- 3.3 At the end of the term of office, the Chair shall be eligible for re-appointment.

- 3.4 If the Chair is absent from any meeting of the Committee, the remaining members of the Committee shall choose one of their number to act as Chair for that meeting.
- 3.5 No person may act as Chair of the Committee unless they are also a member of the Trust Board.

4. The Governance Professional

- 4.1 The Company Secretary or nominated Governance Professional will ensure that the Committee is provided with the relevant information and papers in a timely manner to enable full and proper consideration to be given to the issues.

5. Voting Arrangements

- 5.1 Each member of the committee shall have one vote which may be cast on matters considered at the meeting. Votes may only be cast by Directors attending the meeting, whether attending virtually or in person.
- 5.2 If a matter that is considered by the committee is one where a member of the committee, either directly or indirectly has a personal interest, that member shall not be permitted to vote on that matter.
- 5.3 Except where they have a personal interest, the Chair of the Committee shall have a casting vote.

6. Frequency of Meetings

- 6.1 The Committee shall meet as often as is necessary to fulfil its responsibilities but at least four (4) times per year at appropriate intervals. Additional meetings may be called as and when required.

7. Notice and Minutes

- 7.1 Meetings of the Committee shall be convened by the Governance Professional at the request of any of its members or at the request of the Chair if they consider it necessary.
- 7.2 The Governance Professional will normally circulate the agenda and papers for meetings at least five (5) working days before the date of the meeting.
- 7.3 The Governance Professional shall minute the proceedings and decisions of all meetings of the committee, including recording the names of those present and those in attendance.
- 7.4 Draft minutes of the meeting will be circulated promptly. Once approved by the Chair, minutes will be circulated to all other members of the committee unless it would be inappropriate to do so in the opinion of the Chair or Company Secretary.
- 7.5 The Governance Professional shall maintain a record of matters arising and minutes from the proceedings, in addition to a summary slide, and distribute these to all relevant members of the Board and Executive Team

8. Authority

- 8.1 The Trust Board has delegated the powers, authorities and discretions as set out in this Terms of Reference and the Scheme of Delegation.
- 8.2 The committee may sub-delegate (unless expressly prohibited by the Board) some of its powers and authorities, including the establishment of sub-committees to analyse particular issues or themes and report back to the committee.
- 8.3 Where there is a disagreement between the Education Standards Committee and the Board of Directors which cannot be resolved, report the matter to the Members for further investigation.
- 8.4 The committee has authority to investigate any matter relating to school improvement or standards of education. It also has authority to:
- seek any information it requires from any Director, Officer, or Employee of the Trust in order to perform its duties;
 - obtain, at the Trust's expense, appropriate external professional advice, and if necessary, invite external advisors with relevant experience to attend meetings of the committee; and
 - call any employee to be questioned at a meeting of the committee as and when required;

9. Other Matters

9.1 The Committee shall:

- (a) have access to sufficient resources in order to carry out its duties, including access to the Company Secretary for assistance, as required;
- (b) be provided with appropriate and timely training, both in the form of an induction programme for new members and on an ongoing basis for all members;
- (c) oversee any investigation of activities which are within its terms of reference;
- (d) work and liaise as necessary with the Board and all committees of the Board; and
- (e) arrange for periodic reviews of its own performance and, at least annually, review its constitution and terms of reference to ensure that it is operating at maximum effectiveness.

10. Reporting Procedures

- 10.1 The Chair of the Committee shall report to the Trust Board after each meeting via summary slide.
- 10.2 The Committee will prepare an annual report to the Trust Board for the accounting year which will detail:
- (a) Any significant events up to the date of preparation of the report;
 - (b) A summary of the work and performance undertaken during the academic year; and
 - (c) Its proposed plan of work for the forthcoming year;
 - (d) The Committee shall review these terms at least annually and recommend any changes to the Board.

Education Standards Committee Terms of Reference (Schedule)

Governance and Structure	Finance; People; Places	Standards; Curriculum; Impact	Safeguarding
Schedule (reflecting the scheme of delegation)			
SoD Reference	Responsibility	ACTION	Definition
1.04b	Character, Mission and Ethos of the School (source: Articles 5A; TQD; ATGG 2.1.1; Protocol 1.14, 1.22)	APPROVE	APPROVE the religious and educational character, mission, and ethos of Trust schools by ensuring strategy: - Establishes what is required to provide the best possible safeguard for Church Academies - Preserves the ability of the Diocese to discharge its function under charity and company law
1.05a	Trust Vision and Strategic Objectives (source: ATH 1.10; TQD; ATGG 2.1.1, 3.1)	MONITOR	MONITOR the Trust Vision and Strategic Objectives via reports from the CEO and Executive Directors
1.16a	Appointment of Chair of Board Sub-Committee (source: Articles 101; Protocol 1.16)	APPROVE	APPROVE the appointment of the Chair of the Sub-Committee on an annual basis.
1.28	Terms of Reference for a Trust Board Sub Committee (source: Articles 101; ATGG 4.3.6)	ENDORSE	Annually review and ENDORSE the Terms of Reference for the Education Standards Committee.
1.31	Conflicts of Interest (source: Articles 97- 98A; ATH 1.45-1.48, 5.35-5.43, ATGG 4.3.8, 6.5 - 6.6)	MONITOR	MONITOR the declared/accepted conflicts of interest that are outside the Conflict-of-Interest policy guidance
1.34	Develop Pupil, Parent, Staff Voice (source: TQD; Protocol 20.3, 20.5)	MONITOR	MONITOR the inclusion of Pupil, Parent and Staff voice as part of the strategy development of the Trust.
1.35	Complaints (MFA 5.1-5.4; ATGG 7.3; Protocol 20)	MONITOR	Review and MONITOR serious complaints, advised by the Co Sec, and escalate to the Trust Board as required.
1.36	Mandatory Trust-Wide policies and directives (source: ATH 2.41; Protocol 1.7; ATGG Policy guidance)	ENDORSE	Review and ENDORSE mandatory policies.
1.38	Trust Equality Objectives (source: MFA 1.18, 2.26a; TQD)	ENDORSE	ENDORSE the Trust Equality Objectives following review of a report from the Executive Directors
1.40	Data Protection and GDPR (source: ATGG 7.9)	ACTION	Take ACTION to comply with Data Protection and GDPR regulations
2.53a	Staff wellbeing, workload and working conditions (source: TQD; ATGG 5.4)	MONITOR	MONITOR the wellbeing, workload and working conditions of the Trust via the reports from the Executive Directors and the safeguarding and wellbeing manager, in conjunction with the annual staff and pupil wellbeing survey and updates
3.01	Annual Report on Standards (source: ATGG 6.2.2)	ENDORSE	ENDORSE the annual report on standards and recommend to the Board for noting
3.02	Standards (termly) (source: ATGG 6.2.2; TQD; Protocol 13)	ENDORSE	ENDORSE the termly report on standards and recommend to the Board for noting
3.03	School Improvement Framework (source: MFA 2.23; TQD, ATGG 6.2.1)	ENDORSE	ENDORSE the school improvement plan for the Trust
3.04	Curriculum (source: MFA 2.21-2.26; TQD; Protocols 12.5, 13, 14, 17)	ENDORSE	ENDORSE the Curriculum Statement of Intent and recommend to the Board for approval
3.06	Trust Curriculum Statement of Intent (source: DfE)	ENDORSE	ENDORSE the Curriculum Statement of Intent and recommend to the Board for approval

3.07	Quality of Teaching and Learning (source: TQD)	MONITOR	MONITOR the termly report on the quality of teaching and learning
3.08a	Setting Pupil Achievement Targets (source: MFA 2.28)	APPROVE	APPROVE overall school and Trust targets for pupil progress and attainment for all key stages.
3.08b	Reviewing Pupil Achievement Targets (source: MFA 2.28)	MONITOR	MONITOR the overall school and Trust targets for pupil progress and attainment for all key stages.
3.09	School Performance (source: MFA 2.28-2.30; ATGG 6.2)	MONITOR	MONITOR the performance of schools in the Trust
3.10	British Values (source: MFA 2.26; ATGG 1.1.2)	MONITOR	MONITOR the delivery of fundamental British Values of democracy, rule of law and individual liberty within the Curriculum via reports from the Executive Directors and LGC Summary Slides
3.11	Catholicity (source: Articles 5A a-c; ATGG 1.2, 3.1 - 3.5; Protocols 1.2, 1.14, 12.5, 13.1 14, 15, 16)	MONITOR	MONITOR the CSI outcomes of schools in the Trust. MONITOR the Catholic Life of the schools via the reports from the Executive Directors
3.12	Care for Creation (source: Protocols 12)	MONITOR	MONITOR the implementation of the Care for Creation in trust schools
3.14	Delivery of Careers Guidance (source: MFA 2.27; ATGG 4.3)	MONITOR	MONITOR the delivery of Careers Guidance (secondary only) via feedback from the Lead Director for Careers, updates from the Executive Director (Secondary) and LGC Monitoring reports
3.15	Wellbeing and mental health of pupils (source: ATGG 7.10.2;)	MONITOR	MONITOR the promotion of positive pupil mental health and wellbeing through the delivery of curriculum, behaviour, SEND and safeguarding and feedback from SEND Lead Director and LGC Monitoring forms
3.16	Special Educational Needs and Disability (source: MFA 1.13, 1.20; TQD; ATGG 7.4)	MONITOR	MONITOR updates on progress for SEND pupils. MONITOR SEND priorities as part of regular school improvement reporting, feedback from the SEND Lead Director and LGC Lead Monitoring reports.
3.17	Looked after & previously looked after children (source: MFA 2.4; ATGG 7.4.3)	MONITOR	MONITOR, following the designation of a member of staff with responsibility for LAC and previously LAC, pupil progress in schools
3.18	Behaviour (source: TQD; ATGG 7.11)	MONITOR	MONITOR regular reports on behaviour within schools and refer matters of concern to the Board via summary slide
3.19	Attendance (source: TQD; ATGG 7.2)	MONITOR	MONITOR regular reports on attendance within schools and refer matters of concern to the Board via summary slide
3.20	Suspension (source: ATGG 7.11.1, 7.11.2)	MONITOR	MONITOR reports on suspensions as part of regular reporting sharing with Board via summary slide
3.21	Permanent Exclusion (source: MFA 2.20; ATGG 7.11.2)	MONITOR	MONITOR reports on permanent exclusion as part of regular reporting sharing with Board via summary slide.
3.23a	Pupil Premium outcomes (source: ATGG 7.5.1)	MONITOR	MONITOR performance of pupils eligible for pupil premium and other discrete vulnerable groups.
3.24	Sports Premium (source: ATGG 7.5.1)	MONITOR	MONITOR the management of sports premium in relation to the school improvement plan and subsequent impact on pupils

4.01	Safeguarding (source: ATH 1.14, 6.16; ATGG 7.10; TQD, Protocol 4, 18.3)	MONITOR	MONITOR regular reports from Safeguarding Manager in conjunction with feedback from Safeguarding Lead Director
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Appendix A: Terms of Reference

A5: Pay and Performance Committee



Terms of Reference

Pay and Performance Committee

1. Purpose

- 1.1 The Board of Directors ('Trust Board'), in accordance with Article 100b. of the Trust Articles, has established a committee of the Trust Board, to be known as the Pay and Performance Committee ('the Committee')
- 1.2 The Committee shall be responsible for the matters set out in the Schedule.

2. Constitution, Membership and Quorum

- 2.1 The Committee shall consist of the Chair of the Board and the Chair of each Board Committee.
- 2.2 The Committee may appoint other members to the Committee from time to time, but the Chief Executive Officer and Senior Executive Officers shall not be involved in any decisions as to their own remuneration.
- 2.3 The quorum for Committee meetings shall be three (3) directors.
- 2.4 The Chair of the Committee may invite attendance at meetings from persons who are not Directors or committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.
- 2.5 Any Director shall be able to participate in meetings by telephone or video conference provided that;
 - (a) They have given notice of their intention to do so detailing the telephone number on which he can be reached and/or appropriate details of the video conference from which he shall be taking part at the time of the meeting at least 48 hours before the meeting; and
 - (b) They have access to appropriate equipment if after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference the meeting may still proceed with its business provided that it is otherwise quorate.

3. Appointment of Chair

- 3.1 The Chair of the Trust Board shall be the Chair of the Committee and shall be so for as long as they are Chair of the Trust Board.
- 3.2 If the Chair is absent from any meeting of the Committee, the remaining

members of the Committee shall choose one of their number to act as Chair for that meeting, with the pre-agreement of the Chair of the Trust Board.

4. Governance Professional

- 4.1 The Company Secretary or their nominee, shall act as the Governance Professional and will ensure that the committee is provided with the relevant information and papers in a timely manner to enable full and proper consideration to be given to the issues.

5. Voting Arrangements

- 5.1 Each member of the committee shall have one vote which may be cast on matters considered at the meeting. Votes may only be cast by directors attending the meeting whether attending virtually or in person.
- 5.2 If a matter that is considered by the committee is one where a member of the committee, either directly or indirectly has a personal interest, that member shall not be permitted to vote on that matter.
- 5.3 Except where they may have a personal interest, the Chair of the Committee shall have a casting vote.

6. Frequency of Meetings

- 6.1 The Committee shall meet as often as is necessary to fulfil its responsibilities but at least once (1) per year. Additional meetings may be called as and when required.

7. Notice and Minutes

- 7.1 Meetings of the Committee shall be convened by the Governance Professional at the request of any of its members or at the request of the Chair if they consider it necessary.
- 7.2 The Governance Professional will normally circulate the agenda and papers for meetings at least five (5) working days before the date of the meeting.
- 7.3 The Governance Professional shall minute the proceedings and decisions of all meetings of the Committee, including recording the names of those present and those in attendance.
- 7.4 Draft minutes of the meeting will be circulated promptly. Once approved by the Chair, minutes will be circulated to all other members of the Committee unless it would be inappropriate to do so in the opinion of the Chair or the Company Secretary.
- 7.5 The Governance Professional shall maintain a record of matters arising from the proceedings and distribute these with the minutes, to all relevant members of the Board and Executive Team.

8. Authority

- 8.1 The Trust Board has delegated the powers, authorities and discretions as set out in this Terms of Reference and the Scheme of Delegation.
- 8.2 The committee may not sub-delegate its powers and authorities or establish any sub- committee.
- 8.3 The committee has authority to investigate any matter relating to pay and performance of the Executive Director or Senior Executive Officer. It also has authority to:
 - (a) seek any information it requires from any Director, Officer or Employee of the Trust in order to perform its duties;
 - (b) obtain, at the Trust's expense, appropriate external professional advice, and if necessary, invite external advisors with relevant experience to attend meetings of the Committee; and
 - (c) call any employee to be questioned at a meeting of the Committee as and when required;

9. Other Matters

- 9.1 The Committee shall;
 - (a) have access to sufficient resources in order to carry out its duties, including access to the Company Secretary for assistance, as required;
 - (b) be provided with appropriate and timely training, both in the form of an induction programme for new members and on an ongoing basis for all members;
 - (c) oversee any investigation of activities which are within its terms of reference;
 - (d) work and liaise as necessary with the Board and all Committees of the Board; and
 - (e) arrange for periodic reviews of its own performance and, at least annually, review its constitution and terms of reference to ensure that it is operating at maximum effectiveness.

10. Reporting Procedures

- 10.1 The Chair of the Committee shall report to the Trust Board after each meeting via summary slide.
- 10.2 The Committee will prepare an annual report to the Trust Board for the academic year which will detail:
 - (a) Any significant events up to the date of preparation of the report
 - (b) A summary of the work and performance undertaken during the academic year; and
 - (c) Its proposed plan of work for the forthcoming year.

Pay and Performance Committee

Terms of Reference (Schedule)

Governance and Structure		Finance; People; Places		Standards; Curriculum; Impact		Safeguarding	
SoD reference		Responsibility		Action	Definition		
1.12		Appointment of CEO (source: Articles 107; ATH 1.28; TQD; ATGG 5.1; Protocol 3.1, 3.6, 3.7, 3.11, 3.18)		Refer to Section 2.34			
1.16a		Appointment of Chair of Board Sub- Committee (source: Articles 101; Protocol 1.16)					
1.28		Terms of Reference for a Trust Board Sub Committee (source: Articles 101; ATGG 4.3.6)		ENDORSE	Annually ENDORSE the sub-committee terms of reference for the following academic year.		
1.31		Conflicts of Interest (source: Articles 97- 98A; ATH 1.45-1.48, 5.35-5.43, ATGG 4.3.8, 6.5 - 6.6)		MONITOR	MONITOR the declared/accepted conflicts of interest that are outside the Conflict-of-Interest policy guidance		
1.36		Mandatory Trust-Wide policies and directives (source: ATH 2.41;Protocol 1.7; ATGG Policy guidance)		ENDORSE	Review and ENDORSE mandatory policies		
1.40		Data Protection and GDPR (source: ATGG 7.9)		ACTION	Take ACTION to comply with Data Protection and GDPR regulations		
2.06b		Appointment of Chief Financial Officer (ATH 1.39, 1.40)		ENDORSE	ENDORSE the appointment of the Chief Financial Officer		
2.37		Appointment of a Headteacher (source: Articles 105aa, 107; Protocol 3.2 - 3.5, 3.7, 3.11, 3.18)		APPROVE	APPROVE the appointment of the headteacher following the endorsement of the Executive Team and Diocesan representative		
2.38		Appointment of a Deputy Headteacher (source: Articles 105aa, 107; Protocol 3.2 - 3.05, 3.11, 3.18)		APPROVE	APPROVE the appointment of the deputy headteacher following the endorsement of the Executive Team and Diocesan representative		
2.39		Appointment of Head of RE (Secondary) (source: Articles 105aa; Protocol 3.2- 3.5, 3.7, 3.11, 3.18)		APPROVE	APPROVE the appointment of the Head of RE (Secondary) following the endorsement of the Executive Team and Diocesan representative		
2.42		Appointment of any member of staff not in a senior leadership position. (source: Protocol 3.2, 3.5)		Refer to Trust HR Policies			
2.44		Setting of Pay levels, including executive pay (source: 2.27- 2.28 ATH, 2.5 MFA, 5.5 ATGG; Protocol 3.13, 3.14,)		Refer to Trust Pay Policy			
2.45		Disciplinary procedures and /or Dismissal of senior staff (source: Articles 105b; MFA 6.7; Protocol 3.4, 3.8, 3.9)		MONITOR	MONITOR the actions of the Executive team regarding disciplinary procedures or dismissal of senior staff via report the sub-committee from the CEO.		
2.47		Settlement Agreements (f r o m £25,001 up to £49,999 per member of staff) (source: MFA 4.31- 4.32; ATH 5.7-5.15)		APPROVE	APPROVE settlement agreements (from £25,001 up to £49,999) on endorsement of the CEO.		

2.49	Performance Management of Headteacher / Deputy Headteacher / Business Manager (source: Protocol 3.4, 3.15, 3.16)	Refer to Trust Appraisal Policy
2.50	Performance Management of all other staff (source: Protocol 3.15, 3.16)	Refer to Trust Appraisal Policy
2.53a	Staff wellbeing, workload, and working conditions (source: TQD; ATGG 5.4)	MONITOR MONITOR the wellbeing, workload and working conditions of the Trust via the reports from Executive Directors and the safeguarding wellbeing manager.
2.54	Disciplinaries and Grievances (source: Articles 105b; Protocol: 3.8, 3.9)	Refer to Trust Disciplinary, Grievance & Code of Conduct policy
2.55	Appeals (source: 105b Articles; Protocol 3.8, 3.9)	Refer to Trust Disciplinary and Grievance Policy



Appendix A: Terms of Reference

A6: Local Governance Committee (LGC)



Local Governance Committee

Terms of Reference

1. Purpose

- 1.1 The Board of Directors ('Trust Board'), in accordance with Article 100b of the Trust Articles, has established a number of sub-committees of the Trust Board, to be known as Local Governance Committees to help support the Board by informing them on school-related matters.
- 1.2 The Local Governance Committee ('the LGC') shall be responsible for the matters set out in the Schedule and in particular is tasked with providing challenge and support of the Headteacher, overseeing and monitoring 'quality of education and outcome targets, monitoring strategic and financial matters and ensuring that statutory obligations are met.
- 1.3 The Local Governance Committee shall report to the Trust Board promptly after each meeting via summary slide.

2. Clarity of vision, ethos and strategic direction

- 2.1 Working with the Headteacher, ensure that the school has a medium to long term strategy for school improvement, which is consistent with the shared vision and strategy of the Trust, and ensure that there is a plan in place for achieving those strategies (where appropriate).
- 2.2 Request regular updates from the Headteacher on the progress of the work against the school(s) strategic plan/ school improvement plan.
- 2.3 Ensure that all actions undertaken by the Local Governance Committee are consistent with the Trust's policies and procedures.

*Please refer to lead role descriptors for individual responsibilities

3. Constitution, Membership and Quorum

- 3.1 The LGC shall have a minimum of six (6) Committee members and shall not consist of more than twelve (12) Committee Members including the Headteacher.
- 3.2 A majority of Committee members must be Foundation Committee Members (practising Catholics) by a minimum ratio of plus two (2).
- 3.3 The headteacher's catholic status does not count towards the Foundation plus two ratios.
- 3.4 The quorum for LGC meetings shall be three (3) Committee members, with at least two of whom shall be Co-Opt, Parent or Foundation Members.
- 3.5 The Local Governance Committee shall include no more than one (1) Staff Committee Member and two (2) Parent Committee Members at any one time.
- 3.6 The Chair of the LGC may invite standing attendees to the Meeting to present on matters but they shall not be members, and they shall have no voting rights.
- 3.7 Any Committee Member shall be able to participate in meetings by telephone or video conference

provided that;

- They have given notice of their intention to do so detailing the telephone number on which they can be reached and/or appropriate details of the video conference from which they shall be taking part at the time of the meeting at least 48 hours before the meeting; and
- They have access to appropriate equipment: if after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference, the meeting may still proceed with its business provided that it is otherwise quorate.

4. Appointment of Chair and Vice-Chair

- 4.1 At the first meeting of the LGC each academic year, the members shall elect a Chair and Vice Chair from among their number of Foundation Committee Members. The Chair nomination will be reviewed prior to approval by the Trust Board.
- 4.2 The Chair and Vice-Chair shall hold office for one (1) year, and until the first meeting of the LGC of each academic year.
- 4.3 If the Chair and Vice-Chair are absent from any meeting, the remaining members of the LGC shall choose one of their number to act as Chair for that meeting.

5. Clerk

- 5.1 The Clerk to the Committee will ensure that the LGC is provided with the relevant information and papers in a timely manner to enable full and proper consideration to be given to the issues.

6. Voting Arrangements

- 6.1 Each member of the LGC shall have one vote which may be cast on matters considered at the meeting. Votes may only be cast by members attending the meeting whether in attendance virtually or in person.
- 6.2 If a matter that is considered by the LGC is one where a member, either directly or indirectly has a personal/pecuniary interest, that member shall not be permitted to vote on that matter.
- 6.3 Except where they have a personal interest, the Chair of the Committee shall have a casting vote.

7. Frequency of Meetings

- 7.1 The LGC shall meet at least five (5) times per year at appropriate intervals and as agreed in advance. Additional meetings may be called as and when required.

8. Notice and Minutes

- 8.1 Meetings of the LGC shall be convened by the Clerk at the request of any of its members, with the approval of the Chair, or at the request of the Chair if they consider it necessary.
- 8.2 The Clerk will normally circulate the agenda and papers for meetings via GovernorHub at least five (5) working days before the date of the meeting.
- 8.3 The Clerk shall minute the proceedings and decisions of all meetings of the LGC, including recording the names of those present, and those not in attendance.
- 8.4 Draft minutes of the meeting and summary slide will be circulated promptly. Once approved by the Chair, minutes will be circulated to all other members of the LGC unless it would be inappropriate to do so in the opinion of the Chair.
- 8.5 The Clerk shall maintain a record of matters arising from the proceedings and distribute these with the minutes to all relevant members of the Committee.

9. Authority

- 9.1 The Board has delegated the powers, authorities, and discretions to the LGC as set out in this Terms of Reference and the Scheme of Delegation. Delegated powers, authorities and discretions remain with the Local Governance Committee and cannot be delegated further to sub-committees or working parties.
- 9.2 The LGC has authority to investigate any matter relating to the school for which it represents and report back to the Trust Board. It also has authority to:
- seek any information it requires from any Officer or Employee related to a School in order to perform its duties;
 - invite any Employee of the Trust Office to attend meetings of the Local Governance Committee; and
 - escalate any matter of concern to the Trust Board or a Board Committee via the Chief Operating Officer (COO),.

10. Other Matters

- 10.1 The Local Governance Committee shall;
- (a) refer any question that arises, which in the opinion of the Committee, relates to the Catholic nature of the education carried out by the schools, to the Trust Board for determination;
 - (b) have access to sufficient resources in order to carry out its duties, including access to the COO (Company Secretary) for assistance, as required;
 - (c) ensure committee members complete all required mandatory training;
 - (d) be provided with appropriate and timely training, both in the form of an induction programme for new members and on an ongoing basis for all members;
 - (e) oversee any investigation of activities which are within its terms of reference;
 - (f) attend statutory inspections and feedback as required;
 - (g) work and liaise as necessary with the Board and all Committees of the Board; and
 - (h) arrange for periodic reviews of its own performance and, at least annually, review its constitution and terms of reference to ensure that it is operating at maximum effectiveness. The LGC shall review these terms at least annually and recommend any changes to the Board.

Local Governance Committee (LGC)

Terms of Reference (Schedule)

Governance and Structure		Finance; People; Places		Standards; Curriculum; Impact		Safeguarding	
Schedule (reflecting the Scheme of Delegation)							
SoD reference	Responsibility	Action	Definition				
1.02	Charitable Object (source: Articles 4, 45a; ATH 1.12; MFA 1.14; TQD; ATGG 2.2)	MONITOR	Oversee and MONITOR the Charitable object of the Trust and ensure that it is fulfilled at Board level and across the Trust				
1.04b	Character, Mission and Ethos of the School (source: Articles 5Ai; TQD; ATGG 2.1.1; Protocol 1.14, 1.22)	ENDORSE	ENDORSE the religious and educational character, mission, and ethos of Trust schools by ensuring strategy: - Establishes what is required to provide the best possible safeguard for Church Academies - Preserves the ability of the Diocese to discharge its function under charity and company law				
1.05a	Trust Vision and Strategic Objectives (source: ATH 1.10; TQD; ATGG 2.1.1, 3.1)	MONITOR	MONITOR the Trust Vision and Strategic Objectives				
1.05b	School Vision and strategic objectives (source: TQD; ATGG 2.1.1, 3.1)	MONITOR	MONITOR the Trust Vision and Strategic Objectives via reports from the Headteacher				
1.16b	Appointment of Chair of LGC Sub- Committee (source: Articles 101; Protocol 1.16)	ENDORSE	Annually ENDORSE the nominated and elected Chair of LGC Sub-Committee				
1.23	Appointment of Foundation Committee members (source: Articles 102; Protocol 1.13 - 1.22)	MONITOR	MONITOR the diocesan appointment of Foundation LGC members				
1.24	Appointment of Committee Members (other than Foundation) (source: Articles 102; ATGG 4.4.5; Protocol 1.13 - 1.22)	MONITOR	MONITOR the Trust appointment of LGC members (other than Foundation members)				
1.25	Appointment of Lead Roles to a Governance Committee (source: Articles 102; Protocol 12.4, 14.11)	APPROVE	APPROVE the annual appointment of lead roles to a governance committee				
1.26	Annual Skills Audit (source: ATH 1.1, 1.26, 1.27 TQD; Protocols 1.6, 3.11)	ACTION	Take ACTION to complete the annual skills audit				
1.27a	Scheme of Delegation (source: Articles 101)	ACTION	Take ACTION to ensure compliance with the Scheme of Delegation				
1.28	Terms of Reference for a Trust Board Sub Committee (source: Articles 101; ATGG 4.3.6)	NOTE	NOTE the Terms of Reference on an annual basis				
1.29	Completion of and attendance at Statutory inspections (Ofsted, CSI) (source: School Inspection Handbook 56; Protocol 15; ATGG 7.7.2)	ACTION	Take ACTION to comply with requests of the Inspection team and ensure availability for discussion as required.				
1.31	Conflicts of Interest (source: Articles 97- 98A; ATH 1.45-1.48, 5.35-5.43, ATGG 4.3.8, 6.5 - 6.6)	MONITOR	MONITOR the conflicts of interest that are outside the Conflict-of-Interest policy guidance.				

1.33	Engagement with stakeholders (parents, pupils, community, parish, schools) (source: ATH 1.10; Protocol 19)	ACTION	Take ACTION to ensure liaison with the Diocesan Schools Commissioner
1.34	Develop Pupil, Parent, Staff Voice (source: TQD; Protocol 20.3, 20.5)	MONITOR	MONITOR the inclusion of Pupil, Parent and Staff voice as part of the strategy development of the school and Trust.
1.35	Complaints (MFA 5.1-5.4; ATGG 7.3; Protocol 20)	MONITOR	MONITOR and review serious complaints escalated from the Headteacher.
1.36	Mandatory Trust-Wide policies and directives (source: ATGG Policy guidance)	NOTE	NOTE mandatory policies related to the Audit and Risk Committee
1.37	School Specific Policies (source: Protocol 1.7; ATGG Policy guidance)	APPROVE	Review and APPROVE mandatory policies related to the Audit and Risk Committee
1.38	Trust Equality Objectives (source: MFA 1.18, 2.26a; TQD)	MONITOR	MONITOR the Trust Equality Objectives on no more than a three-year cycle.
1.39	School Equality Objectives (source: MFA 1.18 2.26a, TQD)	APPROVE	APPROVE the School Equality objectives via LGC Summary Slides
1.40	Data Protection and GDPR (source: ATGG 7.9)	ACTION	Take ACTION to Comply with Data Protection and GDPR regulations
1.41	Public Affairs and Media (source: Protocol 21, 22.3, 22.4)	NOTE	NOTE proposed statements regarding press releases and social media activity (outside of normal parameters) and refer to Diocese for approval
1.43	School Website (source MFA 2.23, 4.23)	NOTE	NOTE the school website to ensure compliance
2.03a	Annual School Budget and three-year plan (source: Articles 105aa; MFA 4.9; ATH 2.4, 2.5; Protocol 10.3)	ENDORSE	ENDORSE each school's annual budget and three-year forecast.
2.03b	MONITOR School Budget (source: MFA 4.9; ATH 2.4, 2.5, 2.9, 2.18)	MONITOR	MONITOR each school's annual budget recommend amendments or actions where necessary.
2.07	Change in Year End position exceeding £25,000 (Primary only) (source: MFA 4.9)	ENDORSE	ENDORSE the variance in year-end position
2.08	Change in Year End position exceeding £100,000 (secondary only) (source: 4.9b MFA, 10.21 ToR F&R)	ENDORSE	ENDORSE the variance in year-end position
2.11	Revenue Expenditure above £100,000 (source: 5.2, 5.3, 5.55 ATH, 8 ToR F&R)	ENDORSE	ENDORSE expenditure over £100k (after gaining permission from the Department for Education)
2.12	Capital Expenditure over £2,000 via Statlog (source: Protocols 11)	MONITOR	MONITOR the proposed capital expenditure recorded via Statlog
2.17a	Capital Grants (school level) (source: MFA 3.5 - 3.11)	MONITOR	MONITOR any capital grant/project
2.18	Capital Works (school level) (source: Protocol 11)	MONITOR	MONITOR the implementation of any capital grant/project
2.22a	Audit Reports (source: Articles 131; ATH 3.14-3.15, 4.15; MFA 4.18)	ACTION	Take ACTION to support the internal and external Auditors, and completion of School audit outcomes
2.22b	Complete FVS (source 6.1 ATH)	ACTION	Take ACTION to complete the FVS, including Action Plan, within deadline for December review
2.23	Expenses (source: MFA 3.12c; ATH 5.36)	Refer to Trust Expenses Policy	
2.24	Reserves (source: MFA 4.14-4.15; ATH 2.8, 5.29- 5.30, 5.55; TQD)	Refer to Trust Reserves and Donated Funds Policy	
2.25	Donations (source: MFA 2.15)	Refer to Trust Reserves and Donated Funds Policy	
2.26	Contracts up to £10,000 in total or in aggregate (Primary only) (source: 94 Articles, 2.24-2.25 ATH)	APPROVE	APPROVE contracts within the threshold limit

2.27a	Implementation of Contracts over £10,000 in total or in aggregate (Primary only) (source: 94 Articles, 2.24- 2.25 ATH)	ENDORSE	ENDORSE contracts within the threshold limit
2.28a	Implementation of Contracts over £50,000 in total or in aggregate (secondary only) (source: 94 Articles, 2.24-2.25 ATH)	NOTE	NOTE contacts within the threshold limit
2.29	Tender and Procurement (source: ATH 2.24-2.25; Protocol 11.8)	MONITOR	Take ACTION to ensure Tender and Procurement procedures are completed
2.32	School Catering (Gov.uk Food Standards)	MONITOR	Monitor the compliant implementation of Gov.uk Food Standards within school catering and wraparound care.
2.37	Appointment of a Headteacher (source: Articles 105aa, 107; Protocol 3.2 - 3.5, 3.7, 3.11, 3.18)	ACTION	ACTION the appointment of the headteacher following the endorsement of the Executive Team and Diocesan representative
2.38	Appointment of a Deputy Headteacher (source: Articles 105aa, 107; Protocol 3.2 - 3.05, 3.11, 3.18)	ACTION	ACTION the appointment of the deputy headteacher following the endorsement of the Executive Team and Diocesan representative
2.39	Appointment of Head of RE (Secondary) (source: Articles 105aa; Protocol 3.2- 3.5, 3.7, 3.11, 3.18)	ACTION	ACTION the appointment of the Head of RE (Secondary) following the endorsement of the Executive Team and Diocesan representative
2.40	Appointment of RE Lead (Primary) (source: Articles 105aa; Protocol 3.3, 3.5, 3.11, 3.18, 14.6)	ACTION	ACTION the appointment of the Head of RE (Primary) following the endorsement of the Executive Team and Diocesan representative
2.42	Appointment of any member of staff not in a senior leadership position. (source: Protocol 3.2, 3.5)	Refer to Trust HR Policies	
2.43	Removal / Dismissal of member of staff (not senior role)	Refer to Trust HR Policies	
2.44	Setting of Pay levels, including executive pay (source: 2.27- 2.28 ATH, 2.5 MFA, 5.5 ATGG; Protocol 3.13, 3.14,)	Refer to Trust Pay Policy	
2.49	Performance Management of Headteacher / Deputy Headteacher / Business Manager (source: Protocol 3.2, 3.15, 3.16)	Refer to Trust Appraisal Policy	
2.50	Performance Management of all other staff (source: Protocol 3.15, 3.16)	Refer to Trust Appraisal Policy	
2.51a	Recruitment of staff within budget (source: Articles 107; MFA 2.5; Protocol 3.13, 3.14)	NOTE	NOTE the appointment by the headteacher, of staff within budget
2.51b	Recruitment of SLT staff within budget (source: Articles 107; MFA 2.5; Protocol 3.13, 3.14)	NOTE	NOTE the appointment by the headteacher, of staff within budget
2.52	Recruitment of staff outside of budget (source: MFA 2.5; Protocol 3.13, 3.14)	NOTE	NOTE the appointment by the headteacher of staff outside of budget
2.53a	Staff wellbeing, workload and working conditions (source: TQD; ATGG 5.4)	MONITOR	MONITOR the wellbeing and working conditions of staff
2.53b	Induction of staff including formation (source: Protocol 3.1, 3.15- 3.17)	MONITOR	MONITOR the induction of staff to ensure the inclusion of ongoing formation
2.54	Disciplinary and Grievances (source: Articles 105b; Protocol: 3.4, 3.8, 3.9)	Refer to Trust Disciplinary, Grievance & Code of Conduct Policy	
2.55	Appeals (source: 105b Articles; Protocol 3.8, 3.9)	Refer to Trust Disciplinary and Grievance Policy	
2.57b	School Risk Register and Business Continuity Plan (source: ATH 2.6, 2.7, 2.35-2.36; TQD, ATGG 6.4; Protocol 10.6, 22)	ENDORSE	ENDORSE the school risk registers and school BCP's

2.58b	School Crisis management (source: Protocol 22)	NOTE	NOTE the decision of the Board following discussion of crisis management resolution with the Diocese regarding approval of any public facing comment, statement or press release.
2.59	Health and Safety, Annual reports including accident reporting (source: ATH 1.13, 1.17-1.19; ATGG 7.6; Protocol 10.2)	MONITOR	MONITOR the Health and Safety of the school on an annual basis including an annual report to the Trust and detail of accident reporting shared via summary slide.
2.60	Estates Management (source: ATH 1.13, 1.19- 1.26; CSA, 7.14.3 ATGG; Protocol 6.4, 11)	MONITOR	MONITOR the actions of the Trust and the Diocese in relation to Estates Management
2.61	Lettings (source: ATH 1.13,; ATGG 7.15.1, 7.15.2; Protocol 18)	MONITOR	MONITOR Lettings of school premises regularly to ensure the security of the assets of Diocesan land.
2.65	Admissions (source: Protocol 8; ATGG 7.1)	MONITOR	MONITOR the ranking of applications in line with the Appeals Code and Diocesan Protocols prior to sharing with the Local Authority
2.66	School Place planning (including changes to PAN) (source: ATH 2.12; Protocol 6.4, 7, 9)	ACTION	Take ACTION to understand proposals related to admission numbers and changes to PAN.
3.02	Standards (termly) (source: ATGG 6.2.2; TQD; Protocol 13)	MONITOR	MONITOR an annual report on standards
3.03	School Improvement Framework (source: MFA 2.23; TQD, ATGG 6.2.1)	ACTION	ACTION the school improvement framework for the school.
3.04	Curriculum (source: MFA 2.21-2.26; TQD; Protocols 12.5, 13,17)	MONITOR	MONITOR the Curriculum Statement of Intent and recommend to the Board for approval
3.07	Quality of Teaching and Learning (source: TQD)	MONITOR	MONITOR the termly report on the quality of teaching and learning
3.08a	Setting Pupil Achievement Targets (source: MFA 2.28)	ENDORSE	ENDORSE overall school and Trust targets for pupil progress and attainment for all key stages.
3.08b	Reviewing Pupil Achievement Targets (source: MFA 2.28)	MONITOR	MONITOR the overall school and Trust targets for pupil progress and attainment for all key stages.
3.09	School Performance (source: MFA 2.28-2.30; ATGG 6.2)	MONITOR	MONITOR the performance of schools in the Trust
3.10	British Values (source: MFA 2.26; ATGG 1.1.2)	MONITOR	MONITOR the delivery of fundamental British Values of democracy, rule of law and individual liberty within the Curriculum via reports from the Executive Directors and LGC Summary Slides
3.11	Catholicity (source: Articles 5A a-c; ATGG 1.2, 3.1 - 3.5; Protocols 1.2,1.14, 12.5, 13.1 14, 15, 16)	MONITOR	MONITOR the Catholic Life of the schools via the reports from the Executive Directors and the CSI outcomes of schools in the Trust.
3.12	Care for Creation (Protocols 12)	MONITOR	MONITOR the Care for Creation implementation in school
3.13	Withdrawal from Collective worship (source: Protocol 16.4,16.5,16.9)	MONITOR	MONITOR the request for withdrawal from collective worship.
3.14	Delivery of Careers Guidance (source: MFA 2.27; ATGG 4.3)	MONITOR	MONITOR the delivery of Careers Guidance (secondary only) via feedback from the Lead Director for Careers, updates from the Executive Director (Secondary) and LGC Monitoring reports
3.15	Wellbeing and mental health of pupils (source: ATGG 7.10.2;)	MONITOR	MONITOR the promotion of positive pupil mental health and wellbeing through the delivery of curriculum, behaviour, SEND and safeguarding and feedback from SEND Lead Director and LGC Monitoring forms
3.16	Special Educational Needs and Disability (source: MFA 1.13, 1.20; TQD; ATGG 7.4)	MONITOR	MONITOR updates on progress for SEND pupils. MONITOR SEND priorities as part of regular school improvement reporting, feedback from the SEND Lead Director and LGC Lead Monitoring reports.
3.17	Looked after & previously looked after children (source: MFA 2.4; ATGG 7.4.3)	MONITOR	MONITOR, following the designation of a member of staff with responsibility for LAC and previously LAC, pupil progress in schools
3.18	Behaviour (source: TQD; ATGG 7.11)	MONITOR	MONITOR regular reports on behaviour within schools and refer matters of concern to the Board via summary slide
3.19	Attendance (source: TQD; ATGG 7.2)	MONITOR	MONITOR regular reports on attendance within schools and refer matters of concern to the Board via summary slide

3.20	Suspension (source: ATGG 7.11.1, 7.11.2)	ACTION	Take ACTION in understanding decisions taken by the Headteacher and reported to the LGC; share with Board via summary slide
3.21	Permanent Exclusion (source: MFA 2.20; ATGG 7.11.2)	ACTION	Take ACTION in understanding decisions taken by the Headteacher and reported to the LGC; share with Board via summary slide
3.22	Admissions Appeals (source: ATGG 7.1.2; Protocols 8.6)	MONITOR	MONITOR to ensure Admission Appeals are organised in line with the Appeals Code.
3.23a	Pupil Premium outcomes (source: ATGG 7.5.1)	MONITOR	MONITOR performance of pupils eligible for pupil premium and other discrete vulnerable groups.
3.23b	Pupil Premium Allocation (website publication) (source: MFA 2.13)	MONITOR	MONITOR Pupil Premium allocation and ensure published on the school website within legislative deadlines
3.24	Sports Premium (source: ATGG 7.5.1)	MONITOR	MONITOR the management of sports premium in relation to the school improvement plan and the subsequent impact on pupils.
3.25	School Session Times (source: 2.1 MFA)	MONITOR	MONITOR school session times and ensure they meet DfE requirements.
4.01	Safeguarding (source: ATH 1.14, 6.16; ATGG 7.10; TQD, Protocol 4, 18.3)	MONITOR	MONITOR safeguarding policy implementation in school and feedback to the LGC via lead Monitoring role
4.02	Safeguarding Audits (source: ATH 1.14, 6.17)	MONITOR	MONITOR the regular safeguarding audits and reports and feedback to the Board via summary side
4.05	Single Central Register (source: ATH 1.14; MFA 2.2)	MONITOR	Review the MONITORING of the Trust office single central register on a regular basis

**Appendix B:
Trust Board and
Local Governance Committee Members
Code of Conduct**

CODE OF CONDUCT FOR DIRECTORS ('TRUST BOARD') and LOCAL GOVERNANCE COMMITTEE MEMBERS ('LGC MEMBER') OF KENT CATHOLIC SCHOOLS PARTNERSHIP ('THE TRUST')

This Code of Conduct ('Code') sets out the expectations and commitments required from Directors and LGC Members of the Kent Catholic Schools' Partnership Governance Structure.

The Code is built on the seven principles of public life ([Nolan Principles](#)¹) and the Diocese of Southwark Code of Conduct; it may be amended by the Trust Board as required from time to time.

'Canon Law' is the code by which the Catholic Church regulates itself and in the context of this document refers to the Code of Canon Law 1983 and any Particular Law such as legislation of the Bishops' Conference, and directives of the Diocesan Bishop

The Role of the Trust Board

As Trust Board, the overarching responsibility lies in ensuring that we comply with our legal and canonical duty to ensure that the Catholic character of the Trust is preserved and developed, and that this duty permeates everything that the Trust Board does.

Foundation Directors are required to ensure that this objective is achieved. All Directors of the Trust Board have a duty to preserve and develop the Catholic character of the Trust to fulfil the objects set out in its governing documents.

We understand that Foundation Local Governance Committee (LGC) Members are required, as the cornerstone of their role, to ensure this objective is achieved. However, **all** LGC Members have a duty to preserve and develop the Catholic character of the School in order to fulfil the objects set out in its governing documents.

Governance has three core strategic functions:

1. Ensure clarity of Catholic vision, ethos and strategic direction
2. Hold the appropriate senior leadership to account for the educational performance and Catholic character of the School/Trust and its pupils; and for the internal organisation, management and control of the School/Trust, including the performance management of its staff
3. Oversee the financial performance of the School/Trust and make sure its money is well spent.

¹ Respect means politeness and courtesy in behaviour, speech, and in the written word. Debate and having different views are all part of a healthy democracy. As a committee member, you can express, challenge, criticise and disagree with views, ideas, opinions, and policies in a robust but civil manner. You should not, however, subject individuals, groups of people or organisations to personal attack. In return, you have a right to expect respectful behaviour. If you are subject to abuse, intimidation, or threats you are entitled to stop any conversation or interaction in person or online and report them to the Company Secretary

The Trust Board and LGC Members understands that the Catholic Church expects Catholic schools to promote and uphold high standards, including academic standards as an integral part of its educational vision for the holistic education of children and young people.

We understand that Canon 806 §2 requires that Catholic Schools are at least as academically distinguished as other schools in the area and that Directors and LGC Members should be mindful of this requirement in all that they do.

In carrying out our functions we will adhere to the [Seven Nolan Principles of Public Life](#):

- **Selflessness** – acting solely in terms of the public interest and not in order to gain financial or other material benefits for ourselves, our family or our friends
- **Integrity** – taking all steps to not place ourselves under any financial or other obligation to outside individuals or organisations that might seek to influence us in the performance of our official duties
- **Objectivity** – in carrying out public business, being impartial and making choices fairly and on merit
- **Accountability** – acknowledging that we are accountable for our decisions and actions to the public and submitting ourselves to whatever scrutiny is appropriate to our office
- **Openness** – being as open and transparent as possible about all the decisions and actions that we take and giving reasons for our decisions and restricting information only when the wider public interest clearly demands.
- **Honesty** – being truthful in everything we do and declaring any private interests relating to our public duties and taking steps to resolve any conflicts arising in a way that protects the public interest
- **Leadership** – at all times promoting and supporting these principles by our leadership and example.

Furthermore, we will abide at all times by the Church's social teaching, which is a rich treasury of wisdom about building a just society, and ensure that our School is imbued with the key themes that are at the heart of Catholic social tradition, namely:

- **Dignity**
- **Solidarity**
- **The common good**
- **The option for the poor**
- **Peace**
- **Care for Creation**
- **The dignity of work and participation**

As Directors/ LGC Members of the Trust Board, we agree to our collective responsibilities as follows:

1. We will preserve and develop the Catholic character of the Trust and all the schools within it. This responsibility will permeate throughout our actions within and through all aspects of the Trust, the schools within it, and the local community.
2. We will ensure that the Trust and its schools are conducted in accordance with its governing documents which includes the provisions of:

- Canon law
3. The Religious Education Directory (RED) and Bishops' statements on religious education
 - Any directives issued by the Diocesan Bishop.
 4. We will conduct the Trust in accordance with its Articles of Association and any scheme of delegation adopted by the Trust, in particular its ethos statement.
 5. We will support and implement policies and procedures of the Archdiocese of Southwark including the Diocesan Bishops policies on education, including but not limited too religious education, and admissions guidance issued by the Archdiocese of Southwark, and the expectations of the Diocesan Bishops issued collectively, specifically the Bishops memorandum on the appointment of teachers in Catholic schools.
 6. We will consider not only the interests of the Trust, but the interests of other Catholic schools, academies and colleges of Catholic education throughout the Diocese.
 7. We will consider carefully how our decisions may affect the community and other schools.
 8. We understand the purpose of Governance within the Trust and our role and the role of senior leadership.
 9. We will actively support and challenge the senior leadership; Set and maintain an ethos of high expectations for everyone in the community of every school, including in the conduct and the professionalism of Governance itself.
 10. Protect, promote and serve the Archdiocese of Southwark in the ministry of our role and in particular in compliance with any diocesan protocols for a committed working relationship between the Archdiocese of Southwark and the Trust.
 11. Promote equality and diversity throughout our organisation, including the Governance operation.
 12. Preserve and develop the character and religious character of the Trust.
 13. Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
 14. Operate and make decisions in the best interests of pupils, informed by the views and needs of our key stakeholders (pupils, parents, staff, local communities and the local authority/authorities).
 15. We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer which includes the promotion of staff wellbeing, we will strive to be an employer of choice.
 16. Follow the Trust's policies and procedures, and the procedures of the Board as set out in relevant legislation, statutory guidance, and the Trust's constitutional documents.
 17. Take responsibility for our self-evaluation, regularly reviewing the Governance performance, constitution, and skillset.
 18. We will attend relevant training including diocesan training, induction training and continuing professional development training, as required by the diocese or religious order.
 19. We accept that we have no legal authority to act individually, except when the Trust Board has given us delegated authority to do so, and therefore we will only speak on behalf of the Trust Board when we have been specifically authorised to do so.
 20. Comply with relevant guidance and legislation and our funding agreement that sets out how we must manage our Trust money and procure goods and services.
 21. We will undertake to discharge our duties as Director's/LGC Members with due care and diligence.
 22. In making or responding to criticism or complaints affecting the School, we will follow the procedures established by the Trust Board.

23. Act with integrity and transparency when making financial decisions and understand that our financial management and decision-making will be scrutinised and audited.
24. We will work to actively identify and manage risks to the Trust.
25. We will uphold the reputation of the schools, diocese, and Catholic education as a whole at all times and to that end carefully consider and monitor our personal use of social media.
26. We accept collective responsibility for all decisions made by the Trust Board or its delegated agents. This means that we will not speak against majority decisions outside the Trust Board/Local Governance Committee.
27. If we have been appointed as a Foundation Committee member, we recognise and accept our responsibilities. By annually confirming our Code of Conduct electronically via GovernorHub, this also confirms our acceptance of the Declaration and Understanding which is attached as [Appendix 2](#) to this Code of Conduct.

Working with others

In all our relationships we shall exercise stewardship and draw on the teachings and example of Jesus Christ in that:

All relationships will be built on the core values of the Gospel based on the Beatitudes summarised as:

- faithfulness and integrity;
 - dignity and compassion; humility and gentleness;
 - truth and justice;
 - forgiveness and mercy;
 - purity and holiness;
 - tolerance and peace;
 - and service and sacrifice.
1. We will comply with Diocesan Protocols for a committed working relationship.
 2. We will ensure that we continually communicate with and, where appropriate, seek support and guidance from the diocesan education service and any education officer appointed by the religious order (if any).
 3. We will strive to work as a team in which constructive working relationships are actively promoted.
 4. We will express views openly, courteously and with *respect*² in all our communications.
 5. We will support the chair in ensuring appropriate conduct both at meetings and at all times.
 6. We will be prepared to answer queries from others in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
 7. We will seek to develop effective working relationships with the diocese, religious order (if any), parish, the senior leadership, staff and parents, pupils, the local authority, other relevant agencies, and the local community.
 8. We will follow the Equality Act 2010, be fair and equitable in all that we do and do not bully harass or discriminate³.

² *Respect means politeness and courtesy in behaviour, speech, and in the written word. Debate and having different views are all part of a healthy democracy. As a committee member, you can express, challenge, criticise and disagree with views, ideas, opinions, and policies in a robust but civil manner. You should not, however, subject individuals, groups of people or organisations to personal attack. In return, you have a right to expect respectful behaviour. If you are subject to abuse, intimidation, or threats you are entitled to stop any conversation or interaction in person or online and report them to the Company Secretary.*

³ *The Advisory, Conciliation and Arbitration Service (ACAS) characterises bullying as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate, or injure the recipient. Bullying might be a regular pattern of*

Commitment to governance

We will:

1. Attend all meetings where possible. Where we cannot attend, we will explain our valid reason and give suitable notice.
2. Understand and accept the time and workload commitments of the role.
3. Understand that work should be shared among Directors / Committee Members and that all are expected to take an active role.
4. Will prepare ahead of meetings, including reading all papers in advance, to ensure we make informed contributions.
28. Will participate in regular pre-arranged school visits in accordance with Trust policies.
5. Will attend any training or development activity needed to ensure the Board/Local Governance Committee (LGC) has a wide range of skills and expertise and will undertake that relevant training and any mandatory training as may be required by law.
6. We will evaluate our effectiveness as a Trust Board/ Local Governance Committee by way of completing a skills audit and a self-evaluation form on an annual basis, we will also ensure that our effectiveness is regularly externally reviewed.
29. We accept that in the interests of transparency, our full names, date of appointment, terms of office, roles, attendance records, relevant business and pecuniary interests, category of Governor (where appropriate) and the body responsible for appointing us, will be published on the Trust/School's website and anywhere else as required by law.

Conflicts of interest

To make sure our Board/Committee take impartial decisions without bias:

1. We will always act in the best interests of the charitable objects set out in the governing documents of the Trust and School.
2. We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the Trust Board's/ LGC Committee business on Governor Hub, and if any such conflicted matter arises in a meeting, we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the Trust/School's website.
3. We will also declare any conflict of interest at the beginning of each meeting and withdraw from the meeting for the relevant items of business should the situation arise.

Publishing information

To ensure our board is transparent and open to the communities we serve, we will make certain information publicly available.

behaviour or a one-off incident, happen face-to-face on social media, in emails or phone calls, happen in the workplace or at work social events and may not always be obvious or noticed by others.

The Protection from Harassment Act 1997 defines harassment as conduct that causes alarm or distress or puts people in fear of violence and must involve such conduct on at least two occasions. It can include repeated attempts to impose unwanted communications and contact upon a person in a manner that could be expected to cause distress or fear in any reasonable person.

Unlawful discrimination is where someone is treated unfairly because of a protected characteristic. Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. They are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

1. We accept that the following information will be published on the Trust/School website to ensure transparency:
 - The structure and remit of the Members, Board of Directors, and Sub-Committees of the Board (where applicable), and the full name of the chair of each one (where applicable)
 - For each Director/LGC Member who has served at any point over the past 12 months:
 - their full name
 - their date of appointment
 - the date when they stepped down, if applicable.
2. We accept that the information about Directors will be published on [Companies House](#)
 - their relevant business and pecuniary interests (including governance roles in other educational institutions).
3. We accept that the approved Board and sub-committee minutes, and any agenda and papers considered at a meeting, will be made available to any interested person on request.

Confidentiality

In the course of our role, we are sometimes privy to sensitive information. We will observe confidentiality when discussing this information, and will not publicly disclose:

1. We will observe confidentiality in all circumstances, in particular in relation to matters concerning specific members of staff or pupils, both inside and outside the school, unless there is a lawful requirement for disclosure.
2. We will exercise the greatest prudence at all times when discussions regarding the business of the Trust or Schools arise outside of Trust Board meetings.
3. We will exercise care and skill when communicating through social media.
4. We will not reveal the details of any Trust Board vote.

Confidential information will never be:

- disclosed to anyone without the relevant authority
- used to humiliate, embarrass, or blackmail others
- used for a purpose other than what it was collected and intended for.

Our commitment to confidentiality does not overrule our duty to report child protection concerns to the appropriate channel where we believe a child is at risk of harm.

5. We will continue to observe confidentiality after we have left office.

Breaches of confidentiality

6. In the event of a breach of confidentiality, we will inform the Chair, Company Secretary, or consult with the Diocese, as soon as possible who will investigate the matter further.

Data protection

1. We will follow the Trust's information security processes and measures and data protection policy when using, storing, sharing, and disposing of personal data.

Our commitment to data protection does not overrule our duty to report child protection concerns to the appropriate channel where we believe a child is at risk of harm.

Personal data breaches

2. We will inform the Trust's data protection officer immediately if we believe that there has been a personal data breach dpo@kcsp.org.uk

Any breach of the agreed terms above will result in action taken as outlined in [Appendix 1](#)

SIGNED: _____

PRINT: _____ **DATE:** /

Approved at Trust Board 15 July 2026: for the academic year 2026-2027

APPENDIX 1: Breaches of the code of conduct

If we suspect a Director/LGC Member has breached the code of conduct, we will follow this procedure:

01. A Member of the Trust Board will determine the investigatory process (if any)
02. A Member of the Trust will hold a meeting with the Director/LGC Member to discuss the issue. The Director/LGC Member can bring a friend to the meeting. Another Director/LGC Member will attend to corroborate any decisions
03. If the situation doesn't improve, or there is another suspected breach, we will take action to improve the issue. This may involve:
04. Further meetings with the Director/LGC Member to reset expectations, based on this code of conduct
05. Support, mentoring or training for the trustee
06. Making sure the Director/LGC Member withdraws from votes connected to any disputes they have been involved in
07. If there is no improvement in the Director/LGC Member behaviour, the Board will vote on a motion to ask the Members to remove them in accordance with sections 168 and 169 of the [Companies Act 2006](#) and the Trust's Articles of Association. This is a last resort and will not be used without the above steps being taken and at the discretion of the Archbishop. Or in the case of a Parent/Staff or Co-Opted Committee member the Chair of the Trust Board will request removal as a Local Governance Committee member.

Director/LGC Member may be **removed** if they:

08. Have acted in a way that is inconsistent with the professional ethos of the Director/LGC Member (including failing to undertake training appropriate to the role, whether or not directed to do so by the board)
09. Have brought or is likely to bring the Trust into disrepute.
10. Have acted to undermine fundamental British Values or the board's commitment or ability to deliver on its Prevent Duty
11. Have been involved in serious misconduct. We will determine what counts as serious misconduct based on the facts of the case, but it will include any actions that compromise the seven principles of public life, if sufficiently serious
12. Have displayed repeated and serious incompetence
13. Have acted in a way that is significantly detrimental to the effective operation of the board, or their actions have interfered with the operational efficiency of the school

***'Bringing the board into disrepute' may include, but is not limited to:**

14. Speaking out publicly against a school or the Trust
15. Being disrespectful to members of the school community
16. Behaving inappropriately in a public forum, such as a PTA meeting or on social media
17. Persistently failing to undertake the training or development they need to contribute effectively to the Governance operation.



APPENDIX 2 : Declaration and Undertaking for Foundation Directors and Foundation LGC Members

ARCHDIOCESE OF SOUTHWARK EDUCATION SERVICE

UNDERTAKING FROM A FOUNDATION GOVERNOR OF AN ACADEMY TRUST COMPANY PURSUANT TO ARTICLE 103 OF THE ARTICLES OF ASSOCIATION

.....SCHOOL

To: The Trustees of the Roman Catholic Archdiocese of Southwark CIO

From:NAME OF FOUNDATION DIRECTOR OR COMMITTEE
MEMBER

I.....as Governor ofSchool Academy Trust Company with registered company number:..... undertake to the Archbishop, the Trustees of the Roman Catholic Archdiocese of Southwark CIO and Directors of the Academy Trust Company to uphold the Objects clause (clause 4) by ensuring the conduct of the Academy is in accordance with (clause 5) of the Academy Trust Company throughout my term as governor of the Academy Trust Company. The Object of the Academy Trust Company is as follows:

- 4(a) The Company's objects ("**the Objects**") are specifically restricted to the advancement of the Catholic religion in the Diocese by such means as the Diocesan Bishop may think fit and proper by, but without prejudice to the generality of the foregoing, the establishing, maintaining, carrying on, managing and developing of Catholic schools in the United Kingdom conducted in accordance with the principles, and subject to the regulations and discipline of the Catholic Church.
- 4(b) Subject to the approval of the Diocesan Bishop, during the period that the objects in 4(a) are being fulfilled and form the majority of the activities of the Company, the advancement of education by the establishing, maintaining, carrying on, managing and developing of schools which are not Catholic in the United Kingdom.

CONDUCT OF THE ACADEMY

- 5 a. Any Academy or Academies established under Clause 4(a) shall be conducted in accordance with:
- i. The teachings, practices and tenets of the Catholic Church;
 - ii. Canon Law and the Trust Deed;

iii.Any diocesan directives for the time being in force.

b. For any Academy or Academies established under Article 4(a):

- i.Religious education is to be in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church;
- ii.Religious worship is to be in accordance with the rites, practices discipline and liturgical norms of the Catholic Church;
- iii.At all times the school is to serve as a witness to the Catholic faith in our Lord Jesus Christ;
- iv.The Company shall regard to any advice issued by the Diocesan Bishop.

c. (i) The Diocesan Bishop shall have the right to advise the Directors:

- 1. On any matter relating to the mission, character, ethos or charism of the education carried out by the Company; and
- 2. Whether any activities being undertaken or proposed to be undertaken on the property of the Trustees are consistent with the Trust Deed.

ii.The Directors shall have regard to any advice provided to them under (c)(i) above.

iii.If any question arises which, in the opinion of the Directors, relates to the Catholic nature of the education carried out by the Company, they shall have the power to refer that question to the Diocesan Bishop for determination.

I undertake to abide by this Memorandum of Understanding, and it is acknowledged that this has the status of a directive issued by the Archbishop.

.....

Signature of Foundation Director/ Foundation LGC Member

.....

Date



Appendix C: Role Descriptor

C1: Chair of the Trust Board



CHAIR OF THE TRUST BOARD ROLE DESCRIPTOR

Overview

The Chair is responsible for ensuring the effective functioning of the Board and has a vital role in setting the highest expectations for professional standards of governance and accountability for the board. (ATH 1.22)

The Chair of the Trust Board supports the Board to fulfil its functions. The Chair ensures that the focus of the Trust Board is on strategy, and the culture of a Trust Board is largely determined by its Chair.

The Chair should facilitate the Trust Board to work as a team to challenge, support and contribute to the strategic leadership of the Trust. As well as leader of the Trust Board, the Chair is also an ambassador, arbitrator, mentor and a coach, the balance of these roles adapted depending on the situation at hand.

Role Purpose

- To uphold the seven Principles of Public life: Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership
- To provide leadership to the Trust Board
- To ensure that the Directors/Members fulfil their functions for the proper governance of the Trust

Leading governance

- To ensure that the Trust Board have a shared sense of purpose
- To ensure that the Trust Board sets a clear vision for the strategy of the Trust and its Schools
- To lead the Trust Board
- To work in partnership with the Members and Trust Board Directors
- To work collaboratively with the Trust central team
- To ensure the Trust Board has the required skills to govern well, and that appointments made, fill skill gaps in consultation with the Chief Operating Officer
- To ensure all members of the Board receive appropriate induction, ongoing training as needed and have a thorough understanding of their role in consultation with the Chief Operating Officer
- To develop a good working relationship with the Vice-Chair, ensuring they are kept fully informed, delegating tasks as appropriate
- To ensure members of the Board act reasonably and in line with the Trust Board's agreed code of conduct
- To ensure that members of the Board feel valued and encourage their development.
- To carry out an annual review of the Trust Board's effectiveness, in consultation with the Chief Operating Officer
- To ensure that there is a plan for succession for the Chair, Vice-Chair and any sub-committee chairs, and that by recommending limits on office, there is always a mix of new and experienced members

The Chair, the Chief Executive Officer, and accountability

- To build a professional relationship with the Chief Executive Officer which allows for honest conversations, acting as a critical friend and ensuring all parties are aware of agenda items for discussion
- To meet regularly with the Chief Executive Officer
- To ensure that there are transparent and effective processes for the recruitment and induction of the Chief Executive Officer
- To meet regularly with the Chief Operating Officer
- To ensure that all Directors focus on their role of monitoring, supporting and challenging and that they receive information which is fit for purpose and are able to hold the Chief Executive Officer to account
- To carry out the Chief Executive Officers performance review, ensuring that appropriate CPD (continuing professional development) is provided
- Where required, represent the Board in its dealings with external partners and be an advocate for the Trust
- To attend Trust functions as appropriate and encourage other Directors to do so
- To ensure that complaints are dealt with and followed in accordance with the Trust Complaint Policy

Leading the Trust Board business

- With the Chief Operating Officer, and Governance Officer, plan for the board meetings, ensuring agendas focus on the Board's key responsibilities and strategic priorities
- Chair meetings effectively and promote an open culture on the Trust Board that enables ideas and discussion to thrive whilst ensuring clear decisions are reached as quickly as possible
- To collaborate with the Chief Operating Officer to establish effective working procedures and sound committee structures
- To ensure that decisions taken at the meetings of the Trust Board in line with delegated authority (Scheme of Delegation), are implemented
- To ensure that the Governance Officer organises and minutes all meetings of the Trust Board including the production of a summary slide
- To ensure the Trust Board appoints a Chief Operating Officer capable of providing advice on the Board's functions and that they are appraised and developed

Board Committees

- The Chair is also the Chair of the Pay and Performance Committee.
- The Chair may attend any other Board Committee from time to time.

Time commitment

As a Charity Trustee, the expectation is that Directors should commit between 15 – 30 days per year, with the Chair of the Board being at the upper end of the time commitment.

The Chair should aim to keep their time commitment below the 30-day limit. However, if the time commitment is proving to be significantly more than 30 days, it may be productive to delegate certain tasks to other members of the Board, or the Chief Operating Officer.



Appendix C: Role Descriptor

C2: Vice- Chair of the Trust Board

VICE CHAIR OF THE TRUST BOARD

ROLE DESCRIPTOR

Overview

The Vice Chair of the Trust Board carries out the Chair's duties in their absence.

The Vice Chair supports the Chair in facilitating the Trust Board to work as a team to challenge, support and contribute to the strategic leadership of the Trust. The Vice Chair is also an ambassador, arbitrator, mentor and coach, and the balance of these roles should be adapted depending on the situation at hand.

Role Purpose

- To uphold the 7 Principles of Public life: Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership
- To provide support and assistance to the Chair in carrying out their responsibilities, acting as a 'critical friend' and sounding board
- Being open to approaches, where appropriate, from other Directors about the judgement of the Chair
- To act with integrity and to avoid any personal conflicts of interest and not to misuse any charity funds or assets
- To act prudently in the financial management of the Trust, avoiding putting any assets, funds or reputation of the Trust at undue risk
- To exercise reasonable care and skill, using personal knowledge and experience to ensure the Trust is well run and efficient; and
- To act responsibly, getting advice from others, including professional advisors, where appropriate

Time commitment

As a Charity Trustee, the expectation is that Directors should commit between 15 – 30 days per year.

The Vice Chair should aim to keep their time commitment below the 30-day limit however if the time commitment is proving to be significantly more than 30 days, it may be productive to meet with the Chair, and the Chief Operating Officer, to delegate certain tasks to other members of the Board.



Appendix C: Role Descriptor

C3: Board Director Lead: Safeguarding



DIRECTOR: SAFEGUARDING LEAD

ROLE DESCRIPTOR

As per paragraphs 78-80 of the KCSIE 2024 the Trust must have an appointed Safeguarding Lead. The Safeguarding lead will strategically monitor safeguarding by working closely with the Chief Executive Officer (DSL) and the Safeguarding and Wellbeing manager of the Trust.

The Safeguarding Lead Director will take responsibility for ensuring the Board of Directors review the effectiveness of safeguarding and the welfare of students within the Trust.

The Safeguarding Lead Director is expected to:

- Keep informed about statutory safeguarding and child protection guidance
- Support the Board to understand safeguarding and child protection matters
- Meet termly with the Trust Safeguarding Officer; Trust Safeguarding Manager and Chief Operating Officer
- Monitor completion of Director/ LGC member annual safeguarding training
- Monitor compliance of the Trust single central record (SCR) three times per year
- Monitor at Board meetings the LGC safeguarding reports
- Where any Ofsted or external visit inspection/audit has taken place, review and monitor the actions set out in the relevant report where they relate to safeguarding
- Attend relevant training as required
- Ensure that regular reports, including the Trust annual reports on Safeguarding are submitted to the Education Standards Committee and the Board for review

The Lead Director of Safeguarding will not:

- Produce a safeguarding report to the Board; this will be done by the Safeguarding manager
- Deal with specific safeguarding incidents; they will be notified when they happen (in general terms)

Mandatory Training required:

- Safeguarding for Governance (The Key) on induction via Governor Hub
- KCSIE annual update (The Key) via Governor Hub; or
- Trust/ School Safeguarding Lead Workshop
- GDPRis – Cyber Security (annual renewal)

Reference Documentation:

- [Keeping Children Safe in Education September 2026](#)
- [Trust Child Protection and Safeguarding Policy](#)



Appendix C: Role Descriptors

C4: Board Director Lead: Health and Safety



DIRECTOR: HEALTH AND SAFETY LEAD

ROLE DESCRIPTOR

As per paragraph 1.13, 1.17-1.19 of the Academy Trust Handbook, the Trust Board has responsibilities for Health and Safety under current legislation. The Health and Safety lead has been appointed on behalf of the board to champion the strategic monitoring of Health and Safety by working closely with the Chief Financial Officer in conjunction with reports and summary slides from the Local Governance Committee (LGC)

The Health and Safety Lead will ensure the Board of Directors reviews the effectiveness of health and safety within the Trust.

The Health and Safety Lead Director is expected to:

- Keep informed about statutory Health and Safety guidance including changes in legislation
- Attend relevant training as required
- Maintain strategic oversight, on behalf of the Board, for health and safety arrangements
- Provide encouragement and full support for the creation and maintenance of a positive health and safety culture throughout the Trust, through their actions, example and deeds

Role Descriptor:

- Monitor feedback from LGC Health and Safety lead role members, and lead discussion within an Audit and Risk sub-committee or board meeting
- Monitor Health and Safety through reports from the Chief Financial Officer
- Monitor business decisions to ensure integration with good health and safety management processes
- Ensure robust assessment of health and safety risks and health and safety performance is undertaken by the executive team, across all Trust schools

The Lead Director of Health and Safety will not:

- Produce a Health and Safety report to the Board; this will be produced by the Chief Financial Officer in addition to individual school health and safety annual reports

Suggested Training:

Health & Safety online module provided via NGA Learning Link¹ – [Compliance and Legislation Health & Safety](#)

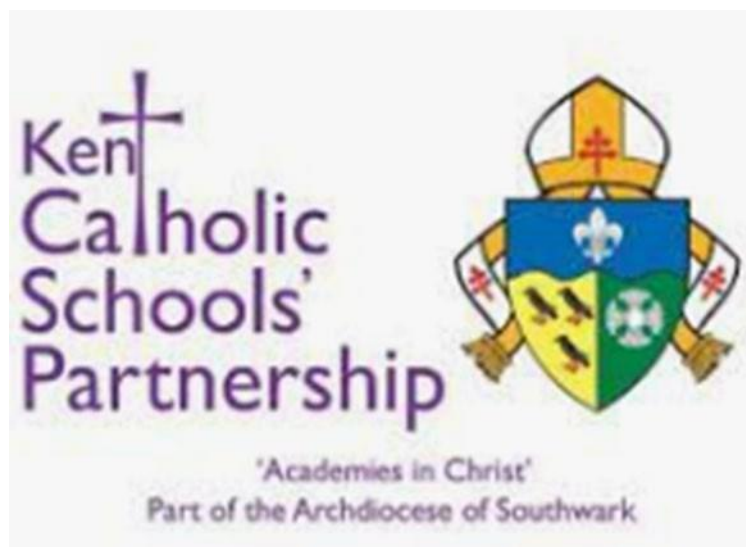
Reference documentation:

[Health and Safety Policy](#)

[HSE](#)

[RIDDOR](#)

[Health and Safety at work act 1974](#)



Appendix C: Role Descriptors

C5: Board Director Lead: SEND



DIRECTOR: SEND LEAD

ROLE DESCRIPTOR

As per paragraph 4.3 of the Academy Trust Governance Guidance (ATGG), the Trust should appoint a SEND Lead. The [SEND code of practice](#) will assist boards and the link director in supporting and promoting discussions with regards to outcomes for learners with SEND. The SEND Lead will take responsibility for ensuring the Board of Directors review the effectiveness of the SEND strategy and the progress and outcomes of students within the Trust.

The SEND Lead Director is expected to:

- Keep informed about statutory Special Educational Needs and Disability (SEND) guidance
- Maintain strategic oversight, on behalf of the Board, for SEND arrangements
- Monitor feedback from LGC SEND lead role members, and lead discussion within a sub-committee, Board meeting or working party

The Lead Director of SEND will not:

- Produce a SEND report to the Board; this will be produced by the Executive Directors of Education (Primary and Secondary)
- Receive or request information about individual pupils

Mandatory Training:

- Safeguarding for Governance (The Key) on induction, via Governor Hub
- KCSIE annual update (The Key) via Governor Hub; or
- Trust/ School Safeguarding Lead Workshop
- GDPRis – Cyber Security (annual renewal)

Suggested Training:

- [SEND – The Governance of SEND](#) – provided via NGA
- [KCSP PP & SEND Lead Role Webinar](#)

Reference documentation:

[SEND code of practice: 0 – 18 years](#)

[Special Educational Needs and Disability regulations 2014](#)

[Gov.uk: Equality Act 2010 – advice for schools](#)

[Gov.uk: Supporting pupils with medical conditions in school](#)

[Gov.uk: G for children with health needs who cannot attend school](#)

[KCSIE](#)



Appendix C: Role Descriptors

C6: Board Director Lead: Careers



DIRECTOR: CAREERS LEAD

ROLE DESCRIPTOR

As per paragraph 4.3 of the Academy Trust Governance Guidance (ATGG), the Trust should appoint a Careers Lead Director (secondary only). The Careers lead will strategically monitor career provision in schools by working closely with the Executive Director Education (Secondary)

The Careers Lead Director will take responsibility for ensuring the Board of Directors review the effectiveness of careers provision and the destinations of students within the Trust.

The schools will:

- Appoint a careers leader
- Comply with the Baker clause
- Publish careers policy statements on the school website
- Commit to delivering independent and impartial guidance

The Careers Lead Director is expected to:

- Keep informed about statutory careers guidance
- Maintain strategic oversight, on behalf of the Board, of career provision arrangements ensuring the Trust secondary schools are implementing the eight Gatsby benchmarks (4.3 ATGG)
- Share knowledge and encourage employer engagement for career awareness opportunities within the Trust

Role Description:

- Ensure the Trust has a career strategy that is reviewed and updated on a regular basis
- Ensure the Trust has suitable and up to date policies regarding career provision in Trust secondary schools
- Monitor feedback from LGC sub-committee discussion and monitoring forms, or Board meetings
- Monitor strategy surrounding career provision through reports from the Executive Director (Secondary)

The Lead Director of Careers will not:

- Produce a report to the Board; this will be produced by the Executive Director of Education (Secondary)

Reference documentation:

[Careers Guidance – gov.uk](https://www.gov.uk/government/publications/careers-guidance)

[Gatsby Career Guidance](#)

[Gatsby Updates 2025](#)



Appendix C: Role Descriptors

C7: Chair of Local Governance Committee (LGC)

CHAIR OF LOCAL GOVERNANCE COMMITTEE

ROLE DESCRIPTOR

Overview

The Chair of the Local Governing Committee (LGC) should facilitate the Committee Members to work as a team to challenge, support and contribute to the strategic leadership of the school. As well as leader of the LGC, the Chair is at times a confidante, a critical friend, an arbitrator and the balance of these roles will depend on the situation and, in particular, the strengths and weaknesses of the Headteacher.

At the first meeting of the LGC each academic year, the members shall elect a Chair and Vice Chair from among their number of Foundation Committee Members. The Chair nomination will be reviewed prior to approval by the Trust Board.

Role Purpose

- To uphold the seven Principles of Public life: Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership
- To provide leadership to the LGC
- To ensure that Committee Members fulfil their functions for the proper governance of the School; guide its strategic vision on behalf of Kent Catholic Schools' Partnership ('the Trust') Board

Leading governance

- To ensure that the LGC and the Headteacher have a shared sense of purpose
- To ensure that the LGC and the Headteacher set a clear vision and strategy for the school
- To lead the LGC in monitoring the Headteacher's implementation of the School Improvement Framework
- To work in partnership with the Trust Board
- To work collaboratively with the Trust central governance team ensuring they are kept fully informed
- To ensure that the LGC has the required skills to govern well, and that appointments made fill skill gaps, in consultation with the Chief Operating Officer,
- To ensure that all Committee Members receive appropriate induction, ongoing training as needed and have a thorough understanding of their role, in consultation with the Chief Operating Officer,
- To develop a good working relationship with the Vice-Chair of the LGC, ensuring they are kept fully informed, delegating tasks as appropriate
- To ensure committee members act reasonably and in line with the Trust's agreed code of conduct
- To ensure that Committee Members feel valued and encourage their development
- To carry out an annual review of the LGC's effectiveness, in consultation with the Chief Operating Officer,
- To ensure that there is a plan for succession for the Chair, Vice-Chair and, that by recommending limits on office, there is always a mix of new and experienced

members

The Chair, the Headteacher and accountability

- To build a professional relationship with the Headteacher and the Trust's Executives which allows for honest conversations, acting as a critical friend and ensuring all parties are aware of agenda items for discussion
- To meet regularly with the Headteacher, (acknowledging that there is already a line management route in place for Headteacher via the Area School Improvement Partner- ASIP)
- To work with Trust Executives in the recruitment and induction of the Headteacher
- To ensure that all Committee Members focus on their role of monitoring, supporting and challenging and that they receive information which is fit for purpose and are able to hold the Headteacher to account
- To support the Trust's ASIP in the Headteacher's performance management review by providing feedback and/or attending the performance management meeting (as appropriate)
- Where required, represent the LGC in its dealings with external partners and be an advocate for the school
- To attend school and/or Trust functions (plays/sports days/prize giving) as appropriate and encourage other committee members to do so
- To ensure that complaints are dealt with and followed in accordance with the Trust and School Complaint Policy

Leading LGC business:

- With the Clerk and the Headteacher, plan for LGC meetings ensuring that the agenda focuses on the LGC key responsibilities and priorities
- Chair meetings effectively and promote an open culture on the LGC that allows ideas and discussion to thrive whilst ensuring clear decisions are reached as quickly as possible
- To ensure that decisions taken at LGC meetings are in line with the delegated authority (Scheme of Delegation), are implemented
- To ensure that the Clerk organises and minutes all meetings of the LGC including the production of a summary slide

Time Commitment

The expectation for members of the LGC is that the time commitment should be between 15-30 days per year, with the Chair of the LGC being at the upper end of the time commitment.

Reference documentation

- A link to all key documents on GovernorHub (including a training matrix which details training requirements) can be found [here](#).

For further support with training requirements, please contact your CPD lead.



Appendix C:

C8: Chair of Local Governance Committee (LGC) Monitoring Form



Local Governance Committee Chair Annual Visit Monitoring Form

Aspects for clarification/Questions requiring a response:
Points to be taken forward to the Governance Committee:
Points to be escalated to the Trust Office:

Any serious areas of concern raised with the Head Teacher or other member of staff (e.g. safeguarding)			
YES/NO (delete as appropriate)			
School:			
Chair Name:		Date of Visit / Meeting:	
School Leader:			
Subject and Purpose of Visit: <i>State the focus of the visit as agreed with the school staff and where appropriate state the link to the School Improvement Plan or any action plan/risk assessment.</i>			
To review the progress against the School Improvement Plan (SIP)/Self Evaluation Form (SEF)			
Sections/questions included in this form are provided as guidance only and are not exhaustive or intended to be completed at every monitoring visit. Questions should be linked to the overall purpose of the visit and appropriate to the schools' priorities. For specific well-being question examples please refer to the Wellbeing Champion Monitoring Form.			
Context			
	Number	% of pupils on roll	
Number of pupils on roll			
Number of pupils in sixth form (if applicable)			
Number eligible for Pupil Premium?			
How many pupils have EHCP's?			
How many pupils have English as an Additional Language (EAL)?			
How many pupils have SEND?			
How many pupils are CIN?			
Number of LAC (Name of nominated person)			
Number of permanent exclusions (PEX) have there been this academic year?			
How many pupils are LAC? Name of nominated person?			
Is there specialist SEND provision on site?	yes / no		
	Number	% of SEND pupils	
Of the SEND pupils, how many access the onsite provision?			
How many pupils attend off-site alternative provision?			
Governance arrangements and how the school works with the Trust	<i>Local Governance Committee at school level monitoring standards, monitoring finance, statutory obligations, achievement, Catholicity, Head Teacher. Trust Board delegates to LGC's (see KCSP website for The Governance Handbook (Inc Scheme of Delegation)</i>		
Diversity and Stakeholder Engagement			
What is the school's approach to collecting and reflecting diversity data of pupils and staff?			

How does the school engage with parents/carers and the wider community?	
What mechanisms are in place to gather and act on feedback from parents, carers, and pupils?	

Absence	
Question	Response
What is the absence and persistent absence at the school compared to the national percentage?	
What key interventions are in place to address absence/persistent absence?	
How do you measure the effectiveness of these strategies?	
How is ongoing work to address attendance impacting on the achievement of Pupil Premium pupils?	
SEND	
Question	Response
How does the schools % of SEND pupils compare to the national average?	
What are the main priorities for SEND across the school?	
What training is in place for staff regarding SEND?	
How do you ensure appropriate challenge for SEND pupils?	
Is the medical conditions policy up to date, regularly reviewed, and accessible?	
Are sufficient staff trained and competent to support pupils with medical needs?	
Pupil Premium (PP)	
Question	Response
How does the schools % of PP pupils compare to the national average?	
How is PP funding assigned currently?	
What are the priorities for PP groups this year?	
How does the school monitor the impact of pupil premium funding on outcomes for disadvantaged pupils?	
What is the planning process for future PP funding?	
Curriculum	
Question	Response
What are the strengths in the intent of the Quality of Education? <i>For example curriculum design, curriculum planning, curriculum adaptation to meet individual needs and breadth of curriculum.</i>	
What are the weaknesses in the intent of the Quality of Education? <i>For example curriculum design, curriculum planning, curriculum adaptation to meet individual needs and breadth of curriculum.</i>	

Behavior and Attitudes	
Question	Response
How does your school ensure consistent behavior for learning management?	
How do you monitor your school's effectiveness in ensuring that pupils don't bully others?	
Leadership and Management	
Question	Response
What are the strengths in Leadership and Management? <i>For example, ambitious vision for high quality education, leaders' focus on teachers' and content knowledge, appropriate use of assessment, an inclusive culture, engagement with stakeholders, engagement with staff and work to reduce workload, how staff are protected from bullying and harassment, how governors undertake their role, how governors ensure statutory duties such as Prevent, equalities and safeguarding are undertaken and the culture of safeguarding.</i>	
What are the weaknesses in Leadership and Management? <i>For example, ambitious vision for high quality education, leaders' focus on teachers' and content knowledge, appropriate use of assessment, an inclusive culture, engagement with stakeholders, engagement with staff and work to reduce workload, how staff are protected from bullying and harassment, how governors undertake their role, how governors ensure statutory duties such as Prevent, equalities and safeguarding are undertaken and the culture of safeguarding.</i>	
What are the weaknesses in Leadership and Management?	
How does the board reflect the diversity of the community it serves?	
Has the board completed a recent skills audit or self-evaluation?	
What actions have been taken in response to the last self-evaluation or Ofsted recommendations?	
Staff Workload, Wellbeing and business continuity	
Question	Response
What policies/systems are in place to monitor and support pupil and staff wellbeing?	
What systems are in place for early identification and referral of possible mental health problems?	
How is staff training on wellbeing and mental health needs identified and delivered?	

Does the school have a Risk register in place? What was the date of the last review/agree a date to be reviewed this academic year.	
Does the school have a business continuity plan in place? What was the date of the last review/agree a date to be reviewed this academic year.	
Nutrition	
Question	Response
How does the school ensure compliance with school food standards?	
What actions are taken to promote a whole-school approach to healthy eating?	
PE and Sport Premium (if applicable)	
Question	Response
Has the Chair signed off the digital PE and sport premium report form?	
If the school publishes its own PE and sport premium report, has the Chair signed this off?	
Overall Effectiveness	
Question	Response
What are the key strengths in the overall effectiveness of the school? <i>For example, evidence that the quality of education is at least good, all other key judgements are at least good, safeguarding is effective.</i>	
What are the key weaknesses in the overall effectiveness of the school? <i>For example, evidence that the quality of education is at least good, all other key judgements are at least good, safeguarding is effective.</i>	
Digital Standards	
Question	Response
Who is your assigned senior leadership team (SLT) member responsible for digital technology?	
Are you able to demonstrate your registers relating to hardware and systems are kept up to date?	
Are you able to demonstrate that your asset registers for all devices, including assignment details, are kept up to date?	
Do you have a School Digital technology Strategy in place? (This is required to be reviewed within disaster recovery and business continuity plans annually by the LGC)	

Are there any plans or decisions in relation to the Digital Technology Strategy which need to be reviewed by the Local Governance Committee?	
Compliance	
Question	Response
Are all statutory policies in place, up to date, and published as required?	
Key Learning points from the visit:	
Chairs comments regarding evidence of the schools culture/ethos	
Wellbeing observations:	
General:	
Wellbeing initiatives:	
Staff Wellbeing	
Pupil Wellbeing/the curriculum	

Distribution List

To: Chair and HT

CC: Clerk (upload to GovernorHub)



Appendix C: Role Descriptors

C9: Vice-Chair of Local Governance Committee (LGC)



VICE CHAIR OF THE LOCAL GOVERNANCE COMMITTEE ROLE DESCRIPTOR

Overview

The role of the Vice Chair of the Local Governance Committee (LGC) is to carry out the Chair's duties in their absence.

The Vice Chair should support the Chair in facilitating the LGC to work as a team to challenge, support and contribute to the strategic leadership of the school. The Vice Chair is also an ambassador, arbitrator, mentor and a coach, and the balance of these roles should be adopted depending on the situation at hand.

Role Purpose

- To uphold the 7 Principles of Public life: Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership
- To provide support and assistance to the Chair in carrying out their responsibilities, acting as a 'critical friend' and sounding board
- Being open to approaches, where appropriate, from other committee members about the judgement of the Chair

Time commitment

The Vice Chair should aim to keep their time commitment below the 20-day limit. However, if the time commitment is proving to be significantly more than 20 days, it may be productive to delegate additional tasks to other Local Governance Committee members.

Reference Documentation

- A link to all key documents on GovernorHub (including a training matrix which details training requirements) can be found [here](#). For further support with training requirements, please contact your CPD lead.

Kent
Catholic
Schools'
Partnership



'Academies in Christ'
Part of the Archdiocese of Southwark

Appendix C: Role Descriptors

C10: LGC: Wellbeing Champion



LGC MEMBER: WELLBEING CHAMPION **ROLE DESCRIPTOR**

Wellbeing Champions will work closely with members of staff who have responsibility for wellbeing/mental health to gain insight to school practices and drive school improvement in this area.

Wellbeing Champions are expected to:

- Integrate wellbeing aspects into all areas of the committees' work. i.e. during policy approval, consideration should be given to the impact of the policy on staff/pupil wellbeing
- Report to the Committee on any wellbeing monitoring that has been carried out
- Ensure school priorities on wellbeing align with the Wellbeing Survey results

A Wellbeing Champion can be any committee member, at any point throughout the academic year and monitoring can take place alongside monitoring for any lead role. The wellbeing of students, staff and committee members is expected to be at the heart of all work that the local governance committee conducts.

The Chair of the Local Governance Committee should escalate issues and concerns to the Trust where appropriate.

Reference Documentation:

A link to the key documents on GovernorHub (including a training matrix which details training requirements) can be found [here](#).

For further support with training requirements, please contact your CPD lead.



Wellbeing Champion Monitoring Form

Sections/questions included in this form are provided as guidance only and are NOT exhaustive or intended to be completed at every monitoring visit. Questions should be linked to the overall purpose of the visit and appropriate to the schools' priorities,

Aspects for clarification/Questions requiring a response:
Points to be taken forward to the school's Local Governance Committee
Points to be escalated to the Trust Office:
Other comments:

School:			
Committee Member:		Date of Visit / Meeting:	
Member of Staff / School Contact:			
Subject and Purpose of Visit:⁹			
State the focus of the visit as agreed with the school staff and where appropriate state the link to the School Improvement Plan or any action plan/risk assessment.			
Wellbeing Lead:			
General:			
How are you?			
How are you managing your workload?			
How are systems for identifying and escalating mental health concerns implemented (KCSIE)?			
How is wellbeing reflected in the school's vision and values?			
How are well-being priorities included in the SIP?			
What training on wellbeing/mental health have staff received?			
Is there anything I can do to support you further?			

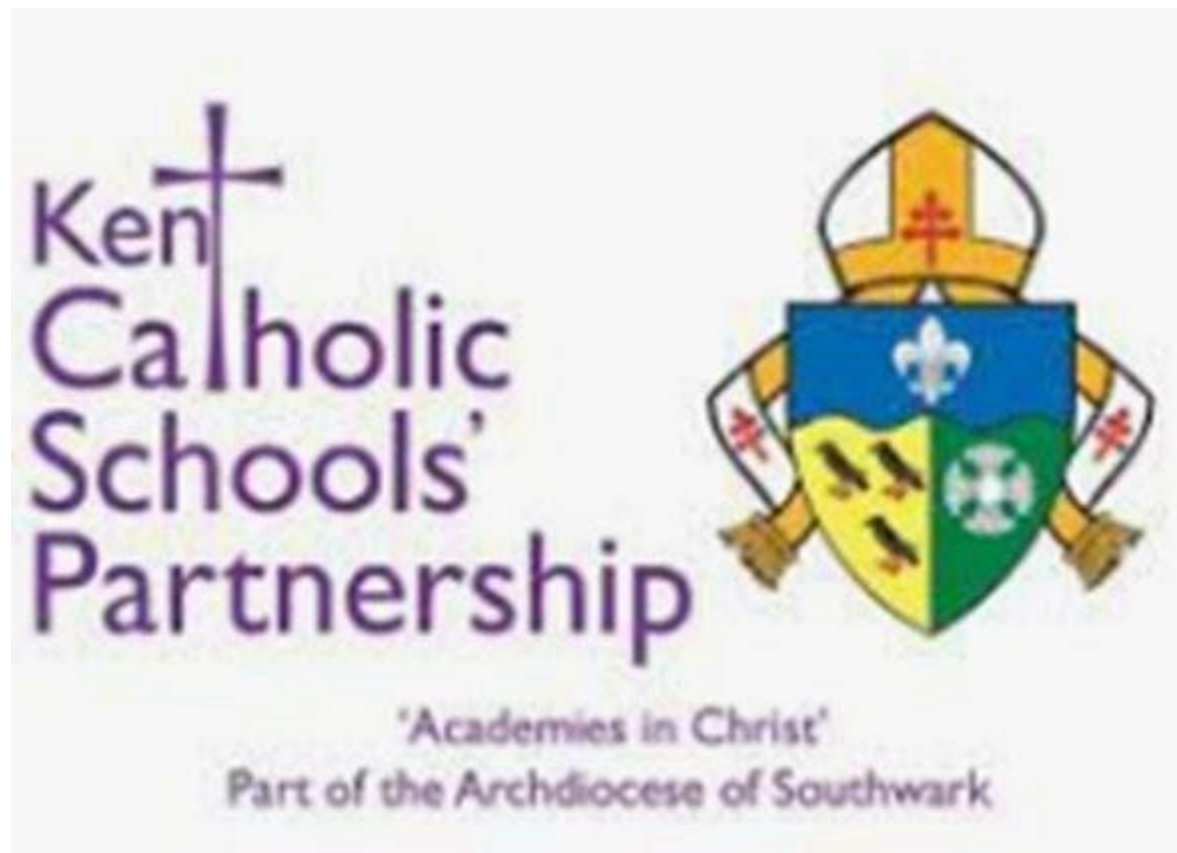
Wellbeing initiatives:	
<i>What wellbeing initiatives are in place?</i>	
<i>What evidence shows these initiatives are needed?</i>	
<i>What measurable impact has been achieved?</i>	
<i>How is impact evidenced (surveys, pupil voice, parent feedback)?</i>	
<i>What changes have been made based on feedback?</i>	
<i>Are emerging risks (e.g. online misinformation) addressed?</i>	
<i>What external resources are used?</i>	
<i>What lessons have been learned?</i>	

Staff Wellbeing:	
<i>How are staff doing? How do you know?</i>	
<i>How is staff wellbeing monitored?</i>	
<i>How is workload managed (marking, data, meetings)?</i>	
<i>What steps align with DfE workload reduction guidance?</i>	
<i>Are flexible working arrangements in place?</i>	
<i>What wellbeing support is available (EAP etc.)?</i>	
<i>What are staff absence and turnover trends?</i>	
<i>What themes emerge from exit interviews?</i>	
<i>How are staff consulted on changes?</i>	
<i>How is a healthy work-life balance modelled?</i>	
Pupil Wellbeing/the curriculum	
<i>How is wellbeing promoted across the curriculum?</i>	
<i>How are pupils taught about mental health?</i>	

<i>How is RSE delivered and reviewed?</i>	
<i>How is support accessible for SEND/vulnerable pupils?</i>	
<i>What is the impact on attendance, behaviour, exclusions and attainment?</i>	
<i>How is pupil wellbeing monitored and how are pupils consulted?</i>	
Details of Observation/monitoring/meeting:	
<i>What evidence was observed of wellbeing embedded in school culture?</i>	
<i>Were any concerns raised regarding workload, mental health or safeguarding?</i>	
<i>How were concerns addressed?</i>	
Learning points from the visit:	
<i>Key strengths:</i>	
<i>Areas for development:</i>	
<i>Recommended actions:</i>	
<i>How will impact be monitored?</i>	

Distribution List To: Chair and HT

CC: Clerk (upload to GovernorHub)



Appendix C: Role Descriptors

C11: LGC member lead: Safeguarding

LGC: SAFEGUARDING LEAD

Role Descriptor

The Safeguarding Lead will strategically monitor safeguarding by working closely with the Headteacher and the Designated Safeguarding Lead (DSL) at the school.

Safeguarding Leads are expected to:

- Be a named person on the School's Child Protection and Safeguarding Policy
- Liaise regularly with the DSL, via monitoring visits termly (3 times across the academic year) and report this to the committee
- Ensure that the Child Protection and Safeguarding policy is reviewed and noted by the governance committee
- Support the governance committee to understand child protection and safeguarding issues
- Ensure whole school annual safeguarding training takes place and is included in the induction process for new staff
- Receive regular termly and annual reports from the DSL for the governance committee regarding the monitoring of and adherence to this Policy
- Ensure that the school safer recruitment processes include the checking and monitoring of the SCR occurs, review annually, and ensure that effective filtering and monitoring systems are in place
- Attend regular training that equips them with the knowledge to provide strategic challenge
- Monitor the implementation of recommendations from internal or external reviews or audits
- Ensure that regular reports, including the Trust annual reports on Safeguarding are submitted to the Committee meetings either from the Headteacher/ DSL or are included in the Headteachers Report
- Ensure safeguarding is given suitable coverage and prominence with the Committee's strategic discussions, ensuring any decisions and actions are documented

The Safeguarding Lead will take responsibility for ensuring the Committee monitors and reviews the effectiveness of safeguarding and the welfare of students within their school. The Chair of the Governance Committee should escalate issues and concerns to the Trust where appropriate.

Work with the DSL

- Monitor and ensure DSL(s) receive training and support as needed
- Understand school's safeguarding strengths and areas for development
- Undertake monitoring visits of the school in line with the Governance Committee Visits Policy and complete a Safeguarding Visit Monitoring Form ([Appendix A](#));
- Seek assurance that staff are up to date with policy and processes and know what to do if they are concerned about a child
- Receive termly and annual reports from the DSL regarding the adherence to and monitoring of the Child Protection/Safeguarding Policy
- Check and review annually that effective filtering and monitoring systems are in place
- Ensure the Single Central Record is checked and monitored for compliance. An SCR checklist is attached for information ([Appendix B](#));

Understand how the school creates a safeguarding culture

- Read and understand KCSIE and ensure that the Child Protection & Safeguarding Policy and all other relevant safeguarding policies are reviewed and updated with local school information in line with KCSIE and/or KCSP (Kent Catholic Schools Partnership) and noted by the Committee
- Ensure whole school annual safeguarding training takes place and is included in the induction process for new staff
- Where any Ofsted or external visit inspection/audit has taken place, review and monitor the completion of actions set out in the relevant report where they relate to safeguarding
- Understand how safeguarding is built into the curriculum, so pupils know how to keep themselves safe
- Attend regular training as required
- Report to Committee members and ensure their knowledge is up to date

As part of your responsibilities during monitoring visits, please ensure that pupils and staff wellbeing remain a key focus. Observing and inquiring about wellbeing—both formally and informally—helps foster a supportive, safe, and thriving school environment. Your attention to this area is vital in promoting a culture of care and continuous improvement.

A list of suggested questions can be found on the Wellbeing Monitoring Form. You may choose to incorporate one or two of these questions into your Lead Role Monitoring Form, or alternatively, complete a separate Wellbeing Monitoring Form to capture your observations.

Reference Documentation:

- A link to all key documents on GovernorHub (including a training matrix which details training requirements) can be found [here](#).

For further support with training requirements, please contact your CPD lead.

Sections/questions included in this form are provided as guidance only and are NOT exhaustive or intended to be completed at every monitoring visit. Questions should be linked to the overall purpose of the visit and appropriate to the schools' priorities

Safeguarding Visit Monitoring Form

Aspects for clarification/Questions requiring a response:
Points to be taken forward to the Governance Committee or escalated to the Trust Office:
Other comments:

School:			
Committee Member:		Date of Visit / Meeting:	
Designated Safeguarding Lead / School Contact:			
Subject and Purpose of Visit: <i>State the focus of the visit as agreed with the school staff and where appropriate state the link to the School Improvement Plan or any action plan/risk assessment.</i>			
Sections/questions included in this form are provided as guidance only and are not exhaustive or intended to be completed at every monitoring visit. Questions should be linked to the overall purpose of the visit and appropriate to the schools' priorities as outlined in the school's School improvement/Development Plan. Questions could be answered by different stakeholders. For specific wellbeing question examples please refer to the Wellbeing Champion Monitoring Form.			
Actions arising from previous safeguarding monitoring visit:			

Designated Safeguarding Lead	
How does the school monitor that staff have read the latest version of Keeping Children Safe in Education?	
Does the Headteacher/Academy Principal or the DSL report annually to the Committee on the effectiveness of safeguarding procedures?	
Are staff given the opportunity to discuss safeguarding matters on a regular basis (i.e., staff meetings)	
Is the lead DSL a member of the senior leadership team? (requirement)	
Is there a named deputy (or deputies) to cover the DSL in their absence?	
Does the DSL have all the information required in relation to looked after children and the named social worker? Where is this information stored?	
Are there procedures in place for dealing with allegations against staff?	
Are there procedures in place for dealing with allegations against pupils?	
Behaviour and Safety	
Is the school complying with the statutory guidance on attendance, and working with LA children's services where absence indicates a safeguarding concern?	
Are staff aware of the pupils who are persistently absent?	
How does the school ensure that all staff and volunteers feel able to raise concerns about unsafe or poor safeguarding practice?	
Is the Local Authority notified of children removed from roll where confirmation has not been received that they have transferred to another setting? (required)	
Are procedures and/or policies in place which relate to the 'use of reasonable force'.	
Are there security arrangements for the grounds and building(s)?	
How are visitors and/or volunteers or those using the premises monitored during the school day?	
Are users of the premises compliant with the schools safeguarding policies?	
Do the school records show any incidents of bullying and/or harassment or sexual harassment in the last 12 months?	
Are incidents of racism, misogyny, derogatory behaviour, or other forms of physical violence and conflict recorded and followed up?	
Do the school records show any racist incidents in the last 12 months?	
Is there evidence that these incidents were followed up?	
Do the school records show any child-on-child incidents in the last 12 months?	
Is there evidence that these incidents were followed up?	
Does the school's online safety provision cover misinformation, disinformation (including fake news), and conspiracy theories?	

Restrictive intervention	
How does the school ensure restrictive interventions are only used as a last resort?	
How are staff supported and trained in de-escalation and positive behaviour strategies?	
What support is in place for pupils who have been subject to restrictive interventions?	
How does the school involve and communicate with parents/carers after an incident?	
Are there any safeguarding concerns arising from recent incidents, and how are these followed up?	
How does the school review and learn from incidents to improve practice?	
Interagency working	
Is the school working with Kent Front Door services or equivalent?	
What systems are in place for referring safeguarding concerns about pupils to external agencies?	
Is the DSL allocated time to discharge their responsibilities?	
Is the DSL aware of children in school who are or who may be living in private fostering arrangements?	
Is the DSL aware of children who are carers for family members?	
Is the school alert to the needs of young carers, and does it recognise the impact of caring responsibilities on attendance, attainment, behaviour, and wellbeing?	
Where a clinical incident takes place at school, does the DSL work with healthcare professionals to consider safeguarding duties?	
Curriculum	
Are safeguarding issues incorporated into the curriculum?	
Are pupils encouraged to adopt safe and responsible practices and deal sensibly with risk?	
Do pupils know when and where to get help if they feel unsafe? (pupil voice)	
Is there an open culture where all individuals feel able to talk freely about their concerns believing that they will be listened to and valued?	
Does the RSHE curriculum reflect updated guidance, including supporting pupils to develop positive relationship skills, kindness, and understanding of all forms of sexual harassment and abuse?	
Does the curriculum include preventative education on issues such as misogyny, racism, and harmful online behaviours?	
Wellbeing	
What wellbeing initiatives/arrangements are in place for pupils?	

What wellbeing initiatives/arrangements are in place for staff?	
Training	
Does the school store records of staff training?	
How does the school evidence that all staff (and governors) have read the latest version of KCSIE, and is this recorded?	
Does the schools staff induction include information on safeguarding procedures and their responsibilities?	
Has the Designated Safeguarding Lead and Deputies undertaken training?	
Is all safeguarding training for staff and volunteers regularly updated with the latest information, monitored and recorded?	
Has staff training included the latest risks related to AI, online safety, and digital safeguarding?	

Reporting and recording	
Are child protection records stored securely and separately from pupil records?	
Are the records up to date; and do they indicate if action has been taken?	
Is appropriate summary information shared with the governance committee for monitoring purposes at least annually?	
Where pupils have left, has the child protection record been copied and transferred separately from the main pupil file?	
Are staff confident about reporting child protection concerns and do they know what action to take if their concerns are not acted on appropriately?	
Is the Single Central Record up to date, and are you using the latest DfE services for background checks (e.g., "Check a teacher's record" and "Individuals prohibited from managing or governing schools")?	
Is reporting on CPOMs aligned with Trust safeguarding categories?	
What is the process for checking the SCR?	
Are all forms of child-on-child abuse including those involving AI-generated images recorded and addressed?	
Does the school have a mobile phone policy in line with DfE advice (mobile phone-free by default)?	
Is the school following the latest DfE guidance on supporting gender questioning children, including record-keeping and parental involvement?	
Keeping children safe outside of normal provision	
What arrangements in place to safeguard children who take part in, or who are affected by, extended services and other activities outside normal "school hours"?	
Are safeguarding arrangements in place for those on work experience and educational visits, where relevant?	

Alternative Provision (AP):	
Where the school places a pupil with an AP provider, has the school obtained written confirmation that safeguarding checks have been carried out on AP staff, and that the provider will inform the school of any staff changes?	
Does the school always know where a child is based during school hours, and are records maintained of the AP address and any sub-contracted or satellite sites?	
Are AP placements reviewed at least half-termly to ensure regular attendance, safety, and suitability?	
Where safeguarding concerns arise in AP, is the placement immediately reviewed and, if necessary, terminated unless or until concerns are addressed?	
Filtering Monitoring and AI	
Has the school considered the use of generative AI in its filtering and monitoring systems, in line with DfE standards?	
Learning points from the visit:	
Wellbeing observations:	
General:	
Wellbeing initiatives:	
Staff Wellbeing	
Pupil Wellbeing/the curriculum	

Distribution List**To:** Chair/HT**CC:** Clerk (upload to GovernorHub)

APPENDIX B

Single Central Record Checks

School:			
Committee Member:		Date of Check:	
Designated Safeguarding Lead / School Contact:			

DETAILS TO BE INCLUDED IN THE SCR	TEACHING STAFF (1)	SUPPORT STAFF	SUPPLY STAFF (2)	VOLUNTEERS (3)	ACADEMY MEMBERS, TRUSTEES AND GOVERNANCE COMMITTEE MEMBERS	CONTRACTORS (6)
Identity check	ü	ü	ü	ü	ü	ü
Enhanced DBS (Disclosure and Barring Service) check/certificate	ü	ü	ü	ü	ü	ü
Barred list check	ü	ü	ü	ü	ü	ü
Prohibition from teaching check (7)	ü	ü	ü	N/A	N/A	N/A
Section 128 check (8)	ü	ü	ü	N/A	ü	N/A
Further checks on people who've lived or worked outside the UK (9)	ü	ü	ü	N/A	ü	N/A
Check of professional qualifications	ü	ü	ü	N/A	N/A	N/A
Check to establish the right to work in the UK	ü	ü	ü	N/A	ü	N/A

Please note:

- Checks carried out on volunteers and local governors/governance committee members in an academy trust don't have to be recorded on the SCR under the latest version of Keeping Children Safe in Education (KCSIE), but we'd recommend including them
- KCSIE doesn't say specifically that contractors must be on the SCR, but it does say all staff who work at the school must be included, including supply staff, so it's best to include contractors too

Footnotes:

- (1) This includes teacher trainees on salaried routes.
- (2) For supply or agency staff, schools should include whether written confirmation has been received that the employment business supplying the member of staff has carried out the relevant checks and obtained the appropriate certificates. They should also include whether any enhanced DBS certificate was provided and the date that the confirmation was received (independent schools/academies and non-maintained special schools should also include the date on which any certificate was obtained).
- (3) Volunteers in regulated activity need an enhanced DBS check with barred list information. If volunteers aren't in regulated activity, it's up to the school to decide whether to get an enhanced DBS check (*without* barred list information).
- (5) Academy members, trustees and governance committee members, and independent school governors must have an enhanced DBS check. They don't need a barred list check unless they're in regulated activity.
- (6) All contractors whose work provides them with an opportunity for contact with children will require an enhanced DBS certificate. Only those engaging in regulated activity require a barred list check.
- (7) A prohibition from teaching check is required for any staff who carry out teaching work (unless they do so under the direction or supervision of a qualified teacher or other person nominated by the headteacher to provide direction and supervision). The following activities count as teaching work:
 - Planning and preparing lessons for pupils
 - Delivering lessons to pupils
 - Assessing the development, progress and attainment of pupils
 - Reporting on the development, progress and attainment of pupils
- (8) A section 128 check is required for governors in maintained schools and all those in management positions in an independent school or academy. This includes:
 - Members
 - Trustees
 - Local governors/ governance committee members (where the local governing body has been delegated responsibilities)
 - Headteacher
 - Teaching positions on the senior leadership team
 - Teaching positions that carry department headship

Other positions may also require this check, depending on the specific responsibilities the person holds.

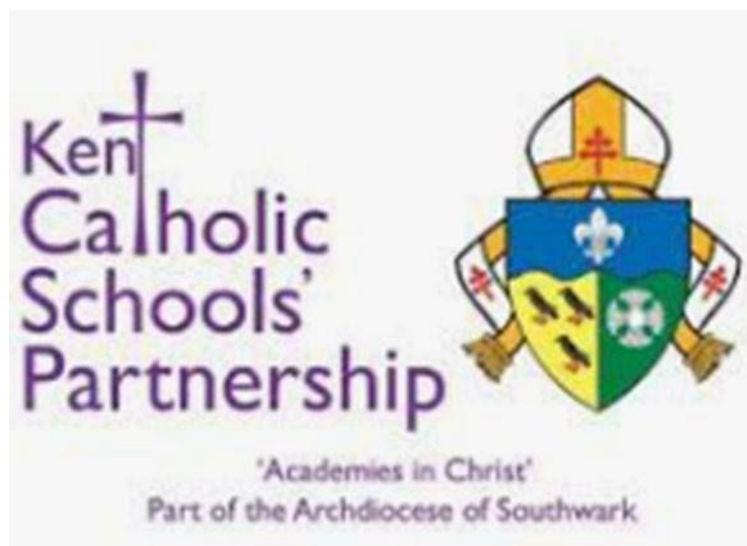
Where the person will be engaging in regulated activity, a DBS barred list check will identify any section 128 direction if 'children's workforce independent schools' is specified. It can also be checked for separately.

- (9) All individuals who've lived or worked outside the UK must undergo the same checks as other school staff. These could include, where available:
- For all staff, including teaching positions: [criminal records checks for overseas applicants](#)

For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked.

Date:

Monitoring and Maintaining the SCR	
Does the SCR have correct and up to date details for all appropriate people?	
Have any new people been added?	
Have those who have left, been deleted after an agreed period of time?	
What is the agreed period of time?	
Have you checked the SCR for administrative errors? For example: • Failure to record dates • Individual entries that are illegible • Omissions	
Have any administrative errors been reported to the Designated Safeguarding Lead?	
Is the SCR on CPOMS Staff Safe?	
Is there a plan of action in the event of a security problem?	
Is there an effective system for reviewing the SCR?	
Is this system being followed?	



Appendix C: Role Descriptors

C12: LGC member lead: Health and Safety

LGC: HEALTH & SAFETY LEAD

Role Descriptor

The Health & Safety Lead will strategically monitor health & safety by working closely with the named operational and trained Health & Safety representative for the school i.e. Business Manager / Caretaker / Facilities Manager. The Trust Board remains ultimately responsible for Health and Safety and depends on the information communicated from its Sub-Committees to fulfil this requirement across all of the Trust's schools.

Health & Safety Leads are expected to:

- Keep informed about statutory Health and Safety guidance including changes in legislation;
- Attend relevant training as required;
- Maintain strategic oversight, on behalf of the school, for health and safety arrangements by attending or receiving the minutes of the Health & Safety Staff Steering group
- Provide encouragement and full support for the creation and maintenance of a positive health and safety culture throughout the school, through their actions, example and deeds

The Health & Safety Lead will take responsibility for ensuring that the Committee monitors and reviews the health and safety issues at their own school. The Chair of the Local Governance Committee should escalate issues and concerns to the Trust where appropriate.

Role Descriptor –Health & Safety Lead

- Work with the school's Health & Safety lead to undertake monitoring visits (2 to 4 per academic year) of the school site in line with the Governance Committee Members Visits Policy and complete a Health & Safety Visit Monitoring Form (Appendix A)
- Attend or receive minutes from the Health & Safety Steering Group
- Ensure that regular reports on health & safety from the school and the annual health & safety report are submitted to Committee meetings
- Monitor to ensure that risk assessments carried out by the relevant members of staff at the school, are regularly reviewed and procedures are put in place to mitigate and manage risks
- Where ad-hoc reports or audits have been undertaken relating to health and safety at the school, monitor any recommendations or actions arising. Where action is not taken or recommendations not implemented, report to the Trust board via summary slide

As part of your responsibilities during monitoring visits, please ensure that pupils and staff wellbeing remain a key focus. Observing and inquiring about wellbeing, both formally and informally, helps foster a supportive, safe, and thriving school environment. Your attention to this area is vital in promoting a culture of care and continuous improvement.

A list of suggested questions can be found on the Wellbeing Monitoring Form. You may choose to incorporate one or two of these questions into your Lead Role Monitoring Form, or alternatively, complete a separate Wellbeing Monitoring Form to capture your observations.

Reference documentation

- A link to all key documents on GovernorHub (including a training matrix which details training requirements) can be found [here](#).

For further support with training requirements, please contact your CPD lead.

LGC Health & Safety Lead Visit Monitoring Form

Sections/questions included in this form are provided as guidance only and are NOT exhaustive or intended to be completed at every monitoring visit. Questions should be linked to the overall purpose of the visit and appropriate to the schools' priorities and equality objectives, as outlined in the schools School improvement/Development Plan and School Equality Objectives. For specific wellbeing question examples, please refer to the Wellbeing Champion Monitoring Form.

Aspects for clarification/Questions requiring a response:

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Points to be taken forward to the school's Governance Committee:

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Points to be escalated to the Trust Office:

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Other comments:

--

School:			
Committee Member:		Date of Visit / Meeting:	
Health & Safety School Contact:			
Subject and Purpose of Visit:			
<i>State the focus of the visit as agreed with the school staff and where appropriate state the link to the School Improvement Plan or any action plan/risk assessment.</i>			
Questions	Responses/Observations		143

How does the school ensure it keeps up to date with relevant health and safety regulations and guidance?	
Is there a designated health & safety co-ordinator and are staff aware of who this person is?	
How often are safety inspections carried out and are the outcomes reported to the school's Governance Committee.	
Are the school's procedures for dealing with a breach or incident clear?	
When were emergency drills (fire and lockdown) last conducted at the school? What were the recommendations that came out of that exercise? Have these been implemented?	
Are staff clear about the procedures for dealing with health and safety emergencies?	
Are statutory health and safety law posters displayed in the school, or have staff received the leaflet version?	
Are there any current projects which are managed by the school directly rather than the Trust Executive? • If yes, are they being managed and administrated by the appropriate member of staff at the school? • Are all health and safety issues involved including all CDM compliance issues? • Are Principal Contractors and Designers competent to undertake their tasks?	
Are there any immediate concerns or dangers?	
Are risk assessments reviewed at least annually, and after any significant changes or incidents?	
Have external experts or auditors contributed to the review of risk assessments?	
Has the health and safety lead received up-to-date and appropriate training in the last 12 months?	
How are accidents, near-misses and incidents recorded and investigated? Are reportable incidents sent to the HSE?	
Is there a clear system for logging and acting on health and safety concerns raised by staff or pupils?	
If physical intervention/reasonable force is used in school, are significant incidents recorded and reported to parents/carers as per statutory guidance?	
Review of Fire Risk Assessment and Recommendations:	

--

Review of teaching strategies in light of Health & Safety
--

Evidence that movement around the classroom, equipment usage etc. is monitored to ensure the school is providing a safe and secure learning environment.
--

--

Review of Asbestos Register and Recommendations (if any):
--

--

Health and Safety Staff Steering Group Feedback
--

--

Details of Observation/monitoring/meeting:

--

Learning points from the visit:
--

--

General:
Wellbeing initiatives:
Staff Wellbeing
Pupil Wellbeing/the curriculum

Distribution List To: Chair and HT

CC: Clerk (upload to GovernorHub)



Appendix C: Role Descriptors

C13: LGC member lead: SEND / Pupil Premium

LGC MEMBER: PUPIL PREMIUM/SEND LEAD ROLE DESCRIPTOR

The Pupil Premium/SEND Lead will strategically monitor the impact of all activities which support pupils eligible for the pupil premium and that pupils with SEND receive the help they need to access the curriculum and to participate fully in the life of the school.

The lead will work closely with the named relevant member of staff/subject leader. The Trust Board remains ultimately responsible for Pupil Premium and SEND across all its schools and depends on the information communicated from its Sub-Committees to fulfil this requirement across all of the Trust's schools.

Pupil Premium/SEND Leads are expected to:

- Understand what the Pupil Premium Grant is, who it is for, what schools are expected to achieve and monitor the spend versus outcomes
- Understand and monitor the provision of SEND;
- Attend relevant training as required;
- Raise awareness of Pupil Premium and SEND issues at committee meetings

The Pupil Premium/SEND Lead will take responsibility for ensuring that the Committee monitors and reviews Pupil Premium and SEND at the school.

The Chair of the Governance Committee should escalate issues and concerns to the Trust where appropriate.

Role Descriptor – Pupil Premium/SEND Lead Committee Member

- Work with the relevant member of staff to undertake monitoring visits (minimum 2 per academic year) in line with the Trust Visits Policy and complete a Pupil Premium/SEND Lead Visit Monitoring Form (Appendix A)
- Report back to the Committee following focused monitoring visits using the Pupil Premium/SEND Lead Visit Monitoring Form
- Ensure that regular reports on Pupil Premium and SEND from the school are submitted to Committee meetings or are included in the Headteacher Report
- Review the Area School Improvement Partners (ASIP) notes of visit/SEF visit reports in relation to Pupil Premium and SEND and monitor any actions or recommendations
- Where ad-hoc reports or audits have been undertaken relating to Pupil Premium or SEND, at the school, monitor any recommendations or actions arising. Where action is not taken or recommendations not implemented, report to the Trust

As part of your responsibilities during monitoring visits, please ensure that pupils and staff wellbeing remain a key focus. Observing and inquiring about wellbeing, both formally and informally, helps foster a supportive, safe, and thriving school environment. Your attention to this area is vital in promoting a culture of care and continuous improvement.

A list of suggested questions can be found on the Wellbeing Monitoring Form. You may choose to incorporate one or two of these questions into your Lead Role Monitoring Form, or alternatively, complete a separate Wellbeing Monitoring Form to capture your observations.

Reference Documentation:

A link to all key documents on GovernorHub (including a training matrix which details training requirements) can be found [here](#).

For further support with training requirements, please contact your CPD lead.

SEND Visit Monitoring Form

Aspects for clarification/Questions requiring a response:
Points to be taken forward to the school's Governance Committee:
Points to be taken forward to the Trust Office:
Other comments:

School:			
Committee Member:		Date of Visit / Meeting:	
Member of Staff / School Contact:			
Subject and Purpose of Visit:			
<i>State the focus of the visit as agreed with the school staff and where appropriate state the link to the School Improvement Plan or any action plan/risk assessment.</i>			
Sections/questions included in this form are provided as guidance only and are not exhaustive or intended to be completed at every monitoring visit. Questions should be linked to the overall purpose of the visit and appropriate to the schools' priorities as outlined in the school's School improvement/Development Plan. Questions could be answered by different stakeholders. For specific wellbeing question examples please refer to the Wellbeing Champion Monitoring Form.			

SEND:	
SEND Leadership, Strategy and Accountability	
Is there a qualified SENCO in post? Has the SENCO completed the National Award (if required)?	
When were the SEND policy, SEN information report, and accessibility plan last reviewed and published?	
How does the SEND strategy align with the SEND & School Improvement Plan and national standards?	
What actions have been taken to prepare for SEND reforms including banding and provision expectations?	
How is SEND leadership impact measured in outcomes, attendance and inclusion?	
How is the school preparing for digitised EHCP systems (DISPs)?	
Are these documents easily accessible on the school website?	
Identification and Graduated Response	
How are pupils identified as having SEND ?	
How does the school ensure identification is early and accurate?	
How are parents/carers involved in this process?	
How effectively is the assess–plan–do–review cycle embedded	
How many pupils are on the SEND register? How many have EHCPs?	
How does the school ensure reasonable adjustments and inclusion for pupils with SEND/disabilities?	
What interventions and support are available?	
How is impact monitored?	
How is unnecessary escalation to EHCOS reduced?	

Are pupils with SEND able to access all areas of the curriculum and participate in all school activities?	
Safeguarding	
How does the safeguarding policy address the additional risks for pupils with SEND?	
How are additional risks for SEND pupils mitigated?	
What training do staff receive on SEND and safeguarding?	
Quality of Education and Inclusion	
How is the curriculum adapted without being diluted?	
How do teachers demonstrate high expectations for SEND pupils?	
What evidence shows pupils with SEND are learning and retaining knowledge?	
How is adaptive teaching embedded across classrooms?	
Partnership with Families	
How are parents/carers and pupils involved in planning and reviewing SEND provision?	
How are parents involved in Co-production?	
How does the school communicate with parents/carers of SEND pupils? How is feedback gathered and acted upon?	
Do families understand support and outcomes?	
Outcomes and Preparation for Adulthood	
What does data show about progress and attainment for SEND pupils?	
How are wider outcomes such as independence measured?	
How are pupils prepared for next stages of education or employment?	
Attendance, Behaviour and Inclusion	

How do attendance and absence rates compare for SEND pupils?	
What actions are taken around EBSA?	
How does behaviour data for SEND pupils compare and what improvements exist?	
Provision and Value for Money	
How is SEND funding allocated and evaluated for impact?	
Are interventions evidence-based and time-limited?	
How is independence promoted through provision?	
EHCPs and Digital Reform	
How effective are EHCPs in setting measurable outcomes?	
How does the school prepare for digitised EHCP systems (DISPs)?	
How well do EHCP provisions translate into classroom practice?	
Local Offer and Multi Agency Working	
How does the school signpost the local offer to families?	
How does the school work with external agencies and the local authority?	
How effective is collaboration with external services?	
Are referrals timely and impactful?	
What barriers exist and how are they addressed?	
Workforce Development	
How is staff training aligned with SEND priorities?	
How confident are staff in adaptive teaching?	
Forward-Planning	
Is the school aware of and preparing for proposed national SEND reforms?	

What are key SEND priorities over the next 1–3 years?	
How is the school preparing for national standards, funding changes and DISPs?	
Details of Observation/monitoring/meeting:	
Learning points from the visit:	
Wellbeing observations:	
General:	
Wellbeing initiatives:	
Staff Wellbeing	
Pupil Wellbeing/the curriculum	

Distribution List

To: Chair and HT **CC:** Clerk (upload to GovernorHub)

Pupil Premium Visit Monitoring Form

Aspects for clarification/Questions requiring a response:
Points to be taken forward to the school's Governance Committee:
Points to be taken forward to the Trust Office:
Other comments

School:			
Committee Member:		Date of Visit / Meeting:	
Member of Staff / School Contact:			
Subject and Purpose of Visit:			
<i>State the focus of the visit as agreed with the school staff and where appropriate state the link to the School Improvement Plan or any action plan/risk assessment.</i>			
Sections/questions included in this form are provided as guidance only and are not exhaustive or intended to be completed at every monitoring visit. Questions should be linked to the overall purpose of the visit and appropriate to the schools' priorities as outlined in the schools School improvement/Development Plan. Questions could be answered by different stakeholders. For specific wellbeing question examples please refer to the Wellbeing Champion Monitoring Form.			
Please refer to the Pupil Premium strategy on the website and ensure that this is read and used as the basis of the conversations about expenditure and the impact of it.			
The Department for Education (DfE) describes the pupil premium as an additional funding provided to statefunded schools in England to improve educational outcomes for disadvantaged pupils. This funding is not a personal budget for individual pupils and can be used for various school purposes, as long as it follows the DfE's grant terms. The pupil premium is allocated to schools based on the number of eligible pupils and is used to support schools in using evidence-based strategies to drive high and rising standards for disadvantaged pupils. The DfE also requires schools to publish a strategy statement each academic year, outlining how they plan to use the pupil premium funding.			

Pupil Premium:	
I have an understanding of pupil premium; how does it look in this school? (context)	
How many pupils are eligible for pupil premium this year? Is this number increasing or decreasing?	
How much pupil premium funding does our school receive this year? How does this compare to previous years?	
How is this funding allocated, and how does this align with the DfE's 'menu of approaches' (high-quality teaching, targeted academic support, wider strategies)?	
What does internal data show about the attainment and progress of pupil premium eligible pupils compared to their peers? What are the key trends?	
What are the main barriers to learning identified for our pupil premium eligible pupils? How have these been identified and are they reviewed regularly?	
What is the attendance rate for pupil premium pupils? How does this compare to non-disadvantaged pupils, and what actions are being taken to address any gaps?	
What are the school's targets for attainment and progress of pupil premium pupils, and how are these targets set and reviewed?	
How are parents, staff and pupils involved in the development, delivery, and review of the pupil premium strategy? Are there recent examples of engagement or feedback?	
What are the intended outcomes of the pupil premium strategy for this year and across the 3-year strategy period? How will success be measured?	
How are all staff made aware of the pupil premium strategy and their role in delivering it? Is there evidence of staff buy-in and understanding?	
What professional development and support have staff received to deliver the pupil premium strategy? How is the impact of this CPD evaluated?	
What evidence is there that the pupil premium strategy is having a positive impact? (Include progress data, attendance, behaviour, case studies, and qualitative feedback.) How is the strategy adapted in response to evidence?	
Details of Observation/monitoring/meeting:	

Learning points from the visit:

Wellbeing observations:
General:
Wellbeing initiatives:
Staff Wellbeing
Pupil Wellbeing/the curriculum



Appendix C: Role Descriptors C14:

LGC member lead: Curriculum

LGC MEMBER: CURRICULUM LEAD

ROLE DESCRIPTOR

The Curriculum Lead will strategically monitor the curriculum by working closely with the named relevant member of staff/subject leader to ensure that the statutory and Trust requirements of the National Curriculum are being met. The Trust Board remains ultimately responsible for Curriculum across all its schools and depends on the information communicated from its sub-committees to fulfil this requirement across all of the Trust's schools.

Curriculum Governance Committee Leads are expected to:

- Take a special interest in curriculum across the school
- Attend relevant training as required
- Raise awareness of the curriculum at committee meetings

The Curriculum Lead Committee Member will take responsibility for ensuring that the committee monitors and reviews how the requirements of the National Curriculum are being met at their own school. The Chair of the Governance Committee should escalate issues and concerns to the Trust where appropriate.

Role Descriptor – Curriculum Lead Committee Member

- Work with the Headteacher to undertake monitoring visits (a minimum of 2 per academic year) in line with the Trust Governance committee visits Policy and complete a Curriculum Lead Visit Monitoring Form (Appendix A)
- Review the School Improvement Plan (SIP) and monitor your school's improvement to targets for curriculum across the year
- Ensure that regular reports on how the school is meeting the National Curriculum are submitted to the committee or are included in the Headteacher Report at least once per academic year
- Monitor the school's curriculum pupil targets and highlight any concerns to the committee
- Monitor and review the quality of teaching and learning, the curriculum and inclusion
- Review the Area School Improvement Partners (ASIP) Note of Visit Reports/Categorisation visit reports in relation to the curriculum and monitor any actions or recommendations
- Where ad-hoc reports, reviews/inspections or audits have been undertaken relating to the curriculum at the school, monitor any recommendations or actions arising. Where action is not taken or recommendations not implemented, report to the Trust

As part of your responsibilities during monitoring visits, please ensure that pupils and staff wellbeing remain a key focus. Observing and inquiring about wellbeing, both formally and informally, helps foster a supportive, safe, and thriving school environment. Your attention to this area is vital in promoting a culture of care and continuous improvement.

A list of suggested questions can be found on the Wellbeing Monitoring Form. You may choose to incorporate one or two of these questions into your Lead Role Monitoring Form, or alternatively, complete a separate Wellbeing Monitoring Form to capture your observations.

Reference Documentation:

- A link to all key documents on GovernorHub (including a training matrix which details training requirements) can be found [here](#).
For further support with training requirements, please contact your CPD lead.

Curriculum Visit Monitoring Form

Aspects for clarification/Questions requiring a response:

--

Points to be taken forward to the school's Governance Committee:

--

Points to be raised with the Trust Office:

--

Other comments:

--

Curriculum monitoring visits serve a strategic assurance function, enabling the board to triangulate evidence about the quality, inclusivity, intent, implementation and impact of the curriculum beyond headline data. Through focused engagement with leaders, staff, and pupils, these visits provide insight into how the curriculum is designed, implemented, and experienced, ensuring it meets the needs of all learners. They support the board in fulfilling its core responsibility to hold leaders to account, offering informed challenge and validating whether the curriculum is ambitious, inclusive, and delivering positive outcomes.

¹ Sections/questions included in this form are provided as guidance only and are not exhaustive or intended to be completed at every monitoring visit. Questions should be linked to the overall purpose of the visit and appropriate to the schools' priorities as outlined in the schools School improvement/Development Plan. Questions could be answered by different stakeholders. For specific wellbeing question examples please refer to the Wellbeing Champion Monitoring Form.

School:			
Committee Member:		Date of Visit / Meeting:	
Senior leader / School Contact:			
Subject and Purpose of Visit:¹³ <i>State the focus of the visit as agreed with the school staff and where appropriate state the link to the School Improvement Plan or any action plan/risk assessment.</i>			
School Improvement Plan – Curriculum priorities:			

Statutory Compliance and Curriculum Design:	
Is the school meeting all statutory curriculum requirements, including for the National Curriculum (where applicable), and is it preparing for any forthcoming changes? E.G., RSE, oracy in the curriculum, media literacy.	
How does the curriculum ensure progression and sequencing of knowledge and skills across year groups and subjects?	
How does the school ensure that there is an appropriate balance in terms of subjects?	
What provision is made for continuity and progression between year groups in each subject?	
What recent changes have been made to the curriculum, and what evidence or research underpins these changes?	
How does the curriculum promote the values of the school?	
How does the curriculum promote pupils' spiritual, moral, social, and cultural development, including British values?	
Inclusion, Ambition, and Accessibility	
How does the curriculum ensure it is inclusive, ambitious and accessible for all pupils, including those who are disadvantaged, have SEND, EAL, or face other barriers?	
What provision is made for those learning English as an additional language?	
How does the curriculum meet the needs of pupils with SEND, those who are disadvantaged, and those known to social care?	
How are high-attaining pupils challenged and supported to reach their potential?	
Is there evidence of additional provision made to extend the more able pupils?	
Curriculum Leadership and Development	
Have subject leaders planned to report to the Governance Committee about the achievements and developments of their curriculum subject areas?	
How are subject leaders supported to develop expertise and drive curriculum improvements?	
What professional development opportunities are in place to ensure staff have the expertise to deliver the curriculum effectively?	
How are staff encouraged to be more innovative about the teaching of the curriculum?	
Are initiatives used to deliver the curriculum such as phonics programmes appropriately resourced to enable them to succeed?	

Assessment, Monitoring, and Impact	
Can the school provide examples of how pupils' work is assessed?	
Is there monitoring of progress towards agreed targets?	
How is assessment used to inform teaching, monitor progress, and ensure all pupils are learning what is intended?	
How are results used to change the approach to teaching/learning? Does the school meet with other schools to moderate assessment levels?	
How are teachers communicating the results of their assessment to pupils and parents?	
What do the results of the school's latest pupil voice survey say about the curriculum?	
How is the impact of curriculum changes on staff and pupil wellbeing monitored and supported?	
Partnerships and Transition	
How does the school use partnerships with other schools/businesses/the local community to enhance the curriculum?	
Has the school developed links with KS1/KS2 middle/secondary school(s) and FE/tertiary institutions?	
What information does the school hold about the destinations of pupils when they leave the school?	
What use is made of this information?	

Early Years Foundation Stage (EYFS Primary only)	
Is it clear how the curriculum starts in EYFS? For example: How is early reading developed? Which DfE approved phonics programme is used? Is the Mastering Number programme used to support pupils' understanding of number?	
How are the three prime areas (communication and language, physical development, personal, social and emotional development) prioritised and embedded in the curriculum?	
What approaches are used for both adult-led and child-initiated learning in EYFS? How is continuous provision organised to support independent learning and exploration?	
How effectively are the indoor and outdoor learning environments used to support the different areas of learning?	
How are staff development and training in EYFS pedagogy prioritised and monitored?	

How is children's progress monitored and recorded in EYFS (e.g., use of learning journals, observations, assessment against Early Learning Goals)?	
How do leaders ensure that all groups of children (SEND, disadvantaged, EAL) make good progress from their starting points?	
How is information about children's progress shared with parents/carers? Has the school arrangements in place to support transition for pupils from nursery into reception? How are parents briefed about expectations around attendance and punctuality, uniform etc. How is the transition from reception into Year 1 supported?	
How does the school ensure compliance with statutory staff-to-pupil ratios in EYFS?	
How are safeguarding and welfare requirements met and reviewed in the EYFS setting?	
What processes are in place to evaluate the effectiveness of the EYFS curriculum and provision (including self-evaluation and external moderation)? GLD outcomes for all pupils and disadvantaged pupils? How does this compare with national average.	
What opportunities are there for enrichment (e.g., trips, visitors) in EYFS, and how do these support curriculum aims?	

Qualifications and careers (Secondary)

Has the school considered ways in which it could broaden qualifications offered?	
What guidance is available to pupils about which qualifications they should take?	
How is careers guidance and preparation for the next stage of education or employment integrated into the curriculum?	

For Schools with Sixth Forms

Does the school know much does each post-16 course cost to run compared to take-up?	
Does the school know why some courses are more popular than others?	
Are less popular courses achieving good value for money, specifically regarding quality of education?	

Extra-Curricular Provision

Do the extra-curricular activities on offer complement the school's values?	
---	--

Are extra-curricular activities integrated into the school improvement plan?	
Is the range of activities broad, including arts, sports and other out-door pursuits?	
Are extra-curricular activities physically and financially accessible to all pupils?	
Is pupil participation in enrichment activities tracked, so leaders know which pupils are not participating?	
Details of Observation/monitoring/meeting:	
Learning points from the visit:	
Wellbeing observations:	
General:	
Wellbeing initiatives:	
Staff Wellbeing:	
Pupil Wellbeing/the curriculum	

Distribution List

To: Chair and HT

CC: Clerk (upload to GovernorHub)



Appendix C: Role Descriptors

C15 LGC member lead: Catholic Character and Ethos

LGC CATHOLIC CHARACTER & ETHOS LEAD

ROLE DESCRIPTOR

The Local Governance Committee are responsible for strategically monitoring the school under the three judgement areas of the Catholic Schools Inspectorate:

1. Catholic Life & Mission
2. Religious Education
3. Collective Worship (Prayer & Liturgy)
4. Care for Creation

The Local Governance Committee should ensure appropriate monitoring of Catholic Life, Religious Education (RE) curriculum and the Collective Worship by working closely with the Headteacher or RE Lead / Head of RE at the School.

Catholic Character and Ethos Leads are expected to:

- Understand the requirements from the Diocese and the Catholic Schools Inspectorate
- Support the Leadership team in discerning and agreeing what the priorities are for developing the Catholic character & Ethos of the school
- Support the development of the 'Care for Creation' within the school
- Attend relevant training as required

The Catholic Character and Ethos Lead committee member will take responsibility for ensuring the committee monitors and reviews the Catholic Life and RE of the school. The Chair of the Local Governance Committee should escalate issues and concerns to the Trust where appropriate.

Role Descriptor – Catholic Character & Ethos Lead

- Work with the school's Leadership Team and RE lead to undertake monitoring visits of the school site in line with the Trust Governance Committee Visits Policy and complete the Catholic Character & Ethos Visit Monitoring Form (Appendix A), Collective Worship Monitoring Form (Appendix B)
- Ensure that regular reports on Catholic Character & Ethos and Collective Worship are submitted to Committee meetings; lead discussion in an LGC meeting regarding observations from the visit
- Monitor the development of aims, policies, and plans, rooted in Gospel values and Catholic Social teaching (CST). Using the Area School Improvement Partner Progress Visit Reports, monitor the Headteacher's implementation of any actions set out in relation to Catholic Life & Mission/ Religious Education/Collective Worship via the Headteacher report to the LGC
- Review the CSED and support any actions required by the LGC
- Where any inspection by the Catholic Schools Inspectorate (CSI) takes place, participate where required and review and monitor the actions set out in the Inspectors Report

- Attend school events, where appropriate and in line with Governance Committee Visits policy, to support monitoring of Collective Worship and understanding of CST

As part of your responsibilities during monitoring visits, please ensure that pupils and staff wellbeing remain a key focus. Observing and inquiring about wellbeing, both formally and informally, helps foster a supportive, safe, and thriving school environment. Your attention to this area is vital in promoting a culture of care and continuous improvement.

A list of suggested questions can be found on the Wellbeing Monitoring Form. You may choose to incorporate one or two of these questions into your Lead Role Monitoring Form, or alternatively, complete a separate Wellbeing Monitoring Form to capture your observations.

-

Reference Documentation:

- A link to all key documents on GovernorHub (including a training matrix which details training requirements) can be found [here](#).

For further support with training requirements, please contact your CPD lead.

¹⁴ If you have not received a login for The Well please email governance@kcsp.org.uk to request access.

APPENDIX A

Catholic Character & Ethos Visit Monitoring Form

Aspects for clarification/Questions requiring a response:
Points to be taken forward to the Governance Committee:
Points to be escalated to the Trust Office:
Any serious areas of concern raised with the Headteacher or other members of staff (e.g. safeguarding)
YES/NO (delete as appropriate) If 'yes', the Chair should be informed as soon as possible. Do not put details on this form.

School:	Choose an item.		
Committee Member:		Date of Visit / Meeting:	Click or tap to enter a date.
RE Lead/ Head of RE School Contact:	Review of CSED, School Improvement Priorities prior to visit complete Yes No		
Subject and Purpose of Visit: <i>State the focus of the visit as agreed with the school staff and where appropriate state the link to the School Improvement Plan or any action plan/risk assessment.</i>			
Sections/questions included in this form are provided as guidance only and are not exhaustive or intended to be completed at every monitoring visit. Questions should be linked to the overall purpose of the visit and appropriate to the schools' priorities. Questions could be answered by different stakeholders i.e., RE Lead or Catholic Life Lead. For specific wellbeing question examples please refer to the Wellbeing Champion Monitoring Form.			

Review of Catholic Life & Mission:	
Activities seen or what was noticed during the visit: Might include: Pupils leading or contributing to the Catholic Life & Mission of the school Catholic identity of the school reflected in the Learning environment, corridor displays, entrance to the school; Leaders are witnesses to Catholic Social Teaching in their direction at every level Pupils take a leading role in responding to the demands of Catholic Social Teaching responding, locally, nationally, and globally Leaders' views/priorities on the Catholic Character & Ethos of the school Evidence of relationship between school and Parish/es Evidence of engagement with parents and carers	
How is the school's Catholic vision embedded in the curriculum and wider life of the school?	
How does the school promote respect and understanding of other faiths and worldviews, in line with Catholic teaching?	
Review of Religious Education:	
Activities seen or what was noticed during the visit: Might include: Pupils learning and enjoyment in Religious Education? Senior leaders & RE leader's views on quality of learning/progress and their priorities Standards and outcomes are at least in line with other core subjects Examples of pupils' religious literacy and confidence in their understanding of religious concepts Evidence that the school curriculum for religious education is a faithful expression of the Religious Education Directory. Evidence of regular, high quality professional development for all staff.	
Does the school's RE provision meet the requirements of the Religious Education Directory? (please refer to the CCE file on GovernorHub resources for the R.E.D)	
How does the RE curriculum reflect the intent, implementation, and impact model?	
How are the needs of all learners, including SEND and disadvantaged pupils, met in RE?	
How is pupil progress in RE monitored and assessed?	
What steps are taken to ensure all staff teaching RE are suitably qualified and have access to high-quality CPD?	
How does the school ensure compliance with statutory requirements for RE, including the right of withdrawal	
Is information about the RE curriculum and right of withdrawal published and accessible to parents?	

Review of Collective Worship:	
Activities seen or what was noticed during the visit: Might include: Pupils' engagement & participation Examples of pupils preparing, leading and evaluating prayer or liturgy A range of types and styles of prayer (including traditional & contemporary) Leaders' views on the provision of prayer & liturgies and their priorities CPD for staff on prayer & worship	
How does collective worship reflect the liturgical calendar and Catholic tradition?	
How are pupils of all backgrounds included and engaged in collective worship?	
Review of Care for Creation:	
Is there a Care for Creation lead in school? How does this role manifest in school?	
How does the school engage with the ecological crisis through the lens of CST?	
What opportunities allow pupils to develop their ideas on Stewardship? Is this hopeful and action-orientated, and considerate of those who may suffer from eco-anxiety?	
Key Learning points from the visit:	
Wellbeing observations:	
General:	
Wellbeing initiatives:	
Staff Wellbeing	
Pupil Wellbeing/the curriculum	
How does the school support the wellbeing of staff and pupils in relation to their spiritual and moral development?	



Appendix B

Collective Worship Monitoring Form

Person(s) leading Collective Worship	
Person Monitoring Collective Worship	
Date	
Time / Venue	
Whole school / Year Group	

Gathering

How did the pupils enter? Was music played/sung? Were symbols used? (Candles, cross etc)

Engaging

Visual aids, music, dance, drama, links to readings / mission/values/CST/Parish

Responding

Pupil participation (singing, signing, praying, thinking, reflecting)

Sending

What message actions did the pupils take away?

Degree of involvement of pupils

(Did children plan, deliver and/or evaluate the worship? Were they involved in any wider roles? (E.g. greeting, music, IT etc)

Other Comments

Parental / staff engagement, environment

Points for Future Development

Distribution List

To: Chair and HT

CC: Clerk (upload to GovernorHub)



Appendix C: Role Descriptors

C16 LGC member lead: Finance

LGC MEMBER: FINANCE LEAD ROLE DESCRIPTOR

The Finance Lead Committee Member at Local Governance Committees will take responsibility for ensuring that the committee monitors and reviews the financial position of the school. The committee hold responsibility for ensuring the schools budget and three-year forecast, as well as any substantial changes in the year end forecast, are endorsed annually and recommended to the Executive Team. The Trust Board remains ultimately responsible for the finances of the Trust and depends on the information communicated from its sub- committees to fulfil this requirement across all of the Trust's schools.

Finance Lead Governance Committee Leads are expected to:

- Keep up to date with changes in legislation relating to financial requirements for schools
- Attend relevant training as required

The Chair of the Governance Committee should escalate issues and concerns to the Trust where appropriate.

As part of your responsibilities during monitoring visits, please ensure that pupils and staff wellbeing remain a key focus. Observing and inquiring about wellbeing, both formally and informally, helps foster a supportive, safe, and thriving school environment. Your attention to this area is vital in promoting a culture of care and continuous improvement. A list of suggested questions can be found on the Wellbeing Monitoring Form. You may choose to incorporate one or two of these questions into your Lead Role Monitoring Form, or alternatively, complete a separate Wellbeing Monitoring Form to capture your observations.

Reference Documentation:

- A link to all key documents on GovernorHub (including a training matrix which details training requirements) can be found [here](#). For further support with training requirements, please contact your CPD lead.



Appendix C: Role Descriptors

C17: LGC member lead: CPD



LGC Finance Lead Visit Monitoring Form

Aspects for clarification/Questions requiring a response:			
Points to be taken forward to the school's Governance Committee:			
Points to be escalated to the Trust Office:			
Other comments:			
School:			
Committee Member:		Date of Visit / Meeting:	
Business Manager/Finance School Contact met with:			

Subject and Purpose of Visit:

State the focus of the visit as agreed with the school staff and where appropriate state the link to the School Improvement Plan or any action plan/risk assessment.

- 1) Sections/questions included in this form are provided as guidance only and are not exhaustive or intended to be completed at every monitoring visit. Questions should be linked to the overall purpose of the visit and appropriate to the schools' priorities and equality objectives. Questions could be answered by different stakeholders i.e., Catholic Character and Ethos Lead. For specific wellbeing question examples please refer to the Wellbeing Champion Monitoring Form.
- 2) Use this form to report on all three monitoring visits. Please use a different font colour for each visit to help track progress.

Please list the documents reviewed during this visit below:**General:**

Is there a clear and demonstrable link between the schools budgeting and their plans for raising standards and attainment?

Is the end of year outturn for each school in line with budget projections?

Do the school budget(s) and forecast(s) for the next three years, identify spending opportunities and risks and how these will be mitigated?

Has the school used the DfE's financial benchmarking and insights tool to compare its spending with similar schools? What actions have been taken as a result?

Is the end of year outturn for each school in line with budget projections?

Is the tracking/monitoring of pupil premium funding effective?

Are there any concerns around the spend related to high needs SEND pupils?	
Are there opportunities for economies of scale to be applied to the spending of high needs SEND funding?	
How are specific grants (e.g. pupil premium, PE and sport premium, SEN funding) being used to achieve intended outcomes? Is there evidence of impact?	
What was contained as recommendations within the last Audit report for the school(s) – have they now been implemented?	
What are the budget implications of predictions for pupil numbers in the school? How will this affect staffing etc	
Do the budget projections for each school link to the recommendations of the School Improvement Plan?	
Has the Committee seen / reviewed the Financial Values Standard Form for the year? When was it last reviewed?	

Are there any financial concerns raised from the Trust which need addressing?	
Has the Committee, and the school, worked in accordance with the Scheme of Delegation?	
Has the Contracts spreadsheet been shared with you by the business manager? Are there any upcoming contracts which need to be re- tendered? Is the Committee aware of this?	
How do financial decisions support staff and pupil wellbeing, and how is this monitored?	
Procurement	
Do the Trust's Financial Regulations ensure value for money and align with our School's values and priorities?	

Are our procurement processes transparent, fair and regularly reviewed for cost-effectiveness and supplier performance?	
Was the correct procurement route followed?	
Was the decision within delegated authority?	
Were conflicts of interest considered?	
Was value for money evidenced?	
How is the Trust's Modern Slavery Statement reflected in contract decisions, and do we consider ethical sourcing and supplier sustainability credentials when making procurement choices?	
Finance	
How do our financial decisions balance short-term pressures with long-term sustainability goals while reflecting the school's vision, values and pupil wellbeing?	
What risks have we identified in our financial planning and how are we mitigating them (including maximising grants), while engaging staff, parents and the wider community in setting budget priorities and trade-offs.	
Does the school have sufficient reserves to manage risks and support long-term sustainability? Are plans in place to address any shortfalls?	
Are financial risks from the school risk register reviewed and mitigated at local level	
(for Secondary schools only) Does the school know how much each post-16 course costs to run compared to take-up?	
Review of Financial Values Standard (annual):	

Details of Observation/monitoring/meeting:
Learning points from the visit: (Please include any action points who they belong to and the agreed deadline)
Wellbeing observations:
General:
Wellbeing initiatives:
Staff Wellbeing
Pupil Wellbeing/the curriculum

Distribution List To: Chair & HT

CC: Clerk (upload to GovernorHub)

Appendix A



LGC MEMBER: CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)/ TRAINING LEAD ROLE DESCRIPTOR

The CPD/Training Lead Committee Member will work closely with the committee to assist with the monitoring of Committee Member CPD/training and maintain an oversight of the school's engagement with the Trust CPD offer [CPD Brochure 2026-2027](#)

The Chair of the Governance Committee should escalate issues and concerns to the Trust where appropriate.

Role Descriptor – CPD/Training Lead Committee Member

- Ensure all Committee Members undertake Trust mandated training annually
- Ensure all Committee Members undertaking lead roles complete the relevant mandatory training specific to their roles
- Ensure that the annual skills audit is engaged with and reviewed by the committee and document the evidence of skills and development needs of the committee
- In conjunction with the Clerk, ensure that all Committee Member training is captured on GovernorHub and monitored regularly
- In conjunction with the clerk signpost available training and encourage Committee Members to share feedback/experiences of training attended at Committee meetings
- Share the Trust CPD Brochure annually and monitor the level of engagement the school has with the offer (example appendices A & B), in line with the School Improvement Plan
- **Secondary School leads only** – ensure the school has an appropriate Provider Access Legislation statement on the school website, discuss with the career's coordinator the opportunities provided and ensure this is highlighted to the committee

Reference Documentation:

- A link to the key documents on GovernorHub (including a training matrix which details training requirements) can be found [here](#)

Appendix A

Appendix A

Academy attendance on CPD Courses
for 2022/23

Report Currently runs from Sept 22 - July 23

Course	PRIMARY																				SECONDARY					
	Holy Family, Maidstone	More Park, West Malling	Our Lady of Harley	St Augustine's, Hythe	St Augustine's, TW	Stella Maris, Folkestone	St Edward's, Sheerness	St Gregory's, Margate	St John's, Gravesend	St Joseph's, Aylesham	St Joseph's, Broadstairs	St Joseph's, Northfleet	St Margaret, Clitherow	St Mary's, Deal	St Mary's, Whitstable	St Peter's, Sittingbourne	St Richard's, Dover	St Simon of Ashford	St Teresa's, Ashford	St Thomas', Sevenoaks	St Anselm's, Canterbury	St Edmund's, Dover	St Gregory's, TW	St Simon Stock, Maidstone	Uinsale College, Westgate	Totals
Online Training	36	18	35	62	60	93	58	97	54	59	40	49	57	42	69	27	33	58	48	40	146	220	100	54	116	1671
Academy Principal Programme - Pri	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						20
AEN Forum	2		1		2	3	1		3	1			4		2	1	2	2	1		3				3	31
Autism Primary					1		2				1		3	2		3										12
Autism Secondary																					2		2			4
DSL Supervision					1				1					1		2				1			2			8
EAL Hub	2				3		1		2	4	1		1	2	2	1					1		1			21
ELSA Training			3			1			1				2								2					9
ELSA Supervision	1					2	3	1	4				13		2	4							1			31
Emergency First Aid at Work	1	2	4					3	5	3	3				2				1	3	4		2	2	1	36
English Network	2	2	2		1	2			1	1	2	2	3	1	2	1	2		1	1						26
EYFS Strategy	4	2	1	3	3	3	2	3	4	4	2	2	3	3	3	2	3	2	3	3						55
First Aid at Work 3-day		1			2		4		2				1				1				4			3		18
Geography Network	2	2	1	1	2		2		2	1	1		2		1	2				2						21
History Network	1	2				1	1			1					2			1	2	2						13
IT Network	1	1	1							1			1			1			1							7
Maths Network	2	0	1	1	1	0	2	1	2	1	0	2	2	1	2	3	1	1	2	2						27
MFL Network	1	1							1	1					1		1	1								7
Moderation Maths - KS1&2	3	2	3	2	1	1	2	2	2	3	2	1	2	2	2	2	1	2	3	3						41
Moderation - R&W KS1	2	1	1	2	1	1	2	2	2	1	1	1	2	2	2	2	2	2	1	2						32
Moderation - R&W KS2	1	2	2	1	1	1	2	1	2	1	2	2	1	1	2	1	1	1	1	2						28
Moderation - Science KS1&2	2	2	1	2	3	3	2	1	2	1	2	0	0	2	1	2	2	1	1	3						33
Ofsted update training	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1						15
Paediatric First Aid - Blended		4					9		6	3			2	1	1		1	8	5	2			4			46
PE Network	2			2	2	1		1	1	2	2		2	1	2	2	1	2	1	1					1	26
Science Conference	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1						19
Science Network	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						20
Total Core offer	33	28	25	17	28	23	39	19	47	32	23	14	48	22	33	33	20	27	26	31						
Totals	69	46	60	79	88	116	97	116	101	91	63	63	105	64	102	60	53	85	74	71	162	220	108	63	121	2277
% of all bookings made YTD	3%	2%	3%	3%	4%	5%	4%	5%	4%	4%	3%	3%	5%	3%	4%	3%	2%	4%	3%	3%	7%	10%	5%	3%	5%	100%
PCC 2022/23	£2,435.39	£2,738.16	£2,843.48	£2,600.00	£3,988.77	£2,817.15	£2,738.16	£3,422.71	£9,715.22	£1,355.92	£2,738.16	£3,159.42	£5,199.88	£2,593.36	£5,423.67	£2,777.66	£2,646.01	£2,685.51	£2,830.31	£2,698.67	£14,901.93	£6,555.80	£17,798.07	£14,783.45	£11,953.14	£133,400.00
% Contribution to CPD budget:	2%	2%	2%	2%	3%	2%	2%	3%	11%	1%	2%	2%	4%	2%	4%	2%	2%	2%	2%	2%	11%	5%	13%	11%	9%	
VPM (cost per attendee)	£35.30	£59.53	£47.39	£32.91	£45.33	£24.29	£28.23	£29.51	£96.19	£14.90	£43.46	£50.15	£49.52	£40.52	£53.17	£46.29	£49.92	£31.59	£38.25	£38.01	£91.99	£29.80	£164.80	£234.66	£98.79	

Appendix B: Example of Learning Library

St Richard's Catholic Primary School

Modules completed between Sept - Dec 22

First name	Last name	Service	Course name	Modules completion date
		Academy Staff	Food Safety and Hygiene Essentials	07/10/2022
		Academy Staff	Bullying and Cyberbullying	20/09/2022
		Academy Staff	Gangs and Youth Violence	07/10/2022
		Academy Staff	Counter Terrorism	17/10/2022
		Academy Staff	Human Rights Act 1998	07/10/2022

Kent
Catholic
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Appendix C: Role Descriptors

C18: LGC: Careers



LGC MEMBER: CAREERS ROLE DESCRIPTOR

The Careers Lead will strategically monitor the delivery of Careers Education and guidance in Secondary schools by working closely with the named careers lead representative for the school. The Trust Board has a nominated Careers lead director who will maintain oversight of the delivery of careers education and guidance and encourages employer engagement.

The LGC Careers lead will:

- monitor that a careers education is developed in line with the Gatsby Benchmarks
- review how independent careers guidance is provided to all learners throughout their secondary education (for all 11- to 18-year-olds)

Careers' guidance should:

- be impartial, showing no bias or favoritism towards a particular institution, education or work option
- include information on the range of education or training options, including apprenticeships and technical education routes
- consider the best interests of the students to whom it is given

The Careers Lead Committee Member will take responsibility for ensuring that the committee monitors and reviews how the requirements of the [Careers Education and Guidance in Secondary Schools](#) are being met at their own school. The Chair of the Governance Committee should escalate issues and concerns to the Trust where appropriate.

Role Descriptor – Careers Lead Committee Member

- work with the Headteacher and Careers lead to undertake visits (a minimum of two per academic year) in line with the Trust Governance committee visits policy and complete a Careers Lead Visit Monitoring form
- review the careers subject delivery within the school and the frequency of career interactions.
- monitor how careers guidance links to the school improvement plan (SIP) and contributes to pupils' learning
- understand how conversations with local businesses are going, including what skills they're looking for
- monitor the range of education and training providers who've had the chance to talk to pupils in years 8 to 13
- understand how the school is providing the required 6 encounters with technical education and training providers for pupils in years 8 to 13
- the impact of your school's careers programme, and activities such as focus days, workshops and work experience; consider destinations of students

As part of your responsibilities during monitoring visits, please ensure that pupils and staff wellbeing remain a key focus. Observing and inquiring about wellbeing, both formally and informally, helps foster a supportive, safe, and thriving school environment. Your attention to this area is vital in promoting a culture of care and continuous improvement.

A list of suggested questions can be found on the Wellbeing Monitoring Form. You may choose to incorporate one or two of these questions into your Lead Role Monitoring Form, or alternatively, complete a separate Wellbeing Monitoring Form to capture your observations.

Reference documentation

A link to all key documents on GovernorHub (including a training matrix which details training requirements) can be found [here](#)

For further support with training requirements, please contact your CPD lead.

CAREERS VISIT MONITORING FORM (Secondary Schools Only)

School:			
Committee Member:		Date of Visit / Meeting:	
Senior leader / School Contact:			
Subject and Purpose of Visit: <i>State the focus of the visit as agreed with the school staff and where appropriate state the link to the School Improvement Plan or any action plan/risk assessment.</i>			
Sections/questions included in this form are provided as guidance only and are not exhaustive or intended to be completed at every monitoring visit. Questions should be linked to the overall purpose of the visit and appropriate to the school's priorities. Use this form to report on all three monitoring visits. Please use a different font color for each visit to help track progress.			
Aspects for clarification/Questions requiring a response:			
Points to be taken forward to the school's Governance Committee:			
Points to be taken forward to the Trust Office:			
Other comments:			

General

Tell me about the school's current careers programme. How is it structured and sequenced across all year groups?

How does the programme align with the school's vision, development plan, and the updated Gatsby Benchmarks (2025)?

How does the school use Compass+ to benchmark, track and report on your whole careers provision?

How is the governing board actively engaged in setting the direction of careers guidance?

What review has taken place since last year and how has this influenced your plans for this year?

How is the programme evaluated and improved?

- What feedback is gathered from pupils, parents/carers, and employers?

- How is destination data used to inform improvements?

How is the programme tailored to meet the needs of all pupil groups, including SEND and disadvantaged pupils?

How are parents/carers informed and involved in the careers programme?

How is staff training on careers guidance delivered and monitored?

What examples do you have regarding linking career discussion within the teaching of the national curriculum?

Work Experience

How is the school meeting the requirements for work experience activities in years 7–9 and placements in years 10–11?

What types of activities/placements are offered, and

how are they sourced?	
How are vulnerable pupils, including those with SEND, supported to access meaningful experiences?	
How is the impact of work experience monitored and evaluated?	
How are health and safety and safeguarding arrangements ensured for all work experience activities?	
How are parents and the local community involved in supporting career education?	
How do different pupil groups interact with work experience and other career initiatives differently? How do you adapt to meet this need?	
Provider Access and Encounters	
Is careers guidance accessible to all pupils? If not, why not?	
How does the school ensure that all pupils in years 8–13 have at least 6 encounters with providers of technical education or apprenticeships?	
How are the encounters with providers of technical education or apprenticeships documented and evaluated?	
How is impartiality ensured in the information provided to pupils about academic and technical routes?	
What access is given to external providers and how to we ensure compliant data protection?	

Personal Guidance	
How does the school ensure that every pupil has access to personal guidance from a qualified careers adviser?	
How are these meetings recorded and followed up?	

Monitoring and Record Keeping

How are records kept of individual pupil participation, advice given, and next steps?

How is destination data collected, maintained, and used to improve provision?

Wellbeing and Inclusion

How are our children with special educational needs (SEND) supported to reach their individual career potential?

How are high-attaining children challenged to reach their individual career potential?

How do we ensure adequate safeguarding, and health and safety, arrangements are in place, if and when pupils take part in work experience, or other activities off the school site?

Governance and Reporting

How does the LGC Careers lead report to the board on careers provision?

How are issues or areas for improvement escalated and addressed?

Details of Observation/monitoring/meeting:**Learning points from the visit:**

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Wellbeing observations:

General:

--

Wellbeing initiatives:

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Staff Wellbeing

--

Pupil Wellbeing

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