



# Handbook for Members, Directors and Governors



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## **About Omnia Learning Trust**

### **Working as one, we're ambitious for all**

The Omnia Learning Trust is a community of ambitious, exceptional schools that grow happy, confident, balanced children. Our schools place huge importance on nurturing and empowering both staff and pupils, inspiring new ideas, pushing boundaries, and sharing best practices to enrich the learning experience. We attract highly talented, motivated staff who know how to help children aim high, exceed expectations and develop a lifelong love of learning. Our schools work as one to champion and support each other, which raises standards and ensures all our children are able to fulfill their whole potential.

### **Our vision, mission and values**

**Our vision is** for all our children and staff to flourish in genuinely exceptional schools which inspire a lifelong love of learning.

**Our mission is** to work collaboratively with all in our school communities; staff, parents and children; to create exceptional learning environments that empower and support all to achieve their potential.

### **Our values are:**

**Inspiring all** in our school community to embrace a lifelong love of learning; to aim high and think creatively to achieve their dreams and ambitions.

**Challenging all** in our school community to flourish in a culture of academic excellence, to exceed expectations and reach their full potential.

**Nurturing all** in our school community to be well-rounded, balanced and empathic individuals, who take responsibility for themselves and care for other people.

**Empowering all** in our school community to engage purposefully with local and global issues; show leadership, resilience and become open-minded citizens of the world.

### **What we provide to our schools as a Trust**

The Omnia Learning Trust works closely alongside each school and offers a unique combination of collaboration, challenge and support:

- Our Heads have the opportunity to lead in a forward-thinking, innovative, collaborative and growing organisation
- Each school becomes part of a strong, unified team that constructively challenge and champion each other
- Each school is provided with a framework, sharing what we know works well, while giving principals the freedom to be creative and develop their own school
- Trust Executives, Directors and Governors offer a wealth of expertise in Education, Finance and Safeguarding, as well as support with performance and OFSTED readiness
- The whole Trust community works together to create a curriculum that is rich and enriched and responsive to local needs

- Principals meet to share resources, shape policies, offer advice and support each other, helping drive positive change and exceptional standards across the school community
- The Trust is forming hubs of excellence with a nearby school within the Trust, enabling hands-on sharing of ideas, development of joint strategies, shared governance, recruitment support, pupil visits and sharing of subject specialist staff.

## **OLT Strategic Priorities**

These are based on an evaluation of the Trust's progress with the Trust Quality Descriptors:

### 1. Inclusive teaching and learning

All children will enjoy high quality Teaching and Learning from well trained, motivated staff irrespective of their needs.

### 2. Leadership and Management

Leaders articulate a clear and strong vision for aspirational outcomes, develop strategic and flexible processes, and robustly monitor provision which leads to better outcomes

### 3. Pupil outcomes

Schools achieve good outcomes for all pupils by delivering education that is both high-quality and inclusive

### 4. Pupil progress

All children make exceptional progress from their starting points

### 5. Recruitment, retention, staffing vacancies

Supports the recruitment and retention of great staff within the school, Trust and across the school system.

### 6. Capability/ Disciplinary

Robust and swift management of staff undertaking capability/disciplinary procedures

### 7. Working environment

Ensures staff conduct and absence levels contribute to a positive working environment. Utilises trust policies so staff are supported and challenged to meet standards

### 8. Collaboration

Builds an innovative and vibrant community of professionals, collaborating across schools and other trusts to develop and share expertise and evidence-based practice.

### 9. Consistency of line management and progression

Ensures every member of staff is effectively line managed to maintain high performance. Actively encourages career progression opportunities across the trust.

### 10. Capital Strategy

Maintains and invests sustainably in the schools capital infrastructure including buildings, FFE and plant equipment

### 11. Digital Strategy

Maintains and invests sustainably in the school's digital infrastructure and technology.

### 12. Estates Strategy

Maintains and invests sustainably in the school premises and grounds

### 13. Reserves

Operates a well-planned reserves policy that provides sufficient contingency for cashflow and any unplanned, urgent expenditure and aligns resources to key priorities

### 14. Governance

School supports strong local and trust-wide governance open and transparent accountability, which provides representation for the communities they serve

## Omnia Learning Trust Schools

Name of School	Date of opening	Type of School	Address	Premises	Local Authority	Principal	Capacity
Twickenham Primary Academy	Sept 2015	Free School, Primary	57 Colne Road, Twickenham, TW2 6QF	Converted office building, owned by DfE	London Borough of Richmond upon Thames	Erin Moscardini	420 x 4-11-year-olds
Didcot Primary Academy	Sept 2026	Academy, Nursery and Primary	Chestnut Drive, Didcot, Oxon, OX11 0DL	Purpose built primary school. Owned by OCC	Oxfordshire County Council	Alison Ashcroft	52 x 3- & 4-year-olds 420 x 4-11-year-olds
Wantage Primary Academy	Sept 2020	Free School Nursery and Primary	Reading, Road, Wantage, Oxon	Purpose built primary school. Owned by OCC	Oxfordshire County Council	Hannah Robinson (Acting)	52 x 2-, 3- & 4-year-olds 420 x 4-11-year-olds
Sires Hill Primary Academy	Sept 2023	Free School Nursery and Primary	Darwin Drive, Didcot, OX11 9GY	Purpose built primary school. Owned by OCC	Oxfordshire County Council	Alison Ashcroft	90 x 2-4-year-olds 420 x 4-11-year-olds
Valley Park Academy	Sept 2027	Free School Nursery and Primary	TBC	Purpose built primary school. Owned by OCC	Oxfordshire County Council	TBC	120 2-4 630 5-11 year olds

## The Governance Structure of the Omnia Learning Trust

The Omnia Learning Trust is a Multi Academy Trust. It is a charitable company limited by guarantee and ultimately controlled by its Members, who delegate responsibilities to the Trust Board.

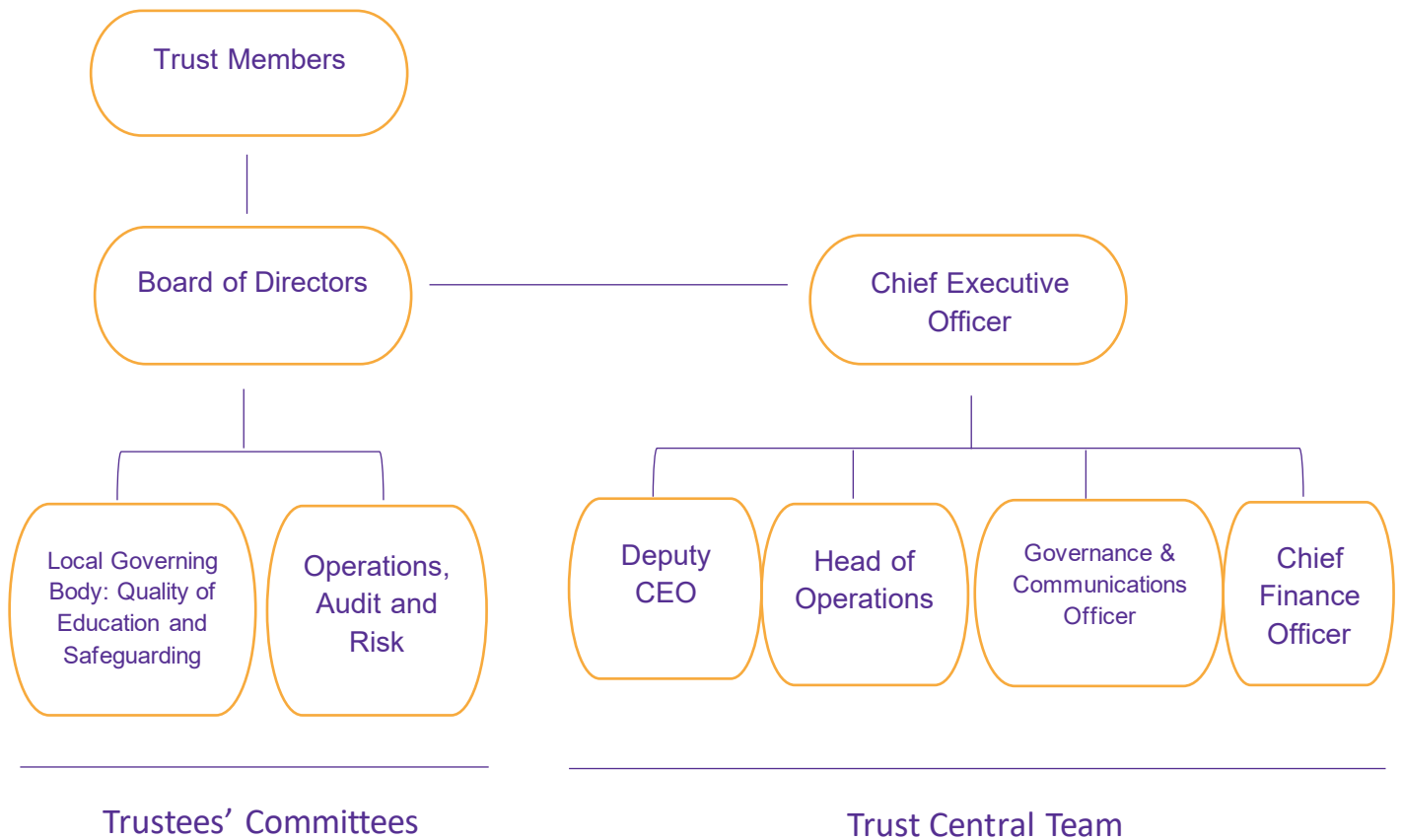
Our schools are overseen by the Trust Board. All Directors are selected for the range of skills and expertise they bring to help realise our vision and values in the Omnia Learning Trust Academies and to ensure effective strategic leadership and management. Terms of office are four years.

The Trust Board delegates some responsibilities for governance to the Operations Committee and the Quality of Education and Safeguarding Committee. Parent and staff Governors sit on the Quality of Education and Safeguarding Committee (QES). Therefore, we have three main types of role:

Role type	Maximum Number	Appointed by
Members	5	Members
Directors	9	Members and Directors
Governors	8*	Parents, Staff and Principals

\*2 per school

## Structure of Governance and Executive Oversight



## Members

The Omnia Learning Trust is formed of five independent Members. The liability of the Members is limited, as with any company limited by guarantee, by the amount of the guarantee undertaken by the Member (this is set at £10 in the model Articles of Association). Overall, Members usually have much more limited involvement in the management of the Academies than the Governors/Directors. Members hold Directors to account.

The functions of the Members of the Academy Trust include:

1. Overseeing the achievement of the objectives of the company including pupil outcomes
2. Taking part in annual and extraordinary general meetings
3. Appointing some of the Directors
4. Appointing the external auditors
5. Signing off the company's financial accounts and annual report
6. Power to amend the Articles of the company and, ultimately, to remove Directors
7. Instructing an external review of governance within the Trust every three years.

## **Directors**

Directors sit on the Trust Board as well as on committees. Directors assist with establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school
- Agreeing school improvement strategies with priorities and targets

## **Governors**

Governors sit on the Local Governing Body which is called the Quality of Education and Safeguarding Committee and report to the Trust Board. They do not attend Trust Board Meetings. Governors are made of up staff and parents.

## **Directors and Governors both assist with:**

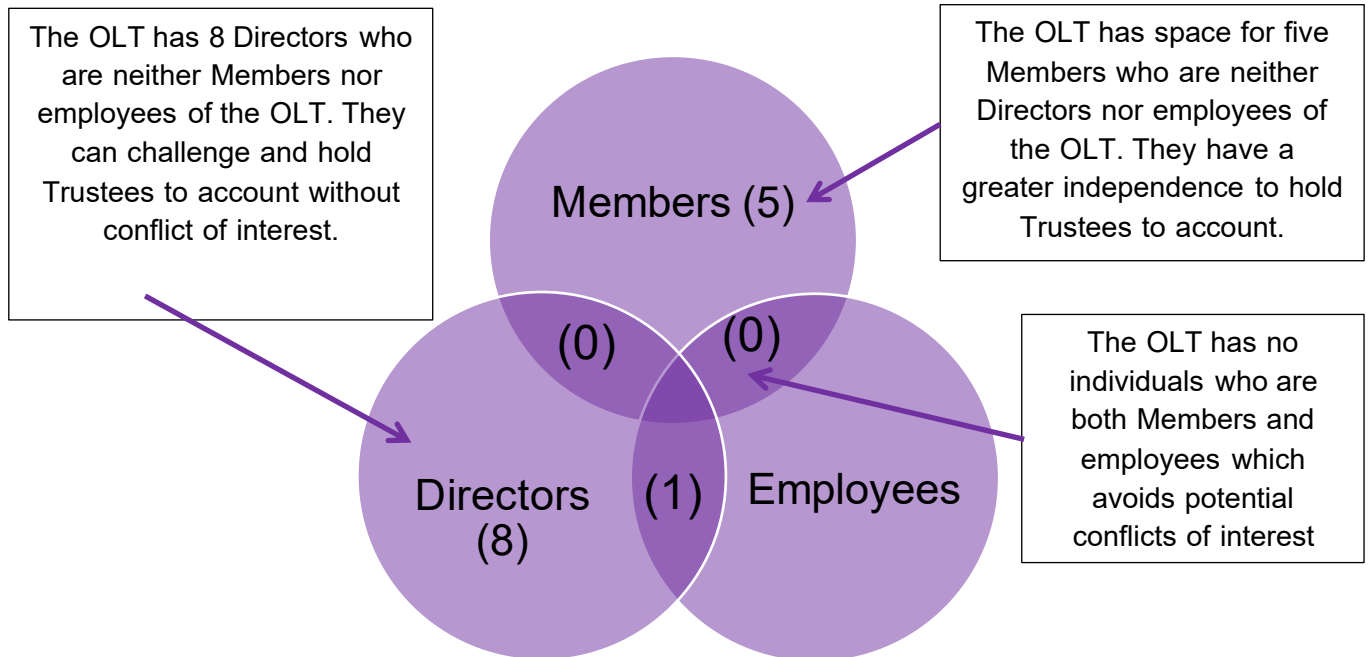
Ensuring accountability, by:

- Appointing the Principals
- Monitoring progress towards targets
- Performance managing the Principals
- Engaging with stakeholders
- Contributing to school self-evaluation
- Meeting statutory duties
- Ensuring safeguarding procedures are robust

Ensuring financial probity, by:

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

### Achieving independent challenge and holding Directors to account



### Key roles and functions of the Trust Board

#### All Directors must:

- Ensure that the sponsor's vision and values underpin the way in which the Trust Board and its committees work.
- Determine the educational character and mission of the Omnia Learning Trust ;
- Approve the Omnia Learning Trust and individual Academy annual and three-year strategic plans and review annually;
- Receive and scrutinise reports at every Trust Board meeting in order to review regularly outcomes and impact against key performance indicators as identified in the strategic plan;
- Challenge and support the Trust Board's senior officers and Academy leaders to achieve best value in terms of impact, outcomes, quality and cost;
- Adhere to the Master Funding Agreement and Supplemental Funding Agreements;
- Ensure the continued charitable status of the Omnia Learning Trust
- Approve the Trust Board's terms of reference and keep them under regular review;
- Approve the Trust Board's accountability framework and keep it under regular review;
- Approve the delegations of Directors' responsibilities and keep them under regular review;
- Approve the Trust Board's policy framework that identifies responsibilities for approving specific policies and keeping this under regular review;
- Take timely action to address decisions for which there is a legal requirement for Trust Board approval;

- Ensure effective consultation and communication with all constituent parts of the Trust Board;
- Review its own effectiveness regularly and agree appropriate actions to improve its performance;
- Actively promote high ethical standards including the Nolan principles

### **Chair and Vice Chair**

- Ensure effectiveness: Support the vice chair and governance professional to lead the board effectively
- Set standards: Champion high standards of governance and continuous improvement
- Set agendas: Work with the senior executive leader and governance professional to set and agree the board meeting agenda
- Performance and appraisal review: Appraise the performance of the CEO
- Review performance: Reviewing the governance professional's performance in their role within the trust, via an annual review
- Support trustees: Support all trustees to participate actively and equally, via annual reviews
- participate in board induction, training and evaluation identified as an individual trustee and as part of the board or committee;
- Maintain the trustees' commitment to board diversity, renewal and succession planning, in line with the MAT's articles of association and/or current good practice;
- Undergo an individual and board performance appraisal, and attending any additional training highlighted as a result of the evaluation process;
- Act between full meetings of the board in authorising action to be taken *intra vires*, e.g. banking transactions and legal documents in accordance with relevant mandates;
- Represent the MAT at functions, meetings and in the wider media, in line with the MAT's agreed media strategy;
- Plan succession: Ensure appropriate succession planning is in place

### **Accounting Officer**

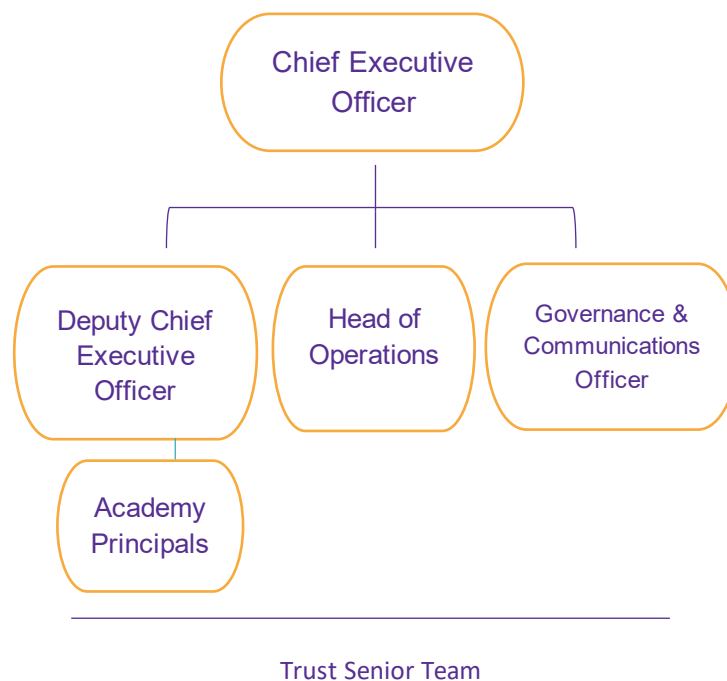
- Complete the Governance Statement and Statement of regularity, propriety and compliance in the published format and submits to the Education EFA by 31 December;
- Publish the statement on the Trust's website by 31 January;
- Ensure regularity with all items of income and expenditure in accordance with legislation and any applicable delegated authority;
- Ensure propriety by operating appropriate standards of conduct, behaviour and corporate governance including fairness, integrity, avoidance of personal profit from public business (avoidance of conflict of interest), even-handedness and open competition;
- Ensure Value for Money through the efficient and effective use of available resources; avoidance of waste and extravagance; prudent and economical administration of the financial affairs of the Trust including the day-to-day organisation, staffing and management of the Trust;
- Monitor whether the rules are being met;
- Establish procedures to follow if the rules aren't being met including reports from the Responsible Officer and a whistleblowing policy accessible to all staff;
- Take appropriate action if the Trust Board, or the Chair, is contemplating a course of action which would infringe the requirements of propriety or regularity (including the provisions of the Funding Agreement, the Trust's Development Plan, or other documents setting out the

financial duties of the Trust Board or of any other rules governing the conduct of the Trust Board, or would not represent prudent or economical administration, or the efficient or effective discharge of the Trust Board's functions;

### Internal Auditor

- Monitor and assess the internal controls of the Trust ensuring the Trust as a whole is operating at appropriate levels of risk and in compliance with the Code of Audit Practice;
- Monitor the implementation of action agreed by management in response to reports from the external auditor and internal auditor

### Roles and Functions of the Senior Executive Team



### Chief Executive Officer

- Develop an inclusive culture in each Academy to ensure staff, students and other stakeholders feel ownership for and belief in the Omnia Learning Trust values and approach.
- Develop rigorous performance management and quality assurance systems, including objective setting and development targets.
- Support the Directors of the Trust to meet the requirements of a charity, a limited company, a Multi Academy Trust and to meet the terms of the Funding Agreement including the maintenance of appropriate policies, procedures and reports.
- Implement the Trust Development Plan.
- Lead on legal matters.
- Lead on financial strategy and benchmarking
- Quality assurance – Education, Finance, Operations, HR
- Line management Trust Executive Team
- People Strategy – EDI, Wellbeing, Staff Development, Governance Panels

- Formal complaints
- Articles of Association/company secretarial oversight
- Lead on applications for new schools, new business and associated project management and due diligence.
- Capital Projects
- Admissions Authority – consultations and policies
- Monitoring of management accounts and approval of pay runs
- Digital Strategy
- Estates Strategy
- DfE Returns
- Income generation
- Manage stakeholder relations and represent the Trust at a local and national level, promoting success and values.

### **Deputy Chief Executive Officer**

- Line Management of Principals – set SMART and ambitious targets and provide robust support and challenge in line with the vision and ambition of the Trust.
- Quality Assurance visits and reports
- Approve Academic Targets
- Trust wide CPD
- Bespoke school improvement support including provision of coaching and mentoring for Principals.
- Monitoring all educational standards.
- Trust wide network development
- Monitoring response to survey feedback
- SEND strategy and quality assurance.
- Safeguarding strategy and quality assurance
- Recruitment and retention strategy
- Informal complaints handling
- Capability and disciplinary procedure oversight
- Budget planning support
- Review and develop education policies
- HR/staff contracts support
- Monitor stakeholder relations
- Advise the CEO on key strategic and statutory developments in the primary education sector.

### **Head of Operations**

- Routinely audit safeguarding and health and safety practices in Trust schools to ensure robustly safe cultures and maximum statutory compliance, reporting to Operations Committee
- Internal and external audits
- HR and staff contracts
- Staff absence management
- DPO & GDPR compliance
- Estate and asset management
- Oversight of Trust governance and content of OLT Governance Handbook.

- Trust policy reviews and development including oversight of Trust policy review schedule
- Management of formal and serial complaints.

### **Governance and Communications Officer**

- Provide clerking support at all Board and Committee meetings.
- Provide effective administrative support to the Board Directors and Committees in relation to all Board and Committee meetings, also including Companies House, DfE administration, governance training and Director/Governor induction requirements.
- Management of Trust Executive Team training schedule and record keeping
- Manage Trust information storage and record keeping effectively in accordance with legal requirements.
- Carry out DBS/s128 checks for Directors, Governors and the Trust Executive Team.
- Carry out termly Trust wide surveys, analysis and produce survey reports to the Board and school Principals.
- Carry out Trust wide staff data collection and analysis
- Website design and management including responsibility for governance and policy content on Trust and school websites.
- Trust brand management
- Responsible for Trust wide tenders
- OLT Bulletin to all staff

### **Trust Board Remit**

#### **Strategy and performance**

- Hold the Chief Executive Officer to account;
- Hold the Operations and the Quality of Education & Safeguarding sub-committees to account.
- Set the strategic improvement priorities of the Trust with clear links between the Trust vision and outcomes for children.
- Formulate, monitor, and review a Trust development plan including developing new Academy projects through feasibility and implementation.
- Scrutinise the performance of the Trust as a whole including pupil progress, outcomes, behaviour, attendance.
- Listen and respond appropriately to the views of staff, parents and children.
- Put proactive succession planning processes in place for key management positions.
- Determine the growth strategy; ensuring due diligence is adhered to and that the required capacity and capability is in place.
- Conduct an annual self-review exercise, feeding actions into the Trust development plan.

#### **Admissions**

- Ensure that the Trust complies with the Admissions Code at all times.
- Amend and approve Academy Admissions policies if required, including consultation requirements within stipulated timeframes.
- Provide a representative at Admissions independent admission appeals panels.

#### **Public Relations**

- Promote partnership working and shared approaches among the Omnia Learning Trust Academies and with local schools.
- Promote the values and success of the Academies and the Trust in the local and national arena, including public presentations, media exposure and personal contacts.
- Encourage the support and involvement of business and industry.

### **Compliance and Audit**

- Observe all statutory and contractual obligations; ESFA, DfE, HMRC, Companies House, Charities Law, ATH, Accounts directions etc.
- Appoint the Accounting Officer.
- Review the recommendations of the Audit and Risk Committee on the appointment of the external auditors, to make a recommendation for appointment to the Members.

### **Stakeholder engagement**

- Develop Trust wide marketing and communication strategies.
- Monitor stakeholder views to provide two-way communication between the trust and the schools, and provide feedback/improvements on key issues raised.
- Monitor the effectiveness of the complaints policy and procedures; provide a representative the Trust on a complaints panel.

### **Safeguarding & SEND**

- Take leadership responsibility for the Trust's safeguarding arrangements, which include the Prevent duty.
- Ensure each school has robust safeguarding procedures and exceptionally safe cultures.
- Approve and monitor Safeguarding and Child Protection Policy.
- Take leadership responsibility for specific oversight of the Trust's arrangements for SEND provision.
- Ensure each school has high aspirations and exceptional provision for SEND pupils.

### **Operations Committee Remit**

#### **Financial monitoring**

- Keep the Omnia Learning Trust's budget and finance schemes under regular review.
- Ensure that the Omnia Learning Trust represents good value for money for the Academies;
- Authorise the award of contracts and payments up to the amount stated in the Scheme of Delegation.
- Oversee procurement to ensure that value for money and internal efficiency gains are realised through collective purchasing and contracting and ensure compliance with procurement policies.
- Review and approve financial policies; whistleblowing, LGPS Discretions, TPS Discretions, Director Expenses, Charging and Remissions, Investment, Reserves.
- Monitor and review Trust wide contracts.
- Oversee bank and banking procedures.
- Scrutinise and approve on behalf of the Board each Academy's detailed annual budget, review annually plans to address identified over or underspends to the Board in line with Academy priorities.
- Agree the scheme of financial delegation to Trust Academies and review this annually.

### **Compliance**

- Ensure financial and procedural compliance with the Academies Handbook and Funding Agreements including reporting to the ESFA.
- Prepare on behalf of The Trust Board the Governance Statement and Statement of regularity, propriety and compliance (by 31<sup>st</sup> December);
- Ensure that each Academy has suitably trained staff for the operation of financial systems.
- Ensure that annual accounts are accurate.

### **Premises**

- Oversight of estates vision and estates management strategy.
- Oversight of Trust Digital Strategy.
- Regularly review data to properly ascertain the condition of the estate and equipment.
- Ensure that maintenance, decoration, and equipment/furniture renewal is planned and budgeted for.
- Consider and determine the need for capital works at each Academy, in line with Academy development plans.
- Oversee Estates Asset Management Plan and review the use of Academy premises, the equipment and resources and ensure they match the requirements of the Academies' priorities

### **Risk management**

- Ensure that a framework is established and maintained for the identification and management of risk, finance, staffing, premises, standards, reputation etc.
- Intervene quickly and effectively when required.

### **Audit**

- Approve the appointment of the internal auditing company; set the scope of the Annual Audit programme, respond to their audit findings and recommendations; determining the scope independently of Trust executives.
- Review the appointment of the external auditor and make a recommendation on this for the Trust Board to consider, and assess independence of the external auditor, ensuring that key audit personnel are rotated at appropriate intervals;
- Approve the audit fees and pre-approve any fees in excess of £10,000 in respect of non-audit services provided by the external auditor and to ensure that the provision of non-audit services does not impair the external auditors' independence or objectivity;
- Discuss with the external auditor the nature and scope of each forthcoming audit and to ensure that the external auditor receives the fullest co-operation;
- Review the external auditor's annual management letter and all other reports and recommendations, together with the appropriateness of management's response.
- Review the performance of the external auditor on an annual basis;
- Review and consider the circumstances surrounding any resignation or dismissal of the external auditor;
- Receive the annual report from the Omnia Learning Trust 's auditors and take the appropriate actions to respond positively to any recommendations;
- Monitor compliance with approved financial procedures and consider action required as a result of internal and external audit report;
- Report to the board on the controls around non-financial risks as well financial ones; and findings, actions and progress reports on internal and external audit reports.

### **Human Resources**

- Promote an inclusive and fair workplace culture, through values driven behaviour frameworks, open dialogue between staff and leadership and through equality of opportunity for new and existing staff;
- Support with the appointment of Academy Principals and members of the senior leadership team; to advise on procedures for staff appointments excluding Principals and Vice Principals;
- Support in relation to staff grievance, discipline or dismissal;
- Advise on legal requirements and procedures relating to personnel issues;
- Assist in the development of all of the Trust 's policies and procedures relating to personnel matters, including:
  - Performance management/appraisal
  - General terms and conditions of employment
  - Pay and pension
  - Leave of absence; maternity, paternity, sickness
  - Capability, discipline, and grievance
  - Safer recruitment
  - Equality
- Assist with and advise on salary reviews/pay matters related to performance on an annual basis;
- Act as a first appeals body as appropriate in relation to pay decisions.

### **Health and Safety**

- Ensure that the Trust complies with statutory requirements for the management of Health and Safety;
- Monitor Health and Safety and Accessibility policies;
- Receive and consider any reports and audits completed by Health and Safety officers and Trustees from annual inspection of each Academy, and monitor recommendations.

### **Data protection and cyber security**

- Ensure that the Trust complies with statutory requirements for data protection and GDPR;
- Approve and monitor Data Protection/GDPR/Cyber-security/ICT policies; ensuring schools have protective firewalls in place;
- Receive and consider any reports and audits completed by the HOO, external auditors and consultants from inspections of each Academy, and monitor recommendations.

### **Quality of Education and Safeguarding Committee Remit**

#### **Performance**

- Support the Chief Executive Officer in holding the Academy Principals to account;
- Provide robust support and challenge to Academy Principals;
- Agree and set targets for pupil attainment and progress;
- Review Development Plans and Self Evaluation forms (SEF) and any Post Ofsted Action Plans;
- Arrange and engage annual external reviews of progress and standards and respond to recommendations;

- Monitor the impact of pupil and sports premium funding on attainment;
- Scrutinise attainment and welfare of all children, highlighting vulnerable children and other groups of pupils in reference to ASP, local and national benchmark information:
  - Progress of children towards targets
  - Black and Ethnic Minority Children
  - Pupil Premium
  - SEND
  - Traveller Children
  - Service Children
  - Looked After Children
  - Young Carers;
  - Inclusion / Special Educational Needs
  - Literacy/Numeracy
  - Transition
  - Equality
  - Behaviour and Discipline
  - Bullying and Racial incidents
  - Attendance and Pupil exclusions
  - Attendance
  - Other areas of the curriculum.

#### **Safeguarding and Child Protection**

- Promote an exceptionally safe and vigilant culture;
- Ensure school curriculums teach promote safety and wellbeing, and online cyber-safety;
- Ensure each school has a named lead for Looked After and Previously Looked After children;
- Ensure each school has a Designated Safeguarding Lead (DSL) and a Deputy Safeguarding Lead (DDSL);
- Ensure awareness of general safeguarding issues through termly reports or meetings with DSL or DDSL;
- Ensure schools have a regular programme of safeguarding training in place;
- Review the audit child protection and safeguarding processes and ensure recommendations are followed by each Academy;

#### **Special Educational and Physical Needs**

- Review the SEND systems in each Academy and ensure compliance to the SEND code of practice;
- Ensure each school has a qualified SENDCo;
- Ensure adequate SEND training is in place for all staff;
- Ensure SEND reports are up to date on school websites;
- Ensure that children with SEND have suitable curricula and teaching strategies in place;
- Review targets, progress and outcomes for SEND pupils;
- Review underlying SEND issues in all fixed term and temporary exclusions;

#### **School development and improvement**

- Teaching and Learning;
- Curriculum and extracurricular opportunities;
- Trust development and growth;
- Internal monitoring and audits;
- CPD;

- Collaboration between Trust schools;
- Term dates;

**Stakeholder engagement**

- To engage with stakeholders; pupils, staff, parents/carers and the community;
- To monitor the effectiveness of the complaints policy and procedures; provide one or more representative the Trust on a complaints panel;
- To ensure that each Academy meets legal requirements to publish information online;
- To be consulted on a wide range of issues such as Academy uniform, SMSC, FBV, term dates, the school day, provision of after-school clubs, enrichment etc.

**Current Members, Directors and Governors with 2025-2026 Committee Allocation**

<b>Name (A-Z by First Name)</b>	<b>Role</b>		
Rebecca Plaskitt	Independent Member		
Danielle West	Independent Member		
Paulina McGroarty	Independent Member		
Barbara Harrison	Independent Member		
Rony Valeny	Independent Member		
<b>Name (A-Z by First Name)</b>	<b>Role</b>	<b>Appointed by</b>	<b>Committee</b>
Alison Hill	Director	Board of Directors	Operations
Duncan Millard	Director	Board of Directors	QES
Jason Murphy	Director & Vice Chair	Board of Directors	CEO Appraisal
Jenelle Ross-Mc Intyre	Director	Board of Directors	QES
Jodie Croft	CEO, Accounting Officer, Director	Members	Operations & QES
Nicola Poole	Director	Board of Directors	Operations
Russell Massie	Director	Members	CEO Appraisal
Tyler Jeffs	Director	Board of Directors	Operations
<b>Name</b>	<b>Role</b>	<b>Appointed by</b>	<b>Committee</b>
Lianne Vickers	DPA Staff Governor	Elected by Staff	QES
Shannon Fenlon-Knight	DPA Parent Governor	Elected by Parents	QES
Kyla Butterworth	SHPA Staff Governor	Elected by Staff	QES
Jameer Emamally	SHPA Parent Governor	Elected by Parents	QES
Kirstie Maricourt	TPA Staff Governor	Elected by Staff	QES
Rupi Thiara	TPA Parent Governor	Elected by Parents	QES
Aindri Palipane	WPA Staff Governor	Elected by Staff	QES
Tara Passfield	WPA Parent Governor	Elected by Parents	QES

**For Director and Governor terms of office dates, please see the Trust's website: [Home | Omnia Learning Trust](#)**

### Director and Governor Roles and Responsibilities

In addition to the general responsibilities of Directors and Governors, each individual will be assigned a specific role to support the governance of each school. Directors and Governors with an assigned role must take a lead in challenging and supporting the Trust in all related matters. There are four types of role:

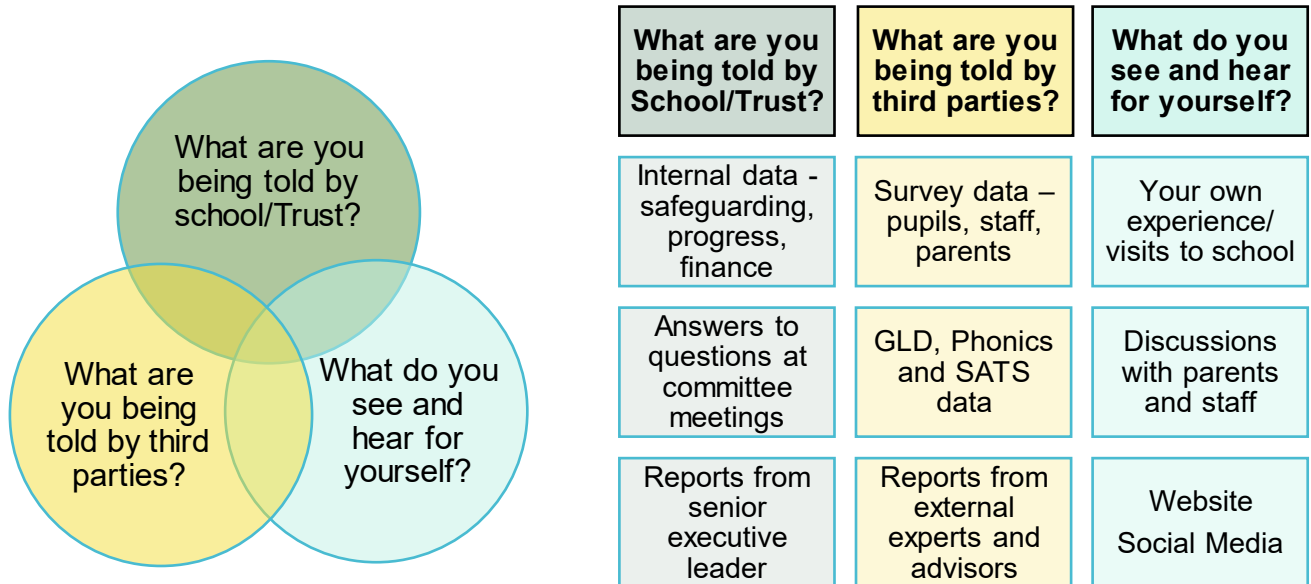
1. Specialist Director
2. Schools Link Director
3. Parent Governor (1 per school)
4. Staff Governor (1 per school)



Role	Responsibilities	Director/Governor
<b>Specialist Director</b>	<ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Finance, Audit, Risk, Pay</li> <li>• CEO performance management and appraisal</li> <li>• Health &amp; Safety</li> <li>• SEND</li> <li>• Wellbeing &amp; Mental Health</li> <li>• Safer Recruitment and HR</li> </ul>	<ul style="list-style-type: none"> <li>• Jodie Croft, Russ Massie, Duncan Millard &amp; Jenelle Ross-Mc Intyre</li> <li>• Tyler Jeffs, Alison Hill &amp; Nicola Poole</li> <li>• Russ Massie &amp; Jason Murphy</li> <li>• Jason Murphy</li> <li>• Jodie Croft</li> <li>• Jodie Croft</li> <li>• Jason Murphy</li> </ul>
<b>Schools Link Director</b>	<ul style="list-style-type: none"> <li>• Oversight of Safeguarding and Child Protection, as well as Quality of Education, across all Trust schools</li> </ul>	Jodie Croft, Duncan Millard & Jenelle Ross -Mc Intyre
<b>Staff Governor</b>	<ul style="list-style-type: none"> <li>• Feedback on:               <ul style="list-style-type: none"> <li>- Safeguarding</li> <li>- Curriculum and communication</li> <li>- Personal Development</li> <li>- Behaviour and attendance</li> <li>- Teaching and learning including pupil groups</li> <li>- CPD and staff development</li> </ul> </li> </ul>	Lianne Vickers - DPA Kyla Butterworth – SHPA <i>(maternity leave)</i> Emmy Taylor (SHPA) <i>(maternity cover)</i> Kirstie Maricourt – TPA Aindri Palipane - WPA
<b>Parent Governor</b>	<ul style="list-style-type: none"> <li>• Feedback on:               <ul style="list-style-type: none"> <li>- Safeguarding</li> <li>- Curriculum and communication</li> <li>- Personal Development</li> <li>- Behaviour and attendance</li> <li>- Teaching and learning including pupil groups</li> <li>- CPD and staff development</li> </ul> </li> </ul>	Shannon Fenlon-Knight - DPA Rupi Thiara - TPA Jameer Emamally – SHPA Tara Passfield - WPA

**Challenge and Support: guidance on finding out how well the school/the Trust is doing:**

Board Directors and Governors can make an assessment based on the triangulation of information – what they are being told from school and Trust staff, what they are being told by external sources and what they see and hear for themselves.



**What should Directors and Governors do with this information?**

Effective Governance comes from high levels of engagement and attendance in meetings and beyond. Directors and Governors are expected to pre-read all materials and form questions in advance of meetings. Based on an understanding of the data/information, Directors and Governors can better support and challenge their school and the Trust.

**General:**

- 1) Do the school/Trust's strategic priorities reflect what needs to be done?
- 2) Does the school/Trust have the resources to deliver what needs to be done?
- 3) Are those resources allocated in line with strategic priorities?
- 4) Does the school/the Trust need to audit/review current approaches to evaluate impact?
- 5) Does the school/Trust need to develop capacity? Coaching/CPD/re-structuring?
- 6) How is the school/the Trust performing against benchmarks? Is it improving?
- 7) Does the school/the Trust have the right people for the job? Does it need to address any issues?
- 8) Can all stakeholders have courageous conversations in the interests of pupils?

**Board Director and Governor Focus Areas:**

<b>Area of focus</b>	<b>Sources</b>	<b>Suggested questions (this is not an exhaustive list and others may be used)</b>
<b>Safeguarding/ pastoral support</b>	Annual Safeguarding audit DSL Safeguarding report dashboard SCR Audit Safeguarding 157/175 audit Safeguarding and CP policy Newsletters Diary dates School website Training logs and audits	<ul style="list-style-type: none"> <li>• Is there a senior member of the school's leadership team designated to take lead responsibility for dealing with safeguarding issues?</li> <li>• How are child protection/safeguarding issues monitored? What systems are in place?</li> <li>• Are all staff aware of the procedure that needs to be followed when they have concerns about child protection?</li> <li>• Does the school have procedures for dealing with allegations of abuse against members of staff and volunteers?</li> <li>• Does the designated person undertake specified safeguarding training?</li> <li>• How does the school inform pupils and Parents of safety including e-safety?</li> </ul>
<b>Curriculum and communication</b>	Curriculum documents Dashboard Curriculum updates Curriculum information evening and workshops Open mornings Parent reports School Website Parent surveys Information on parent workshops, family learning sessions etc Feedback from parents Newsletter Meetings with curriculum or subject leads	<ul style="list-style-type: none"> <li>• Have we developed a broad and balanced offer? Do subjects provide a rich and rounded education which is well-sequenced?</li> <li>• What are our curriculum strengths and areas for development?</li> <li>• How do we ensure the curriculum meets the needs of all pupils?</li> <li>• Does content and learning materials that reflect different cultures, their heritage and history and promote positive role models?</li> <li>• How do we support and enable curriculum development? e.g. Subject leadership, the CPD and support provided to non-specialists to ensure consistent delivery?</li> <li>• How does the school communicate with Parents? Are there clear procedures?</li> <li>• How useful is the school communication e.g. newsletter, website, emails as a source of information for Parents – how do we know and how could it be improved?</li> </ul>
<b>Personal development  (enrichment, opportunities, pupil wellbeing and experiences)</b>	School Website Newsletters Overview in Dashboard Key diary dates School tours and open days Coffee mornings School trips calendar	<ul style="list-style-type: none"> <li>• How do schools plan for pupils' personal development? How do schools develop the wider curriculum and cultural enrichment opportunities for pupils?</li> <li>• What kinds of school trips take place throughout the year? Is there a range throughout the year? Do they link to learning?</li> <li>• Are culturally enriching experiences such as school trips affordable and accessible for all students?</li> <li>• What extra-curricular activities does the school offer? Do they complement the school's vision and values? Are they accessible for all year groups?</li> <li>• How is the impact of extra-curricular activities and wider curriculum opportunities monitored?</li> <li>• Are particular extra-curricular activities offered to close the attainment gap between different groups of pupils? How do you know if this is successful?</li> <li>• How do we engage with our local community? Could this be improved?</li> </ul>

<p><b>Behaviour and attendance</b></p>	<p>Ofsted reports Parental and pupil feedback/surveys CPD training Examination/assessment results and internal judgements on the quality of teaching and behaviour Pupil voice - What pupils say about the school Records of racist/bullying incidents, Attendance and exclusion data on dashboard Newsletters Surveys School website curriculum and PD pages</p>	<ul style="list-style-type: none"> <li>• Is there a clear behaviour policy, consistently followed? How is this reviewed and shared? What measures are in place to monitor that the behaviour policy is applied consistently across the school?</li> <li>• How well do pupils behave around the school?</li> <li>• Do pupils have a positive attitude towards school and learning? How is this promoted?</li> <li>• How good are attendance and punctuality? Are there any trends and how are they addressed?</li> <li>• Is bullying a cause for concern and how are incidents of bullying addressed?</li> <li>• How does the school promote pupils' spiritual, moral, social and cultural (SMSC)?</li> <li>• To what extent is this a happy school with a positive learning culture? How does the school develop and promote this/ development?</li> <li>• How does our absence data compare to local and national averages (including for PP and SEND pupils)? Which groups of pupils should we be particularly concerned about and what can we do to improve their attendance?</li> </ul>
<p><b>Teaching and learning</b>  <b>Inclusion (SEND, PP etc)</b></p>	<p>SEND report Coffee mornings Principal data dashboards School website Homework Pupil profile meetings Parents' evenings Open mornings Pupil Premium review and strategy action plan Examination/assessment results Teaching &amp; learning handbook and development</p>	<ul style="list-style-type: none"> <li>• What action is being taken to develop/ improve the quality and consistency of teaching and learning? How are we supporting our teachers, including ECTs?</li> <li>• Have decisions been made with reference to external evidence, for example, has the Education Endowment Foundation (EEF) Toolkit been used to determine spending decisions?</li> <li>• How effective is the school's pupil premium policy in supporting the target groups? How confident is the governing body that the pupil premium grant is spent appropriately on the intended target groups?</li> <li>• How is the progress of different groups of pupils monitored so that the school can identify any under-performing groups? Are there groups of pupils whose attainment falls behind others? How does the attainment of pupil premium pupils as a group compare with others?</li> <li>• What are the SEND needs within the school/ Trust and how are pupils supported?</li> <li>• What benefits can you see from the support for SEND e.g. interventions?</li> <li>• How are Parents kept informed and engaged with throughout their child's education?</li> </ul>
<p><b>CPD and staff development</b></p>	<p>Information on ECTs ECT Policy CPD training records and impact Teaching and learning handbook and development Annual staff surveys</p>	<ul style="list-style-type: none"> <li>• How are we developing all staff, particularly our new teachers, Early Career Teachers (ECTs) and our teaching assistants (TAs)?</li> <li>• What action is being taken to develop and improve the quality of teaching and learning?</li> <li>• How are we supporting our less effective staff? How is the best practice in our school shared to the benefit of all?</li> <li>• How are we developing teaching through the professional development programme? Are all staff able to access appropriate CPD? How is this allocated?</li> </ul>

### Skills Audit for Members, Directors and Governors

- Strong            Direct current or previous professional experience in this field
- Some            General awareness, no previous professional/practical experience
- Blank            This area of knowledge/skill is not currently a distinctive strength

#### Members and Directors:

Area of knowledge/skill	Rebecca Plaskitt	Rony Valeny	Barbara Harrison	Jodie Croft	Danielle West	Jason Murphy	Alison Hill	Paulina McGroarty	Russ Massie	Tyler Jeffs	Duncan Millard	Nicola Poole	Jenelle Ross-McIntyre
Knowledge of educational statutory bodies	Strong	Some	Strong	Strong	Strong	Some	Some	Strong	Some	Some	Strong		Some
Knowledge of national education policy	Strong	Some	Strong	Strong	Strong	Some	Some	Strong	Some	Some	Strong		Strong
Knowledge of the education sector in general	Strong	Strong	Strong	Strong	Strong	Some	Some	Strong	Some	Strong	Strong		Strong
Knowledge of the charitable sector in general		Some	Strong	Some	Some			Strong	Some	Strong	Strong	Some	Strong
Knowledge of current good practice for charities			Strong	Some	Some			Some	Some	Strong	Strong	Some	Strong
Experience of other voluntary organisations			Strong	Some				Strong	Strong	Strong	Some	Some	Strong
Safeguarding and Child Protection	Strong	Strong	Strong	Some	Strong	Some	Some	Strong	Strong	Strong	Strong	Some	Strong
Campaigning			Some	Some	Some			Some	Some	Some	Strong		Strong
Partnership Working	Strong	Strong	Strong	Some	Strong			Some	Strong		Strong	Strong	Strong
Community Development	Some		Some		Some			Some	Strong	Some	Strong	Strong	Strong
Equality	Some	Some	Strong	Some	Strong	Some	Some	Strong	Strong	Strong	Strong	Some	Strong
General Leadership and Management	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong
Financial Management	Strong	Strong	Some	Strong	Some	Strong	Strong	Strong		Strong	Strong	Strong	
Project Management	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Some	Strong	Strong	Strong	
Monitoring and Evaluation	Strong	Strong	Strong	Some	Some	Strong	Strong	Strong	Some	Strong	Strong	Strong	Some
Planning	Strong		Strong	Strong	Strong	Strong					Some	Strong	
Law			Some	Some	Some	Some					Strong	Strong	Strong
Audit	Strong	Strong	Strong	Strong	Some	Some		Strong			Strong	Some	Strong
Accounting		Strong	Some	Some	Some	Some	Strong	Strong			Some	Some	Some
IT		Some	Some	Some		Some		Some	Some		Some	Strong	Some

HR	Strong	Some	Some	Some	Strong	Strong		Some			Some	Some	Some
Marketing/PR	Strong	Some	Some	Strong	Strong	Some		Some	Some		Strong	Some	Strong
Training/Development	Strong	Strong	Strong	Some	Strong	Strong		Some	Strong		Strong	Some	Strong
Chairing	Strong	Strong	Strong	Strong	Some	Strong		Some			Strong	Some	Strong
Consensus building	Some	Strong	Strong	Some	Some	Strong	Strong	Strong			Strong	Some	Strong
Energy and Enthusiasm	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong		Strong	Strong	Strong
Strategic thinking	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong		Strong	Strong	Strong
Governance	Strong	Some	Strong	Some	Strong			Some	Strong		Strong	Strong	Strong

### Governors:

Area of knowledge/skill	Kirstie Maricourt	Rupi Thiara	Lianne Vickers	Tara Passfield	Shannon Fenlon Knights	Kyla Butterworth	Emmy Taylor	Aindri Palipane	Jameer Emamally
Knowledge of educational statutory bodies	Strong		Strong			Strong	Strong	Good	
Knowledge of national education policy	Strong		Strong			Good	Strong	Good	
Knowledge of the education sector in general	Strong		Strong	Some		Strong	Strong	Strong	
Knowledge of the charitable sector in general				Some					
Knowledge of current good practice for charities				Some					
Experience of other voluntary organisations	Some	Some		Strong					
Safeguarding and Child Protection	Strong	Some	Strong	Strong		Strong	Strong	Strong	
Campaigning	Some			Some		Some			
Partnership Working		Strong			Strong	Strong		Some	
Community Development		Some		Some		Some	Some		
General Leadership and Management	Strong	Strong	Some	Strong		Some	Some		Strong
Financial Management	Some					Some			Some
Project Management	Some	Some	Strong		Some	Some			Strong
Monitoring and Evaluation	Strong	Some	Strong		Strong	Strong	Strong		Some
Planning	Strong	Some			Strong	Some		Strong	Strong
Audit		Some							
Law		Some							

Accounting									
IT									
HR		Some		Some				Some	
Marketing/PR	Strong	Some							
Training/Development	Strong	Some		Some	Some	Some			Some
Chairing		Strong							
Consensus building		Some	Strong		Some	Some	Some		Some
Energy and Enthusiasm	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong
Strategic thinking	Strong	Some	Strong	Some	Some	Strong	Strong	Some	Strong
Governance		Some	Strong			Strong	Some	Some	Strong

## **Training**

The Trust has an induction and training programme for all new and existing Directors and Governors. Directors and Governors are informed about this on induction and regularly thereafter. All completed training is logged by the Governance and Communications Officer.

This training programme is reviewed annually to ensure access to the latest and most appropriate courses.

Training in safeguarding and child protection, the Prevent Duty, and cyber security/data protection is mandatory on induction and at regular intervals afterwards. At induction, Directors and Governors are also required to read the DfE's guidance on: Keeping Children Safe in Education (KCSiEd), and the Academy Trust Governance Guide.

The training programme for 2025-2026 includes the following courses. More course recommendations and log-in details are listed in the OLT Training Record found on Governor Hub and available upon request.

<b>Online training course</b>	<b>Required/Optional</b>	<b>Provider</b>	<b>Log in information</b>
<b>Prevent*</b>	<b>Required on induction and refresher to be done every two years</b>	Home Office	<a href="#">Prevent duty training: Learn how to support people vulnerable to radicalisation   Prevent duty training (support-people-vulnerable-to-radicalisation.service.gov.uk)</a>

<b>Safeguarding*</b>	<b>Required annually</b>	In alternating years: NGA <i>Essential Safeguarding for Governors and Trustees</i> - & Tes <i>Governance of Safeguarding</i>	<a href="https://nga.vc-enable.co.uk/Learn/Learning/All">https://nga.vc-enable.co.uk/Learn/Learning/All</a>  <a href="https://www.educare.co.uk/courses/governance-of-safeguarding">https://www.educare.co.uk/courses/governance-of-safeguarding</a>
<b>Child Protection in Education*</b>	<b>Required every two years for Directors in a safeguarding specialist role</b>	Tes	<a href="https://www.educare.co.uk/courses/child-protection-in-education">https://www.educare.co.uk/courses/child-protection-in-education</a>
<b>Cyber Security and Governance*</b>	<b>Required on induction (from Autumn 2025) and at two yearly intervals thereafter</b>	NGA	<a href="https://nga.vc-enable.co.uk/Learn/Learning/All">https://nga.vc-enable.co.uk/Learn/Learning/All</a>
<b>Equality, diversity and inclusion: Beyond compliance*</b>	<b>Required: for Directors upon joining the Operations Committee</b>	NGA	<a href="https://nga.vc-enable.co.uk/Login/Login">https://nga.vc-enable.co.uk/Login/Login</a>
<b>Sexual Harassment Awareness*</b>	<b>Required: for Directors on joining the Operations Committee &amp; every two years thereafter</b>	IHasco	<a href="http://app.ihasco.co.uk/omnia-learning-trust">app.ihasco.co.uk/omnia-learning-trust</a>
Effective MAT Governance	Optional	NGA	<a href="https://nga.vc-enable.co.uk/Login/Login">https://nga.vc-enable.co.uk/Login/Login</a>
Equality and Diversity	Optional	NGA	<a href="https://nga.vc-enable.co.uk/Login/Login">https://nga.vc-enable.co.uk/Login/Login</a>
Effective Financial Governance	Optional	NGA	<a href="https://nga.vc-enable.co.uk/Login/Login">https://nga.vc-enable.co.uk/Login/Login</a>

\*Directors and Governors who fail to submit certificates of completion for mandatory training courses, within a term of commencing their role, will be stood down.

## **OLT Code of Conduct for Directors of the OLT Board and Local Governors**

**Adopted by the OLT Board on 23<sup>rd</sup> September 2025**

**Directors and Governors must read and agree to adhere to the following:**

### **A. We will apply the highest standards by:**

- Following the charity governance code (in the case of Directors) OR recognising and supporting that code (in the case of Governors).
- Acting within our powers.
- Promoting the success, ethos, and reputation of the Trust and its Academies.
- Exercising independent judgement.
- Exercising reasonable care, skill, and diligence.
- Avoiding conflicts of interest.
- Not accepting benefits from third parties, and
- Declaring any interest(s) in proposed transactions or arrangements.

### **B. We will focus on our core purpose:**

- Strategic leadership: defining a vision, fostering a culture, and championing the strategy.
- Accountability and assurance: providing robust and effective oversight of operations and performance.
- Engagement: strategic oversight of relationships with stakeholders.

### **C. We will fulfil our roles and responsibilities by:**

- Accepting that our role is strategic, focussing on our core functions rather than involving ourselves in day-to-day management.
- Fulfilling our role and responsibilities as set out in our scheme of delegation.
- Developing, sharing, and living the ethos and values of our Trust .
- Agreeing to adhere to Trust policies and procedures.
- Fully cooperating with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring or right to work checks.
- Working collectively for the benefit of the Trust .
- Being candid but constructive and respectful when holding senior leaders to account.
- Considering how our decisions may affect the Trust and local community.
- Standing by the decisions that we make as a collective.
- Speaking up where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk and bringing this to the attention of the relevant authorities.
- Only speaking or acting on behalf of the Trust Board if we have the express authority to do so.
- (In the case of Directors) fulfilling our responsibilities as a good employer, acting fairly and without prejudice.
- Following the established procedures when making or responding to complaints.

- Striving to uphold the Trust 's reputation in our private communications (including on social media).
- Having regard to our responsibilities under [The Equality Act](#) and working to advance equality of opportunity for all, and
- (In the case of Governors) acting as the local ambassadors for our Trust .

**D. We will demonstrate our commitment to the role by:**

- Involving ourselves actively in the work of the Trust Board, accepting our fair share of responsibilities, and serving on committees or working groups where required.
- Making every effort to attend all scheduled meetings, and by acknowledging that a Member, Director, or Governor will cease to hold office if he or she has not attended three consecutive scheduled Board and/or Committee meetings to which attendance was requested by virtue of their role.
- Giving notice in advance of any scheduled meeting which we cannot attend and explaining the reason for that.
- Arriving at meetings prepared, having read all papers in advance, ready to make a positive contribution, and to observe protocol.
- Getting to know the school/s well and responding to opportunities to involve ourselves in school activities.
- Visiting the school/s, with all visits arranged in advance with the relevant staff and agreed with the Principal, as well as undertaken in accordance with Trust Board and school protocols.
- Continuing to honour the commitments made in this code when visiting a school in a personal capacity (for example, as a parent or carer); and
- Participating in induction training as well as completing other training required by the Trust to be undertaken annually (or regularly) by us such as safeguarding, and by taking responsibility for developing our individual and collective skills and knowledge on an ongoing basis.
- A Member, Director, or Local Governor shall cease to hold office if the Member/Director/Governor has not attended 3 consecutive Committee and/or Board meetings.

**E. We will build and maintain relationships by:**

- Working to create an inclusive environment where individual contributions are valued equally and in which constructive working relationships are actively promoted.
- Expressing our views openly but courteously and respectfully in all our communications with other Directors, Governors, and Trust staff members.
- Being mindful of our duties to act fairly and impartially.
- Supporting and respecting the Trust Board (or Committee) Chair, the school Principals, and the CEO (as well as other senior Trust staff members) in their roles by ensuring appropriate conduct at meetings, and at all times.
- Developing, and encouraging the schools to develop, effective working relationships with leaders, staff, parents, the local authority and other relevant agencies, relevant stakeholders, neighbouring schools, other Trusts and the community; and
- In the case of Directors, engaging with and being accountable to those governing at local level, as well as respecting the remit of and engaging constructively with relevant authorities, sector bodies, and other trusts.

- In the case of Governors, establishing effective working relationships with Board Directors, as well as championing the voices of our school community and stakeholders.

**F. We will respect confidentiality by:**

- Observing complete confidentiality both inside and outside of Trust Board and Committee meetings, and both inside and outside of any school, when a matter is deemed confidential, to include when a matter concerns the details of any Trust Board or Committee vote, or where a matter concerns or may concern one or more specific members of staff, one or more school pupil/s, or the families of either.
- Acknowledging that although decisions reached at Trust Board or Committee meetings are normally made public through the minutes, the discussions on which decisions are based should be regarded as confidential.
- Holding and disposing of all confidential papers appropriately.
- Practicing good ICT security, keeping personal data safe and supporting GDPR compliance, and
- Maintaining confidentiality even after we leave office.

**G. We will declare conflicts of interest and be transparent by:**

- Declaring any pecuniary or other business or personal interest (including those related to people we are connected with) that we have in connection with the business of the Trust Board or relevant Committee in the Trust's Register of Business and Pecuniary Interests, and if any such conflicted matter arises in a meeting, leaving the meeting for the appropriate length of time.
- Accepting that the Trust's Register of Business and Pecuniary Interests will be published on the Trust's website.
- Declaring any conflict of loyalty at the start of any meeting or at any time during a meeting should the situation arise.
- Acting in the best interests of the Trust or the school, and not as a representative of any group, even if elected to the role of Staff Governor or Parent Governor.
- In the case of Directors or Governors who are parents, not pursuing any matter of individual concern about their child at meetings or raising Board or Committee matters with a school Principal outside of the meeting unless it is in relation to an individual matter concerning their child.
- In the case of Directors or Governors who are also members of Trust staff, not pursuing any matter of personal concern at Board or Committee meetings and following the Trust's policies and procedures in respect of any issue arising in connection with their employment (or engagement) by the Trust.
- Individually and collectively upholding the Seven Principles of Public Life (listed below).
- Accepting that in the interests of open governance, our full names, date of appointment, terms of office, roles on the Trust Board, attendance records, relevant business and pecuniary interests, category of governor/director (Trustee) and the body responsible for appointing us will be published on the Trust's website; and
- Accepting that information relating to Board members will be collected and recorded on the DfE's national database (Get Information About Schools), some of which will be publicly available.

#### **H. We will adhere to The Seven Principles of Public Life.**

These principles were originally published by the Nolan Committee. The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations. All Members, Directors, Governors must agree to adhere to the following principles:

- **Selflessness** – Holders of public office should act solely in terms of the public interest. They should not do so to gain financial or other material benefits for themselves, their family, or their friends.
- **Integrity** – Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.
- **Objectivity** – In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
- **Accountability** – Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
- **Openness** – Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.
- **Honesty** – Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- **Leadership** – Holders of public office should promote and support these principles by leadership and example.

#### **I. We understand the seriousness of and the consequences arising from breaching this code of conduct**

- If any Director and/or Governor believes this code has been breached, he/she should raise this issue confidentially with the Chair of the Trust Board (or the Vice-Chair, if the matter concerns the Chair). The Chair (or Vice-Chair as appropriate) will investigate the matter in line with the Trust's Complaints Policy.
- A Governor or a Director may be subject to a formal sanction such as suspension or removal from his/her role in the event of a breach of this code of conduct. Formal sanctions in response to a breach will only be used as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.

**Standing Agenda Items**

**Trust Board meetings:**

September	November	March	May	July
Apologies for absence and consent to absence				
Declare conflicts of interest with agenda items, any change/update to entry in register of business and pecuniary interests, and receipt of any hospitality				
Identify Items for AOB or Confidential				
Appoint Chair and Vice Chair				
Review of Trust Board membership and DBS checks				
Review of Directors training requirements and induction arrangements for new Directors				
Adopt Code of Conduct				
Review & Approve: *Terms of Reference *Policy Scheme of Delegation *Full scheme of delegation *Director Committee and specialist roles				
Review minutes of the last meeting and matters arising (not on agenda)				
Receive QES Committee Minutes and Chair's verbal update(with optional summary RAG Report)				
Receive 157/175 Safeguarding Audit Response to OSCB from DPA, SHPA, & WPA (and approve if required by OSCB)	Receive Principals' termly Dashboards <i>Covering: Demographics, Fire drills, exclusions, absence, racist &amp; bullying incidents, safeguarding, CP, complaints, CPD and staffing update</i>			Receipt of external biennial safeguarding audit report for each school with actions
				Receipt confirmation education and H&S risk assessments have been carried out at each school
Receive Operations Committee Minutes and Chair's verbal update (with optional summary RAG Report)				
Receive OLT Compliance Report <i>Covering: Operations Committee Recommendations, GDPR, ICT and Cyber-Security, Financial audits, HR, H&amp;S (external audits, WRA, FRA), internal audits, staff absence, premises, safeguarding (SCR audit &amp; LADO audit), &amp; policies review</i>				
Receive CEO report: (1) RAG Report DCEO Update (2) RAG Report CEO Update <i>Covering: Progress, Attainment, Performance, Targets, Equality objectives, Trust development plan, Trust strategy, review of risk register, review of pupil number estimates Chairs of QES and Operations to review CEO's RAG Rating of each school</i>				
Receive management accounts and budgets				
Review and approve expenditure over £50k				
Review and approve expenditure on recruitment needs over £50k				
Receive 'Dear Accounting Officer' letter from EFSA				

Policies: review and approve policies in line with OLT Policy Scheme of Delegation				
Receive Governance Survey Results	Receive Staff Survey and Staff Diversity and Inclusion Survey Results	Receive Parent Survey Results		Receive Pupil survey results
	(1) Receive external audit report (findings) and Trust management response ( <i>ATH 4.14 2025</i> ) & (2) Review Audit and Risk Committee's report on external auditors' performance to make recommendation to the Members ( <i>ATH 4.5/4.15</i> )	Receipt of DfE SRMSA Checklist submission (required annually by March – date set per academic year - – see gov.uk) & Note actions arising	Receive first internal audit report (Spring audit cycle)	Receive second internal audit report (Summer audit cycle)
	Approve audited annual report & accounts ( <i>ATH 4.1-4.4 2025</i> )			Approve annual budgets
	Review of Trust Risk Register ( <i>ATH 2025 2.35</i> )			Agree schedule for Trust Board and Committee business for the forthcoming year
	Receive confirmation from Chair of the CEO Performance Appraisal Committee of CEO's appraisal having taken place with summary of targets applied & Board to approve the recommendations on CEO's pay ( <i>confidential</i> )			Review Trustee and Committee contribution, terms of reference and delegation structures
				Chair's sign off to schools' PE & Sports Premium report confirming funding has been spent for the

				purpose it was provided to make additional and sustainable improvements to the PE, sport and physical activity offered (how spent, how it fits into school improvement plans & impact on pupils)
AOB & Confidential				
Agree the confidential status of OLT documents, <i>excluding the agenda, approved minutes of meetings, and approved final version policies</i> , brought to each Board meeting and to the preceding cycle of Committee meetings (Ref: 1.50-1.51 ATH 2025)				

**Operations Committee:**

October	November – Audit and Risk Committee	February	April	June
Identify Items for AOB & for Confidential				
Declare conflicts of interest with agenda items, any change/update to entry in register of business and pecuniary interests, and receipt of any hospitality <b>Chair of Operations (&amp; Audit and Risk) Committee must not also be Chair of Trustees</b>				
Receive previous Operations Committee minutes and discuss actions not listed below				
Appointment of Chair, and Bank signatories review	Review External Auditors findings (management letter) & agree Trust management response to these findings (ATH 4.15 2025)		15 min Principal Presentations: Key financial priorities in their forecast budget	Review of school funding priorities within SDP
Receive annual OLT Scheme of Delegation and OLT Policy Scheme of Delegation	Review annual report & accounts, for recommending for Trust Board approval (ATH 4.15 2025)	Review outcomes of benchmarking exercise	Asset management and capacity review	Recommendation of approval for Academy Budgets and Scrutiny of Forecast Pupil Numbers
Review and approval of CEO's recommendations on (1) OLT DCEO, HOO & Principals' salaries, (2) other OLT staff salaries, and (3) all 'no progress pay decisions'	Agree scope of internal audit for spring and summer term (ATH 3.8 2025)	Review proposed DfE SRMSA Checklist submission (required annually by March – date set per academic year - – see gov.uk)	Review of EFA capital funding and procurement	

Review of EFA capital funding and procurement	Review the appointment of the External Auditors (effectiveness and resources) to make a report to the Board including any recommendation for reappointment/dismissal and/or retendering (ATH 4.15 2025)	Receive estates conditions data and review strategic priorities; Review benchmarking data: annual spend on electricity and gas and annual spend on estates	Receive first internal audit report (Spring Term)	Receive second internal audit report (Summer Term) & review and approve appointment of the internal auditors (ATH 2025 2.35)
Review of Academies Trust Handbook & Accounts Direction				
Receive national and school demographics data dashboard				
Receive Management Accounts <i>Not included at November Audit &amp; Risk Committee (brought instead to the Trust Board meeting the same day)</i>				
Review of spending linked to educational priorities <i>Not required for November Audit &amp; Risk Committee</i>				
Receive OLT Compliance Report: <i>Covering: IT &amp; Cyber Security/GDPR, financial audits, HR, H&amp;S (external audits, WRA, FRA), staff absence, premises, safeguarding (SCR audit &amp; LADO audit), food standards &amp; policies review</i> <i>No report for November Audit &amp; Risk Committee</i>				
Policies: review and approve (or recommend for Board approval) in line with OLT Policy Scheme of Delegation <i>Not for inclusion at November Audit &amp; Risk Committee</i>				
Review of Trust Risk Register <i>Not for inclusion at November Audit &amp; Risk Committee (it comes to the Trust Board meeting the same day)</i>				
Agree committee recommendation to Trustees as to confidential status of the meeting's documents (excluding the agenda, approved minutes, & approved final version policies) (Ref: 1.50-1.51 ATH 2025)				
AOB				

**Quality of Education and Safeguarding Committee:**

*\*Data to be supplied by school Principals \*Data to be supplied by OLT*

September	January	April	June
<b>Standing Agenda for each of the Trust Schools at every Committee Meeting</b>			
Appointment of Chair			
Identify items for AOB			

Declare conflicts of interest with agenda items, any change/update to entry in register of business and pecuniary interests, and receipt of any hospitality			
Receipt of previous QES Committee minutes and discuss actions not listed below			
Review Final Outcomes and Provision Map for current year <i>*Current context – demographics and SEND context</i> <i>*Final outcomes for previous years</i> <i>*Attainment targets</i> <i>*Term dates</i> <i>*Curriculum offer and development plans</i> <i>*Extracurricular offer and residential trips</i>	Review demographic context and Safeguarding Report <i>*Internal Autumn term data dashboard</i>	Review demographic context and Safeguarding Report <i>*Internal Spring term data dashboard</i>	Review demographic context and Safeguarding Report <i>*Internal Summer term data dashboard</i>
Trustees & governors to receive the following report (via live Google Form link). Senior Digital Leads to highlight any safeguarding concerns or issues. <i>1. RAG review of compliance with digital standards - per school</i> <i>2. Web filtering and monitoring system reports - per school</i> <i>3. Cyber incident report</i>			
Review and approve SDP priorities <i>*SDP</i>	Analyse Autumn term progress and attainment data, key cohorts and evaluate progress towards targets <i>*Internal Autumn term data dashboard</i>	Analyse Spring term progress and attainment data, key cohorts and evaluate progress towards targets <i>*Internal Spring term data dashboard</i>	Analyse Summer term progress and attainment data, key cohorts and evaluate progress towards targets <i>*Internal Summer term data dashboard</i>
Verbal update from DCEO including outcome of informal & support and challenge visit(s) and actions arising. <i>*DCEO initial Autumn Report (if available)</i>	Verbal update from DCEO including outcome of informal & support and challenge visit(s) and actions arising. <i>*DCEO summary Autumn Report</i> Review progress of SDP <i>*SDP</i>	Verbal update from DCEO including outcome of informal & support and challenge visit(s) and actions arising. <i>*DCEO summary Spring Report</i> Review progress of SDP <i>*SDP</i>	Verbal update from DCEO including outcome of informal & support and challenge visit(s) and actions arising. <i>*DCEO summary Summer Report</i> Review progress of SDP <i>*SDP</i>
Receive Pupil Premium Report (to be published by 31 <sup>st</sup> December) <i>*Pupil Premium plans and impact data</i>	Staff and Parent Governor verbal feedback and questions	Staff and Parent Governor verbal feedback and questions	Staff and Parent Governor verbal feedback and questions
Receive website compliance reports from Principals <i>*Website compliance reports</i>	Review feedback from Trust on Diversity and Inclusion and Staff Survey Results <i>*D&amp;I and Staff Survey Results (from OLT)</i>	Review feedback from Principals on Parent Survey Results <i>*Parent Survey Results (from OLT)</i>	Review feedback from Principals on Pupil survey results <i>*Pupil Survey Results (from OLT)</i>
Principals to confirm SEND Information on website reviewed and accurate		Receipt of internal/external* annual safeguarding audit report (*to alternate	Receipt of internal/external annual safeguarding audit report (if not provided at April meeting) & review of actions taken

*SEND information on website		annually) & review of actions taken *Safeguarding audit report with action list	*Safeguarding audit report with action list
			Receipt of sports premium for the current academic year; review plans for next academic year (to be published by 31 <sup>st</sup> July) *Sports Premium Analysis data
<p style="text-align: center;">Agree committee recommendation to Trustees as to confidential status of the meeting's documents (<i>excluding the agenda, approved minutes, &amp; approved final version policies</i>) (Ref: 1.50-1.51 ATH 2025)</p>			
AOB			

## **Terms of Reference for Members, Directors, and Governors**

**Approved by the OLT Board of Directors on 23<sup>rd</sup> September 2025**

### **Agendas**

Meeting agendas will be prepared by the Governance and Communications Officer in accordance with any determination of the group (Members, Directors and Committees), and in consultation with the chair of the Trust Board or the Committee, as appropriate.

Any attendee may place an item on the agenda by writing to the Governance and Communications Officer. Papers that inform agenda items will be sent to attendees with the agenda to arrive seven clear days before the meeting.

### **Annual General Meeting of Members**

Meetings of Members of an Academy Trust are called 'General Meetings' and the decisions they make are called 'resolutions'. The Members of an Academy Trust will meet at least once a year at the Annual General Meeting (AGM). AGMs must be held no more than 15 months apart and the first AGM must be held within 18 months of the Academy Trust being registered with Companies House.

Technically, it is the Directors that call the AGM and the Directors can attend and speak at AGMs, although they cannot vote on resolutions. The information made available to Members during the year and/or at the AGM might include:

- The minutes of all Board of Directors meetings;
- The Annual Accounts and Annual Return which should be submitted to Companies House;
- Other additional information as the Members and Directors may agree to enable the Members to carry out their 'guardianship' role e.g. financial updates, details of any building works or site issues etc (although these issues will usually be adequately covered in the minutes of Board meeting). It would be expected that Members would have the opportunity to discuss any matters contained in the information and ask questions.

During the course of the year, it would also be appropriate for the Directors to keep the Members updated on fundamental issues relating to the running of the Academy Trust . These might include:

- Any litigation involving members of staff (i.e. court proceedings/tribunal proceedings/criminal prosecutions) and in particular any which might reflect adversely on the Academy Trust ;
- Financial concerns which develop during the course of the financial year and in particular any financial concerns that might have an impact on the employment of staff or the delivery of the broad and balance curriculum which the Academy Trust is under a duty to offer;
- Details of any Ofsted Inspections and other related external monitoring;
- Resignation or the appointment of a Principal;
- Vacancies arising on the Board for which the Members have responsibility.

In general, when serious issues arise for which the Members need to be informed or take action then it is the responsibility of the Chair of Directors to alert them and/or to convene a meeting if appropriate.

These terms of reference explain the ways in which the members fulfil their responsibilities for the leadership and management of the Trust . They have been adopted by the Board in accordance with the Trust 's Articles of Association (the Articles) and should be read in conjunction with those Articles

### **Annual Report**

The Directors shall prepare its Annual Report in accordance with the Statement of Recommended Practice as if the Academy Trust was a non-exempt charity and shall file these with the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year.

### **Annual Return**

The Directors shall comply with their obligations under Part 24 of the Companies Act 2006 (or any statutory re-enactment or modification of that Act) with regard to the preparation of an annual return to the Registrar of Companies and in accordance with the Statement of Recommended Practice as if the Academy Trust was a non-exempt charity and to the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year.

### **Appointment of Directors**

Directors are appointed in line with the Articles of Association of The Omnia Learning Trust. The Members determine the number of Directors. Members have decreed there will be up to 9 Directors: up to 4 Directors can be appointed by the Members. The Trust Board can appoint up to 5 Directors. Directors may participate by telephone or videoconferencing and shall be regarded as present for all purposes. The CEO is an ex-officio Board Director.

Directors are appointed because of the range of skills and expertise they can bring to help to realise the sponsor's vision and values for the Omnia Learning Trust and enhance the effective strategic leadership and management.

### **Appointment of Staff Governors**

The Principal of the school (Academy) shall invite nominations from all senior staff employed under a contract of employment and, where there are any contested posts, shall hold an election by a secret ballot, amongst members of staff. All arrangements for the calling and the conduct of the election and resolution of questions as to whether any person is an eligible candidate shall be determined by the Directors. The Directors may delegate the running of the election to the Principal. Terms of office will be for a period of four years.

### **Appointment of Parent Governors**

Parent Governors on the QES Committee shall be elected by parents of registered pupils at the school (Academy). He or she must be a parent of, or have parental responsibility for, a pupil at the school (Academy) at the time when he or she is elected.

The Directors shall make all necessary arrangements for, and determine all other matters relating to, an election of the parent members. The Directors may delegate the running of the election to the Principal.

Where a vacancy for a parent member is required to be filled by election, the Principal shall take such steps as are reasonably practical to secure that every person who is known to them to be a

parent of a registered pupil at the school (Academy) is informed of the vacancy and that it is required to be filled by election, informed that he or she is entitled to stand as a candidate, and vote at the election, and given an opportunity to do so.

Any election of persons who are to be the parent members which is contested shall be held by secret ballot. The arrangements made for the election of the parent members shall provide for every person who is entitled to vote in the election to have an opportunity to do so by post or, if he or she prefers, by having his/her ballot paper returned to the school (Academy) by a registered pupil at the school (Academy).

Where the number of parents standing for election is less than the number of vacancies, the Principal may appoint a person who is the parent of a registered pupil at the school (Academy) or, where it is not reasonably practical to do so, a person who is the parent of a registered pupil of another school (Academy) run by the Trust, or the Trust Board may elect a Director who is also a parent to fill the vacancy on a temporary basis. Terms of office are four years.

### **Attendance**

A record will be kept of all persons attending a meeting of the AGM, Trust Board or any of its committees. The time of arrival and/or departure of any person not in attendance throughout any meeting will be recorded in the minutes.

Where a person sends an apology for absence with reason, the group will decide whether to 'consent' to the absence and the Governance and Communications Officer will record the decision in the minutes. If apologies are not submitted they will deem to have not been accepted. (A copy of the approved draft minutes will be sent as soon as possible to the chair of the group concerned.) If a person is absent without the permission of the Board from all their meetings held within a period of six months s/he would cease to hold her/his office.

### **Benefits from third parties**

Members, Directors, and Governors must not accept benefits from a third party given because they are a Member, Director or Governor.

### **Chairing meetings**

Each group (Members, Directors and Committees) must elect a chair and a vice-chair. There are no regulations prescribing the election process but those standing for election should withdraw from the meeting when a vote is taken. Directors and Governors who are employed by the Trust, for instance school (Academy) Principals or Trust staff members, or any pupil at the school (Academy), cannot be elected as chair or vice-chair. The chair and vice-chair can resign at any time by writing to the Governance and Communications Officer, having in mind the expectations and procedures set out in the OLT Succession Plan.

### **Committees**

The Trust Board delegates oversight and governance of its responsibilities to the Operations Committee and Quality of Education and Safeguarding Committee in line with the Delegation Grid and Policy Scheme of Delegation set out within this OLT Governance Handbook. Committees are not legal entities in their own right and members of Committees are not necessarily Directors in law. Legal liability remains with the Trust Board who are ultimately responsible for the running of each school (Academy). Committees must report their actions to the full Trust Board.

### **Constitution of Members**

(a) 5 independent members

### **Constitution of The Trust Board**

- (a) CEO – ex officio
- (b) up to 4 Member nominated Directors
- (c) up to 5 elected ('co-opted') Directors

### **Constitution of the Operations Committee**

- (a) CEO – ex officio (voting)
- (b) Trust Accountant (non-voting)
- (c) Chief Operations Officer (non-voting)
- (d) 3 Trust Board Directors (voting)

### **Constitution per Quality of Education and Safeguarding Committee**

- (a) 4 Principals – ex officio (non-voting)
- (b) 4 parent Governors (1 parent from each school – voting)
- (c) 4 staff Governors (1 per school – voting)
- (d) 2 Trust Board Directors (voting)
- (e) Deputy CEO (non-voting)

### **Directors**

As a charity and company limited by guarantee, The Omnia Learning Trust Board (the “Company”) is governed by the Trust Board (the “Directors”). The Directors are responsible for the strategic direction, strategic policy framework and oversight of the Omnia Learning Trust and all its Academies in order to ensure that the member’s vision and values underpin the work of the Trust and its direction of travel and particularly to secure excellent outcomes for children.

The Directors have a duty to act in the fulfilment of the Omnia Learning Trust’s objects. They are:

- To advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools (“the Academies”) and offering a broad and balanced curriculum.
- To promote for the benefit of the inhabitants of the areas in which the Academies are located and the surrounding areas the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.

The Directors are accountable to the Department for Education (DfE) and external government agencies, including the Charity Commission, for the quality of the education they provide and the effective use of the associated Academy funding.

All Directors of the Omnia Learning Trust will be appointed as a director at Companies House and will appear on all official company records as well as published registers of business interests.

### **Expert Advisers**

The Members/Directors may invite key individuals to attend AGMs or Trust Board meetings to support with their interrogation and understanding of the information presented to them. Expert Advisers may attend all or part of a meeting and will have no voting rights.

### **General duties of Directors under the Companies Act 2006**

Directors must have due regard to the General Duties of Directors under the Companies Act 2006. They must act in accordance with the company's constitution, and only exercise their powers for the purposes for which they were given. The company's constitution includes its articles of association and resolutions and agreements of a constitutional nature (e.g. shareholder or joint venture agreements).

### **Governors**

The Trust Board approves the co-opting of non-Directors (Governors) onto the Quality of Education and Safeguarding Committee to provide additional support and areas of expertise where appropriate with voting or no voting powers depending on the situation.

### **Independent judgment**

Members, Directors and Governors must exercise independent judgment and make their own decisions. This does not prevent Members, Directors and Governors from acting in accordance with the company's constitution or an agreement which the company has entered into.

### **Insolvency**

In the case of insolvency, Directors should be aware that the Department for Education may refer Academy Trustees, as Directors, to the Insolvency Service who may consider whether the conduct of a director is such that they are unfit to be involved in management of a company and whether or not it would be in the public interest for a disqualification order to be sought.

### **Minutes**

The Governance and Communications Officer to the AGM, Board or Committee shall circulate minutes of previous meetings, the agenda and any associated papers for forthcoming meetings at least seven calendar days before the date of the meeting.

### **Members, Directors and Governors' Expenses**

The Omnia Learning Trust has a policy on the payment of expenses of Members, Directors and Governors in accordance with the Articles.

### **Notice of Meetings**

Written notice of meetings, together with the agenda, will be sent to arrive seven calendar days before the meeting, except where the chair calls an urgent meeting at short notice. Non-receipt of notice of a meeting will not invalidate the meeting. A copy of the agenda for every meeting, the draft minutes of every such meeting (if they have been approved), the signed minutes and any report, document or other paper considered will be made available at each school (Academy), at all reasonable times, for inspection by anyone wishing to see them (as according to the Articles).

Any attendee shall be able to participate in meetings by telephone or video conference. (Providing at least 48 hours' notice of their intention is given and that attendees have access to appropriate equipment)

### **Payments for Directors/Governors**

The statutory power can only be used if, at the time in question, the total number of Directors/Governors receiving payment from the charity's funds will be in a minority on the Board.

When assessing this, the Board needs to take into account the number of Directors/Governors who are receiving directly or indirectly (through a connected person) any Trustee payment. This means they need to include:

- any Directors/Governors connected to persons or businesses receiving payment;
- any Directors/Governors who are receiving payment for serving as Trust employees;
- Directors/Governors who are also paid employees of the charity; and
- Directors/Governors receiving any other form of director benefit.

For the purpose of deciding if the meeting is quorate, those Directors/Governors who face a potential conflict of interest as a result of the issue being discussed should be excluded.

### **Pecuniary and Personal Interest/Conflicts of Interest**

The Board will create annually a register recording the business interests of its members, to include any conflicts of interest and any receipt of hospitality. This is the responsibility of the Governance and Communications Officer. This will be available for inspection.

Directors must draw attention as appropriate to any pecuniary or other personal interest, whether that interest has previously been registered or not.

Anyone who is ordinarily entitled to attend Board or committee meetings (that is Directors, members of committees, associate members, or school (Academy) Principals) must withdraw and not vote on the issue if there could be conflict between the interest of that person and the interests of the Board; or if a fair hearing must be given and there is reasonable doubt about the individual's ability to act impartially on any matter.

When a panel is considering disciplinary action against an employee or against a pupil, or a matter arising from an alleged incident involving a pupil; a Governor who has declared a personal interest may attend the meeting to give evidence if he/she has made relevant accusations, or is a witness in the case.

### **Promoting the success of the company**

Members, Directors and Governors must act in the way they consider, in good faith, would be most likely to promote the success of the company for the benefit of its members as a whole. When considering what is most likely to promote the success of the company, the legislation states that a director must have regard to:

- the likely consequences of any decision in the long term;
- the interests of the company's employees;
- the need to foster the company's business relationships with suppliers, customers and others;
- the impact of the company's operations on the community and the environment;
- the desirability of the company maintaining a reputation for high standards of business conduct;
- the need to act fairly as between members of the company.

### **Reasonable care, skill and diligence**

Members, Directors and Governors must exercise the same care, skill and diligence that would be exercised by a reasonably diligent person with:

- the general knowledge, skill and experience that may reasonably be expected of a person carrying out the same functions as you in relation to the company;
- the general knowledge, skill and experience that you actually possess;
- The expected standard is measured against both objective and subjective benchmarks.

### **Removal and Resignation of Members, Directors and Governors**

A person shall cease to hold office if:

- a) He or she resigns his or her office by giving a term's notice in writing to the Governance and Communications Officer;
- b) A CEO, Principal, or a staff Governor ceases to work at the Academy;
- c) The Members/Directors terminate the appointment of a Director/Governor whose presence or conduct is deemed by the Members/Directors, at their sole discretion, not to be in the best interests of the Trust or the school (Academy);
- d) A child of a parent Governor member ceases to be a pupil at the school (Academy);
- e) The Member/Director/Governor has not attended 3 consecutive Committee and/or Board meetings.

### **Reports**

Lead individuals with delegated powers will report in writing, using a prescribed format, to the next meeting of the Trust Board about any decisions made or action taken in committee meetings.

Reports must be submitted 7 days in advance of Trust Board meetings

- The Trust Board must report annually to Members.
- The CEO must report termly to the Trust Board
- Committees must report termly to the Trust Board

### **Terms of office**

Terms of office are four years. Members, Directors and Governors must give notice of one school term and do so in writing to the Governance and Communications Officer and copying in the Chair.

### **Voting and Quorum**

Every resolution to be passed at a full Board meeting, or any item requiring approval at a meeting of the Operations Committee or of the Quality of Education and Safeguarding Committee, must be determined by a majority of votes of the voting members of the Board or of the committee, who are present (or represented by proxy) at the meeting. This is also the case if only a quorum is present.

The 'quorum' means the minimum number of voting Board or voting Committee members required to be present at the meeting, which in all cases is three. At the Quality of Education and Safeguarding Committee, and in relation to items requiring approval which are specific to a school, the quorum cannot comprise voting Governors who are allocated to a different school. At the AGM, the quorum is a majority of Members present in person or by proxy and entitled to vote upon the business to be transacted.

If there is an equal number of votes, the chair (or the person acting as chair) - provided that he or she holds voting rights - has a second (or casting) vote.

Where there is a conflict between the interests of any voting Board or committee member and the interests of the Board or Committee, that person will withdraw from the meeting and will not vote. In a situation where the principles of natural justice require a fair hearing and there is any reasonable

doubt as to a person's ability to act impartially, he/she will also withdraw from the meeting and not vote.

Directors should withdraw from any meeting in which they have a direct or indirect pecuniary interest. These matters will be recorded in the minutes.

### **Scheme of Delegation – Policy Approval**

Please refer to the table below.

All policies are reviewed either at the frequency stated or sooner if needed for compliance with latest legislation or statutory guidance.

Policy Name	Statutory Policy	Owner	Internal or External Review	Name of Reviewer	Approver	Review Frequency
<i>All policies will be reviewed either at the frequency stated below or sooner if needed for compliance with latest legislation or statutory guidance</i>						
OLT Governing body - TOR	YES	CEO	Internal	<b>HOO</b>	Board	Live Document
Admissions (schools)	YES	CEO	Internal	<b>Principals</b> - each school	Board	Annual
OLT Equity, Equality, Diversity and Inclusion statement, objectives and policy	YES	CEO	Internal - external every 3rd year/change in legislation	<b>CEO/Diverse Matters</b>	Board	Annual
OLT Financial Policies and Procedures	YES	CEO	Internal	<b>CEO/Edufin</b> , then review by Operations Committee	Board	Annual
OLT Pay Policy	YES	CEO	Internal - external every 3rd year/change in legislation	<b>CEO/External</b> , then review by Operations Committee	Board	Annual
OLT Risk Register	YES	CEO	Internal	<b>CEO/Edufin</b>	Board	Live Document
Safeguarding/ Child Protection (schools)	YES	Principals	Internal	<b>DSLs</b> - each school	Board	Annual
SEND Policy & Information Report (schools)	YES	Principals	Internal	<b>SENDCO</b> - each school	Board	Annual
Charging & Remissions (schools)	YES	Principals	Internal	<b>Principals</b> - each school	Operations	Every 3 years
Health & Safety (schools)	YES	Principals	Internal	<b>Office Managers</b> - each school	HOO (in report to Operations)	Annual
OLT Capability	YES	CEO	Internal - external if change in legislation/green book/burgundy book	<b>HOO/External</b>	Operations	Every 3 years
OLT Data Protection	YES	CEO	Internal - external every 3rd year/change in legislation	<b>HOO/External</b>	Operations	Annual
OLT Digital Strategy	NO	CEO	Internal (with 123ICT support)	<b>HOO</b>	Operations	Annual
OLT Directors Expenses/Governors allowances	Yes - recommended by DfE	CEO	Internal	<b>HOO/Edufin</b>	Operations	Annual
OLT Disability and Reasonable Adjustments	NO	CEO	Internal- external every 3rd year/change in legislation	<b>HOO/Diverse Matters</b>	Operations	Annual
OLT Disciplinary	YES	CEO	Internal - external if change in legislation/burgundy/green book	<b>HOO/External</b>	Operations	Every 3 years

OLT Early Career Teacher Framework	YES	DCEO	Internal	<b>DCEO</b>	Operations	Annual
OLT Estates and Asset Management Plan	NO	CEO	Internal	<b>HOO</b>	Operations	Every 3 years
OLT Flexible working	NO	CEO	Internal - external if change in legislation/burgundy/green book	<b>HOO/External</b>	Operations	Every 3 years
OLT Freedom of Information	Yes - recommended by DfE	CEO	Internal	<b>HOO</b>	Operations	Every 3 years
OLT ICT continuity and recovery	NO	CEO	Internal	<b>HOO/123 ICT</b>	Operations	Annual
OLT Investment	Yes - recommended by DfE	CEO	Internal	<b>CEO/Edufin</b>	Operations	Annual
OLT LGPS Discretions	NO	CEO	External	<b>HOO/External</b>	Operations	Every 3 years
OLT Performance Review and Appraisal Policy (formerly the Line Management and Appraisal Policy)	NO	CEO	Internal	<b>HOO</b>	Operations	Every 3 years
OLT Probation	NO	CEO	Internal	<b>HOO</b>	Operations	Every 3 years
OLT Reserves	NO	CEO	Internal	<b>CEO/Edufin</b>	Operations	Every 3 years
OLT Scheme of Delegation	Yes - recommended by DfE	CEO	Internal	<b>HOO</b>	Operations	Live Document
OLT Sick Pay	NO	CEO	Internal - external if change in legislation/burgundy/green book	<b>HOO/External</b>	Operations	Every 3 years
OLT Sickness absence management	NO	CEO	Internal - external if change in legislation/burgundy/green book	<b>HOO/External</b>	Operations	Every 3 years
OLT Staff Finder Reward Scheme	NO	CEO	Internal	<b>HOO</b>	Operations	Every 3 years
OLT Staff E Security (staff)	NO	CEO	Internal	<b>HOO/123 ICT</b>	Operations	Every 2 years
OLT Teacher Pension Discretions Policy	NO	CEO	External	<b>HOO/External</b>	Operations	Every 3 years
OLT Whistle Blowing	Yes - recommended by DfE	CEO	Internal	<b>HOO</b>	Operations	Every 3 years
<i>Car parking/car use - TPA planning condition</i>	NO	TPA Principal	Internal	<b>TPA Principal</b>	CEO	Every 3 years
<i>Mini-Bus Management - TPA planning condition</i>	NO	TPA Principal	Internal	<b>TPA Principal</b>	CEO	Every 3 years
OLT Acceptable use of ICT	NO	CEO	Internal	<b>HOO/123 ICT</b>	CEO	Every 3 years
OLT Capitalisation and control of assets	NO	CEO	Internal	<b>CEO/Edufin</b>	CEO	Every 3 years
OLT Compassionate leave	NO	CEO	Internal	<b>HOO</b>	CEO	Every 3 years

OLT Complaints	YES	CEO	Internal	<b>HOO</b>	CEO	Every 3 years
OLT Cycle to Work	NO	CEO	Internal	<b>HOO/Edufin</b>	CEO	Every 3 years
OLT Dealing with Unacceptable Behaviour	NO	CEO	Internal	<b>HOO</b>	CEO	Every 2 years
OLT Document Retention Schedule	NO	CEO	Internal	<b>HOO</b>	CEO	Every 3 years
OLT Domestic Abuse	NO	CEO	Internal	<b>HOO</b>	CEO	Every 3 years
OLT EV Charging Policy	NO	CEO	Internal	<b>HOO</b>	CEO	Annually
OLT GDPR Induction	NO	CEO	Internal	<b>HOO</b>	CEO	Every 2 years
OLT Management of change	NO	CEO	External	<b>HOO/External</b>	CEO	Every 3 years
OLT Maternity, paternity and adoption leave	NO	CEO	External	<b>HOO/External</b>	CEO	Every 3 years
OLT Menopause/Andropause	NO	CEO	Internal	<b>HOO</b>	CEO	Every 3 years
OLT Privacy Notices	YES	CEO	Internal - external if change in legislation	<b>HOO/External</b>	CEO	Every 2 years
OLT Register of business interests	YES	GCO	Internal	<b>GCO</b>	CEO	Live Document
OLT Safer recruitment (cover all schools)	NO	CEO	Internal	<b>HOO</b>	CEO	Annual
OLT Staff Grievance	YES	CEO	Internal	<b>HOO</b>	CEO	Every 2 years
OLT Storage of DBS Records and Information Policy	YES	CEO	Internal	<b>HOO</b>	CEO	Annual
OLT Stress & Well Being	NO	CEO	Internal	<b>HOO</b>	CEO	Annual
OLT Subject Access Request	NO	CEO	Internal - external if change in legislation	<b>HOO/External</b>	CEO	Annual
<i>Service Management - TPA planning condition</i>	NO	TPA Principal	Internal	<b>TPA Principal</b>	CEO	Every 3 years
<i>Travel - SHPA specific</i>	NO	SHPA Principal	Internal	<b>SHPA Principal</b>	CEO	Every 4 years
<i>Travel - TPA planning condition</i>	NO	TPA Principal	Internal	<b>TPA Principal</b>	CEO	Every 3 years
3 Yr accessibility Plan (schools)	YES	Principals	Internal	<b>SENDCO</b> - each school	Principals	Every 3 years
Allegations Against Staff (schools) (for TPA see appendix to school Safeguarding Policy)	YES	Principals	Internal	<b>Principals</b> - each school	Principals	Annual
Administering Medicines (schools)	NO	Principals	Internal	<b>Office managers</b> - each school	Principals	Every 3 years
Anti-bullying (schools)	YES	Principals	Internal	<b>Behaviour lead</b> - each school	Principals	Annual
Arson Prevention (schools)	NO	Principals	Internal	<b>Office managers</b> - each school	Principals	Every 3 years
Assessment, marking & reporting (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Attendance (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Behaviour (schools) (schools)	YES	Principals	Internal	<b>Behaviour lead</b> - each school	Principals	Every 3 years

British Values (may be combined with SMSC) - (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
CCTV (schools)	NO	Office managers	Internal	<b>Office managers</b> - each school	Principals	Every 3 years
Code of Conduct (schools)	YES	Principals	Internal	<b>Principals</b> - each school	Principals	Annual
Collective worship (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Community use/lettings/premises hire (schools)	NO	Principals	Internal	<b>Office managers</b> - each school	Principals	Every 3 years
Crisis management & business continuity (schools)	NO	Principals	Internal	<b>Office managers</b> - each school	Principals	Every 2 years
Curriculum (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Cyber response plan (schools)	NO	Principals	Internal	<b>Office Managers</b> - each school (with support from HOO/123 ICT)	Principals	Annual
EAL (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 4 years
Equality statement and objectives (schools)	YES	Principals	Internal	<b>Principals</b> - each school	Principals	Every 4 years
E-safety (including EYFS computing) - (schools)	NO	Principals	Internal	<b>Office Managers</b> - each school (with support from HOO)	Principals	Annual
Exclusion (schools)	YES - part of behaviour	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
EYFS (not needed if covered in other policies) - (schools)	YES	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Fire (schools)	YES	Principals	Internal	<b>Office managers</b> - each school	Principals	Every 2 years
First Aid (schools)	YES	Principals	Internal	<b>Office managers</b> - each school	Principals	Every 3 years
Gifted & Talented (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Home Learning (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Induction (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Infection Control (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Intimate care (schools)	NO	Principals	Internal	<b>Office Managers</b> - each school	Principals	Every 4 years
Lockdown Policy/Procedure (schools)	NO - but best practice as part of H&S	Principals	Internal	<b>Office Managers</b> - each schools	Principals	Annual
Lone Working (schools)	Yes - recommended by DfE	Principals	Internal	<b>Office managers</b> - each school	Principals	Every 3 years
Looked after children (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Lost child & uncollected child (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Off site visits etc (schools)	NO	Principals	Internal	<b>EVCs</b> - each school	Principals	Every 3 years

Parental use of social media/internet sites (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Remote (blended) Learning (Schools)	NO	Principals	Internal	<b>Remote/Blended learning lead</b> - each school	Principals	Every 3 years
Risk Assessments (schools)	Yes - recommended by DfE	Principals	Internal	<b>Office managers</b> - each school	Principals	Annual
Sex and Relationships (schools)	YES	Principals	Internal	<b>Principals</b> - each school	Principals	Annually
SMSC (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Staff handbook (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Supporting Children with medical needs (to include children with health needs who cannot attend school) - (schools)	YES	Principals	Internal	<b>SENDCO</b> - each school	Principals	Every 3 years
Teaching & Learning (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Transition (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Uniform (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Visitors (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
Volunteer (schools)	NO	Principals	Internal	<b>Principals</b> - each school	Principals	Every 3 years
OLT Governance training record	NO	GCO	Internal	<b>GCO</b>	N/A	Live Document

### Outcomes 2024-2025 – all schools combined

Key Results - 2024-2025						
Assessment	Statistic	Cohort	Trust Result	National Comparison	National Result	Schools
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	151	72%	🟢 Above (significant)	62%	<a href="#">Schools</a>
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	151	20%	🟢 Above (significant)	8%	<a href="#">Schools</a>
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	148	50%	🟢 Above (significant)	~ 38%	<a href="#">Schools</a>
Phonics Screening Check	% of pupils passing in Year 1	186	92%	🟢 Above (significant)	~ 80%	<a href="#">Schools</a>
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	176	76%	🟢 Above (significant)	~ 69%	<a href="#">Schools</a>

### Outcomes (2023-2024) – all schools combined

Key Results - 2023-2024						
Assessment	Statistic	Cohort	Trust Result	National Comparison	National Result	Schools
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	121	73%	🟢 Above (significant)	61%	<a href="#">Schools</a>
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	121	7%	🟡 At or above	~ 7%	<a href="#">Schools</a>
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	147	41%	🟡 At or above	~ 34%	<a href="#">Schools</a>
Phonics Screening Check	% of pupils passing in Year 1	161	85%	🟡 At or above	~ 80%	<a href="#">Schools</a>
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	179	74%	🟡 At or above	~ 68%	<a href="#">Schools</a>

## TRUST DEVELOPMENT PLAN 2025/2026

	<b>Not On-Track:</b> little/no evidence of progress
	<b>Partially On-Track:</b> some evidence of progress
	<b>On-Track:</b> Strong evidence of progress

CORE THEME	QUALITY DESCRIPTORS	ACTIONS REQUIRED	LINKED OFSTED CRITERIA FROM SEPT 2025 TOOLKIT
Quality of Education Provision and Outcomes	<u>Inclusive teaching and learning</u> All children will enjoy high quality Teaching and Learning from well trained, motivated staff irrespective of their needs.	<ul style="list-style-type: none"> <li>- Further develop the precision of identification of need/concern in teaching and the immediacy of schools to address immediately. Data to be recorded and closely monitored to show progress towards rapid improvement.</li> <li>- Further develop the precision of identification of need/concern in learning support and the immediacy of schools to address immediately. Data to be recorded and closely monitored to show progress towards rapid improvement.</li> <li>- Support and develop Pupil Premium/ Inclusion leads to ensure all PP plans are well placed and well led. Monitor their effectiveness in the different aspects and ensure actions are transformational in the three areas of attendance, behaviour, wellbeing and achievement.</li> <li>- <b>SEND, PP, LAC and vulnerable statement</b></li> </ul>	<p>Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply: Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well-analysed, quantitative and qualitative data underpins leaders' decisions. Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.</p> <p>Inspectors may consider leaders' work in inclusion to be 'exceptional' when the 'strong standard' has been met and all the following apply: Exceptional standards of inclusion have been sustained over time so that barriers to learning and/or well-being for pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, are reduced exceptionally well to ensure highly positive outcomes and experiences for pupils. Leaders' actions have a transformational impact on how well these pupils achieve and thrive across all areas of school life and have ensured that they feel they belong within the school community. There are no significant areas for improvement that leaders have not already prioritised.</p>

<p><u>Leadership and Management</u> Leaders articulate a clear and strong vision for aspirational outcomes, develop strategic and flexible processes, and robustly monitor provision which leads to better outcomes</p>	<ul style="list-style-type: none"> <li>- Ensure middle leaders are well trained and closely monitored. Use coaching to develop leadership skills.</li> <li>- Further develop the precision of identification of need/concern in leadership and the immediacy of schools to address immediately. Data to be recorded and closely monitored to show progress towards rapid improvement.</li> <li>- Ensure that the DCEO provides accurate, practical and timely support, challenge, advice and observations to support the principals and CEO to move swiftly on addressing needs and concerns</li> <li>- Develop vision for Trust leaders and strategies to support the development/improvement of leadership skills</li> <li>- SDPs support school development. Trust leaders to have a finger on the pulse approach to all areas to ensure rapid development in key areas.</li> <li>- Support leaders with coaching to support them to make and own key strategic decisions and take ownership. Monitor and support this.</li> <li>- Ensure leaders are well prepared to meet the requirements of the new Ofsted framework</li> <li>- <b>SEND leadership strategic oversight?</b></li> <li>- <b>Inclusion strategic leadership?</b></li> <li>- <b>Track progress from starting points using qualitative and quantitative data.</b></li> <li>- <b>Close gaps in attainment for disadvantaged and SEND pupils.</b></li> </ul>	<p>Leadership and governance meet the 'strong standard' when the 'expected standard' has been met and all the following apply: Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process. Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school's work or rapid improvement in any areas where this is not the case. Leaders at all levels make a consistently positive contribution to the school's priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this. Governors/trustees use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of the school's work. Leaders have achieved a culture of high expectations and professionalism, which ensures a positive experience for all pupils. Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise. Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs. Inspectors may consider leadership and governance to be 'exceptional' when the 'strong standard' has been met and all the following apply: Exceptionally high standards of leadership and governance have been sustained. Governors, other leaders at all levels, and all staff make a strong, positive contribution to the school's strategic priorities. This leads to continued improvement and/or sustained high standards in all areas of the school's work. Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils achieve and thrive</p>
<p><u>Pupil outcomes</u> Schools achieve good outcomes for all pupils by delivering education that is both high-quality and inclusive</p>	<ul style="list-style-type: none"> <li>- Ensure the focus on even higher outcomes is firmly embedded and maintained, targets are based on realistic and aspirational evidence of what children could and should achieve</li> </ul>	<p>Achievement meets the 'strong standard' when the 'expected standard' has been met and all the following apply: Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum. Typically, this achievement</p>

	<p><u>Pupil progress</u> All children make exceptional progress from their starting points</p>	<p>Further develop the precision of identification of need/concern in pupil progress and the immediacy of schools to address immediately. Data to be recorded and closely monitored to show progress towards rapid improvement.</p> <p>Utilise school resources and staff to permanently close achievement gaps, strongly support families in times of need for children as young as possible or as swiftly as possible.</p> <p>Pupil progress is tracked from their starting points and monitored alongside contextual information</p> <p><b>Analysing data comparisons?</b></p>	<p>will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing. All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training</p> <p>Inspectors may consider leaders' work in achievement to be 'exceptional' when the 'strong standard' has been met and all the following apply: Exceptionally high standards of achievement have been sustained. Across all subjects and phases, pupils achieve consistently well, developing detailed knowledge and skills. This will be reflected in consistently high outcomes in national tests and examinations (where available). Leaders' actions have a transformational impact on the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils now achieve consistently high outcomes and are exceptionally well prepared for their next steps. The difference between the attainment rate of the school's disadvantaged pupils and that of all non-disadvantaged pupils nationally is far narrower over time than the difference between the attainment rate of all disadvantaged pupils nationally and that of non-disadvantaged pupils nationally.</p>
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CORE THEME	QUALITY DESCRIPTORS	ACTIONS REQUIRED	LINKED OFSTED CRITERIA FROM SEPT 2025 TOOLKIT
People strategy	<p><u>Recruitment, retention, staffing vacancies</u> Supports the recruitment and retention of great staff within the school, Trust and across the school system.</p>	<ul style="list-style-type: none"> <li>- Embed Trust-wide analysis of applicant data to further inform successful/unsuccessful recruitment strategies</li> <li>- Collate and maintain data on diversity across the Trust</li> </ul>	<p>leaders take account of staff's well-being and make sure their workload is manageable; they do not create unnecessary burdens</p> <p>leaders have effective systems in place to protect staff from bullying, unlawful discrimination, harassment and victimisation</p>
	<p><u>Capability/ Disciplinary</u> Robust and swift management of staff undertaking capability/disciplinary procedures</p>	<ul style="list-style-type: none"> <li>- Develop dashboards which may capability concerns, actions and progress</li> <li>- Develop dashboards which may absence concerns, actions and progress</li> </ul>	<p>leaders make sure that all staff feel valued and are supported to do their jobs to a high standard; they ensure that staff's time is used as effectively as possible to secure the best outcomes for learners and apprentices</p>
	<p><u>Working environment</u> Ensures staff conduct and absence levels contribute to a</p>	<ul style="list-style-type: none"> <li>- Improve and enhance new modes of Trust-wide communication</li> <li>- Ensure Trust HR policies are fit for purpose and underpin all</li> </ul>	

	<p>positive working environment. Utilises trust policies so staff are supported and challenged to meet standards</p>	<p>formal action taken</p> <ul style="list-style-type: none"> <li>- Develop a new model of effective and proactive external HR support</li> <li>- Ensure that OLT employment conditions are up to date in line with new day one employment rights, and continue to develop so they are fair, supportive and in line with best practise recommendations and latest developments.</li> <li>- Ensure HR policies and Trust strategies are embedded consistently across all schools and that OLT policies and procedures are rigorously followed at school level</li> </ul>	<p>having a clear and strategic approach to improvement, in which leaders accurately monitor the school's context and prioritise actions that address the most significant barriers to learning</p> <p>managing the school as an organisation effectively, including organising staff strategically and removing barriers and distractions from core classroom activities</p> <p>leaders making decisions in the best interests of pupils, including prioritising the experiences and outcomes of the groups: SEND, LAC, disadvantaged</p>
	<p><u>Collaboration</u> Builds an innovative and vibrant community of professionals, collaborating across schools and other trusts to develop and share expertise and evidence-based practice.</p>	<ul style="list-style-type: none"> <li>- Develop a Trust model of collaboration, with varying levels according to agreed benchmarks and outcomes, implement across the Trust</li> <li>-</li> </ul>	<p>leaders having a reflective understanding of the school's strengths and areas for development, and taking effective action to engage the school community to improve and/or to sustain high standards</p>
	<p><u>Consistency of line management and progression</u> Ensures every member of staff is effectively line managed to maintain high performance. Actively encourages career progression opportunities across the trust.</p>	<ul style="list-style-type: none"> <li>- Develop new promotion strategies showcasing the benefits of working for the OLT</li> <li>- Embed the new Trust model of line management, ensuring it has an impact on pupil outcomes and is used effectively in relation to performance and attendance</li> <li>-</li> </ul>	<p>having a coherent professional learning programme for all staff that is rooted in a culture of purposeful collaboration, focuses on building collective expertise and enables expert teaching across all subjects and phases</p> <p>leaders and those responsible for governance (where relevant) understanding their respective roles and their performance in these roles, in a way that enhances the school's effectiveness</p> <p>parents and the school community engaging and participating in a thoughtful and positive way that supports pupils' education</p>

CORE THEME	QUALITY DESCRIPTORS	ACTIONS AND CRITERIA
Finance and Resources	<u>Capital Strategy</u> Maintains and invests sustainably in the schools capital infrastructure including buildings, FFE and plant equipment	<ul style="list-style-type: none"> <li>- Support TPA with CIF bid for roof works</li> <li>- Utilise life-cycling data to inform building works required</li> </ul>
	<u>Digital Strategy</u> Maintains and invests sustainably in the school's digital infrastructure and technology.	<ul style="list-style-type: none"> <li>- Appoint and train senior digital leads in each school</li> <li>- Ensure WFM reports are run regularly and reports issued to QES</li> <li>- Finish mapping each schools compliance with DfE 2030 standards and develop a strategy to work with 123ICT to address areas requiring attention</li> </ul>
	<u>Estates Strategy</u> Maintains and invests sustainably in the school premises and grounds	<ul style="list-style-type: none"> <li>- Ensure all external reports recommending action are attended to and school estates remain welcoming and fit for purpose</li> <li>- Ensure the Trust is compliant with all current and any future DfE strategic requirements and that fully costed plans are included in school budgets (if needed) – to ensure that school buildings, equipment and infrastructure remain fit for purpose</li> <li>- Ensure project milestones for Valley Park Primary Academy are met in order to open the school on time in September 2027</li> <li>- Develop and embed a Trust Wide Sustainability strategy</li> </ul>
	<u>Reserves</u> Operates a well-planned reserves policy that provides sufficient contingency for cashflow and any unplanned, urgent expenditure and aligns resources to key priorities	<ul style="list-style-type: none"> <li>- Embed the Trust reserves policy and ensure that all schools have a strategic plan to spend reserves, underpinned by school development plans.</li> <li>- Balance school budgets to cover costs of emergency and planned future works ensuring affordability across a five-year budget cycle.</li> </ul>

	<p><u>Governance</u> School supports strong local and trust-wide governance open and transparent accountability, which provides representation for the communities they serve</p>	<ul style="list-style-type: none"> <li>- Appoint an external review of governance to assess structure, performance and impact</li> <li>- Further develop the role of the Trust Chair, ensuring higher levels of impact and engagement</li> <li>- Further develop the role of staff and parent governors, broadening their remit and developing their ability to challenge and support their schools</li> <li>-</li> </ul>
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### Scheme of Delegation

		Members	Trust Board	Trust Executive	Trust Committees	Principals
<b>1. Board business</b>						
1.1	Appoint/remove members	APPROVE		CONSULT		
1.2	Appoint/remove trustees	APPROVE	APPROVE	CONSULT		
1.3	Elect chair of trustees		APPROVE			
1.4	Appoint and remove board committee chairs		REMOVE	CONSULT	APPOINT	
1.5	Establish and review trust governance structure		APPROVE	CONSULT		
1.6	Agree named safeguarding trustee		APPROVE	CONSULT		
1.7	Agree named SEND trustee lead		APPROVE	CONSULT		
1.8	Appoint/remove academy committee members		REMOVE		APPOINT	APPOINT
1.9	Appoint trust governance professional			APPOINT		
1.10	Agree academy committee clerking arrangements			APPOINT		
1.11	Articles of association: review		REVIEW	CONSULT		
1.12	Articles of association: ratify	APPROVE		CONSULT		
1.13	Agree committee terms of reference		APPROVE	CONSULT		CONSULT
1.14	Complete annual review of scheme of delegation		APPROVE	CONSULT		
1.15	Complete annual trust board self-review		CONDUCT			

1.16	Complete review of committees		CONDUCT	CONSULT	CONSULT	CONSULT
1.17	Publish governance arrangements on trust and schools' websites			RESPONSIBLE		
1.18	Ensure trust website is compliant and effective			RESPONSIBLE		
1.19	Ensure school websites are compliant and effective					RESPONSIBLE
1.20	Submit annual report on the performance of the trust to members and publish		APPROVE	CONSULT		
1.21	Commission external review of board effectiveness every three years	CONSULT	APPROVE	CONSULT		
1.22	Annually report work of academy committee: submit to trust and publish		APPROVE	CONSULT		
<b>2. Vision and strategy</b>						
2.1	Determine trust's vision, strategy and key priorities		APPROVE	RESPONSIBLE	CONSULT	CONSULT
2.2	Apply trust vision and strategy to individual schools		REVIEW	RESPONSIBLE		RESPONSIBLE
2.3	Determine trust-wide policies which reflect the trust's ethos and values		APPROVE	RESPONSIBLE		
2.4	Determine school level policies			CONSULT	CONSULT	RESPONSIBLE
2.5	Establish risk register and conduct regular review		REVIEW	RESPONSIBLE		
2.6	Ensure engagement with stakeholders		REVIEW	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE
<b>3. Finance and estates</b>						
3.1	Appoint and remove external auditors	APPROVE	CONSULT			
3.2	Appoint and performance manage chief financial officer		CONSULT	RESPONSIBLE		

3.3	Produce trust's scheme of financial delegation		APPROVE	RESPONSIBLE		
3.4	Receive external auditors report	RECEIVE				
3.5	Action recommendations made by external auditors		REVIEW	RESPONSIBLE		RESPONSIBLE
3.6	Produce annual report and accounts in line with the Charity Commission's Statement of Recommended Practice		APPROVE	RESPONSIBLE		
3.7	Submit ESFA required reports and returns		APPROVE	RESPONSIBLE	CONSULT	
3.8	Agree budget plan to support delivery of trust strategic priorities		APPROVE	RESPONSIBLE	RECOMMEND	
3.9	Agree budget plan to support delivery of school strategic priorities		APPROVE		RECOMMEND	RESPONSIBLE
3.10	Monitor trust budget		REVIEW	RESPONSIBLE	CONSULT	
3.11	Carry out benchmarking and trust-wide value for money evaluation		CONSULT	RESPONSIBLE	CONSULT	
3.12	Agree reporting and monitoring arrangements for trust and school budgets		APPROVE	RESPONSIBLE	CONSULT	
3.13	Approve trust-wide estate vision, strategy and asset management plan		APPROVE	RESPONSIBLE	CONSULT	
3.14	Monitor school estate to ensure it is safe and well maintained		REVIEW	RESPONSIBLE	CONSULT	RESPONSIBLE
<b>4. Human resources</b>						
4.1	Appoint and dismiss CEO/accounting Officer		RESPONSIBLE			
4.2	Performance manage CEO		RESPONSIBLE			
4.3	Agree CEO pay and reward		APPROVE			
4.4	Conduct executive team performance management		CONSULT	RESPONSIBLE		

4.5	Conduct headteacher performance management		CONSULT	RESPONSIBLE		
4.6	Agree headteacher pay and reward			RESPONSIBLE	CONSULT	
4.7	Review and agree staff appraisal procedure and pay progression			RESPONSIBLE	APPROVE	CONSULT
4.8	Determine executive team staffing structure		APPROVE	RESPONSIBLE		
4.9	Determine school staffing structure			APPROVE	CONSULT	RESPONSIBLE
4.10	Headteacher appointments and dismissal			RESPONSIBLE	CONSULT	
4.11	Trust wide pay policy, terms and conditions of employment		APPROVE	RESPONSIBLE		
4.12	Determine disciplinary and capability policies		APPROVE	RESPONSIBLE		
4.13	Implement disciplinary and capability procedures – CEO		RESPONSIBLE			
4.14	Implement disciplinary and capability – central team		CONSULT	RESPONSIBLE		
4.15	Implement disciplinary and capability procedures – schools			CONSULT	CONSULT	RESPONSIBLE
4.16	Approval of exit payments/early retirement/pension discretion (above a certain threshold)		APPROVE	CONSULT		
<b>5. Education</b>						
5.1	Approve trust curriculum/school curriculum and curriculum policy		REVIEW	APPROVE		CONSULT
5.2	Ensure high standards of teaching and learning			RESPONSIBLE	CONSULT	RESPONSIBLE
5.3	Delivery of curriculum			RESPONSIBLE		RESPONSIBLE
5.4	Set targets for trust outcomes			RESPONSIBLE	APPROVE	

5.5	Plan and deliver individual school improvement interventions and strategies			REVIEW		RESPONSIBLE
5.6	Agree trust behaviour policy				CONSULT	RESPONSIBLE
5.7	Implement behaviour policy			REVIEW		RESPONSIBLE
5.8	Review permanent and fixed term exclusions		REVIEW/REVERSE			RESPONSIBLE
5.9	Agree admissions policy		APPROVE	RESPONSIBLE	CONSULT	CONSULT
5.10	Admissions appeal process	OUTSOURCED				
5.11	Determine complaints policy		APPROVE	RESPONSIBLE		
5.12	Implement complaints procedures		REVIEW	RESPONSIBLE		
5.13	Suspension of a pupil			CONSULT		RESPONSIBLE
5.14	Direct a pupil off site			CONSULT		RESPONSIBLE
5.15	Permanently exclude a pupil			CONSULT		RESPONSIBLE
<b>6. Community</b>						
6.1	Developing stakeholder partnerships across the trust		REVIEW	RESPONSIBLE		RESPONSIBLE
6.2	Developing stakeholder partnerships at school level			REVIEW	REVIEW	RESPONSIBLE