Handbook for Members, Trustees and Governors

Contents:

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 Principals 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, Trustees 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 2016	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 until Sept 27	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	Alison Ashcroft from Sept 27	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 Trustees 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 specified governance and oversight responsibilities to the Operations Committee and the Quality of Education and Safeguarding Committee, in accordance with the Scheme of Delegation.

The Stakeholder Engagement Committee provides a formal mechanism through which parent, staff and pupil voice can inform the work and decision-making of the Trust Board. Parent and staff Governors sit on the Stakeholder Engagement Committee.

There are three main governance roles within the Trust: Members, Trustees and Governors.

Role type	Maximum Number	Appointed by
Members	5	Members
Trustees	9	Members and Trustees
Governors	10*	Parents, Staff and Principals

**2 per school*

Structure of Governance and Executive Oversight

Distinction between Trustees and Governors

Within Omnia Learning Trust, the terms Trustee and Governor describe different governance roles. Trustees are directors of the charitable company and collectively comprise the Trust Board. The Trust Board is ultimately accountable for the governance, strategic direction, educational performance and financial management of the Trust and all its schools.

Governors are parent and staff representatives who serve on the Stakeholder Engagement Committee. Governors are not Trustees or directors of the Trust and do not hold delegated responsibility for governing individual schools. Their principal role is to strengthen stakeholder engagement and ensure that parent, staff and pupil perspectives inform Trust governance and decision-making.

Members provide oversight of the Trust's governance arrangements and hold the Trust Board to account in accordance with the Articles of Association.

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/Trustees. Members hold Trustees 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 Trustees
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 Trustees
7. Instructing an external review of governance within the Trust every three years.

Trustees

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

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

Parent and Staff Governors

Parent and staff Governors sit on the Trust's Stakeholder Engagement Committee and provide an important link between the Trust Board and its school communities.

Governors do not hold delegated responsibility for the governance or operational management of individual schools. Their role is to ensure that the views and experiences of parents, staff and other stakeholders are heard and considered within Trust governance.

Parent and Staff Governors support effective stakeholder engagement by:

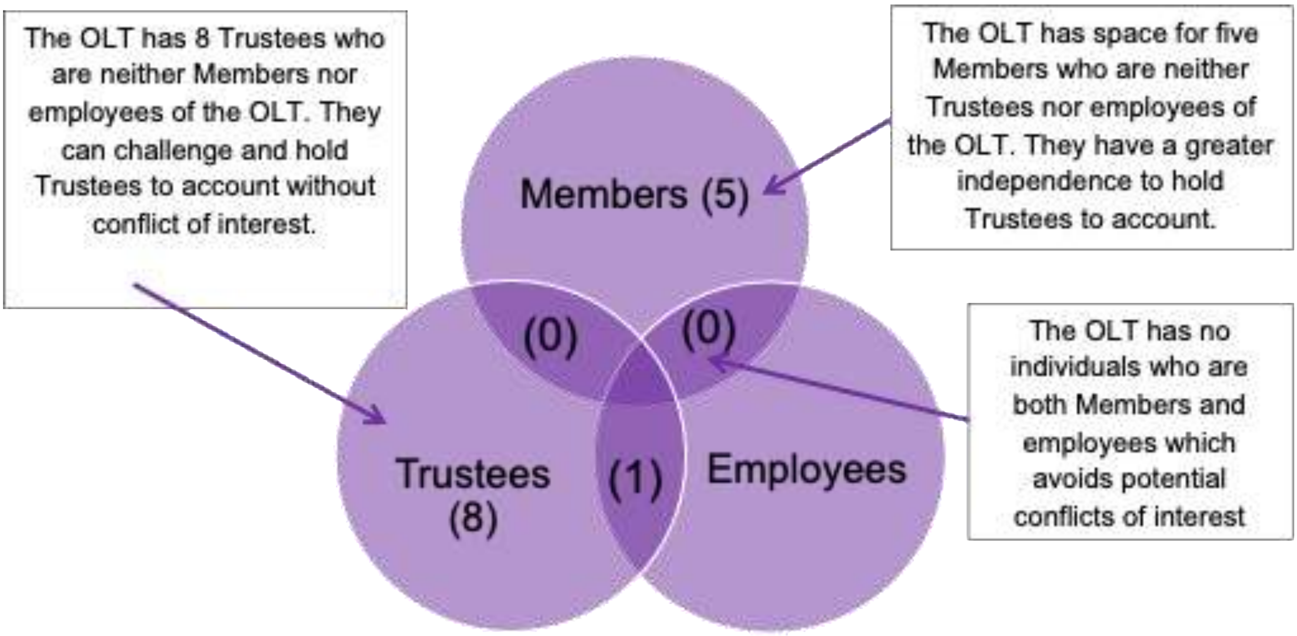
- engaging with stakeholders and encouraging participation in Trust and school consultation and engagement activities;
- gathering and sharing stakeholder views and experiences;
- identifying common themes, strengths and areas of concern arising from stakeholder feedback;
- providing stakeholder perspectives which may inform school and Trust self-evaluation;
- contributing feedback on relevant policies, procedures and proposals where stakeholder consultation is appropriate;
- helping the Trust Board understand the impact of decisions on school communities;
- contributing to the development of effective communication between schools, the Trust and their communities;
- acting as local ambassadors for the Trust; and

- providing constructive feedback and challenge in relation to stakeholder engagement.

Governors bring the perspectives of their stakeholder group but do not act as delegates or representatives of individual parents or members of staff. Individual complaints, grievances, staffing matters and concerns relating to individual pupils must be addressed through the appropriate Trust or school procedure.

Accountability for the governance of the Trust and its schools remains with the Trust Board.

Achieving independent challenge and holding Trustees to account



<u>Key roles and functions of the Trust Board</u>

All Trustees 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 Trustees' 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

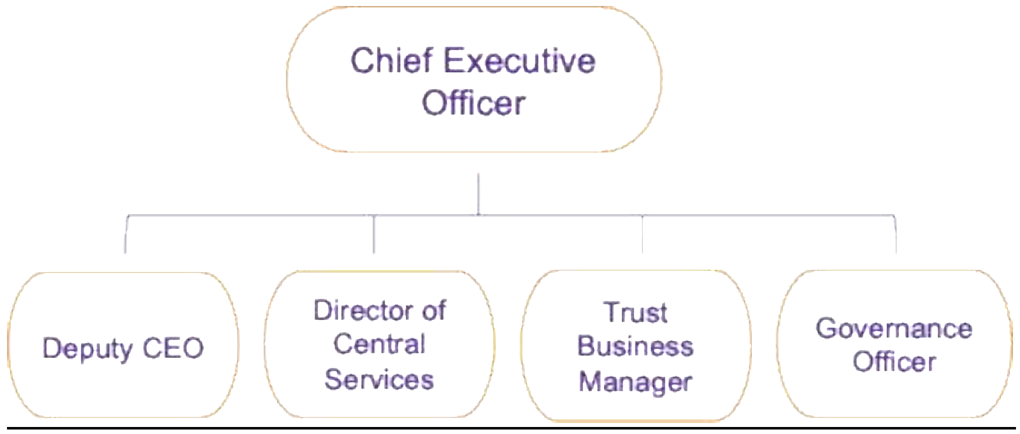
- Complete the Governance Statement and Statement of regularity, propriety and compliance in the published format and submits to the Education EFA by 31 December;
- Publish the statement on the Trust 's website by 31 January;
- Ensure regularity with all items of income and expenditure in accordance 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 me 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

- Oversee buildings and land leases, subleases and other significant property arrangements across the Trust.
- Manage complex insurance claims and liaise with insurers, advisers and other parties as required.
- Lead on significant legal and contractual matters, seeking professional advice where appropriate.
- Oversee Funding Agreements and ensure Trust arrangements remain compliant with their requirements.
- Lead the Trust's financial strategy, including long-term planning, sustainability and benchmarking.

- Develop the Trust's governance structure and lead the recruitment and appointment process for Trustees.
- Provide executive quality assurance across education, finance, operations, HR and organisational performance.
- Line manage the Trust Executive, setting priorities and holding leaders to account for delivery.
- Oversee policy review and alignment to ensure a consistent Trust-wide approach and appropriate governance.
- Lead the Trust's People Strategy, including EDI, wellbeing, professional development and organisational culture.
- Manage and respond to Trust Reviews of Complaints.
- Oversee compliance with the Articles of Association and the Trust's company secretarial responsibilities.
- Lead new school applications and oversee the strategic project management of new school development.
- Manage strategic stakeholder relationships, including local authorities, DfE and relevant government agencies.
- Lead preparation for the AGM and oversee production of the Trustees' Annual Report.
- Exercise the Trust's responsibilities as Admissions Authority, including policies and statutory consultations.
- Lead significant change consultations and engagement relating to major organisational or school changes.
- Moderate pay increase decisions to support consistency, fairness and affordability across the Trust.
- Analyse pupil place demand and demographic trends to inform Trust growth and strategic planning.
- Oversee strategic banking arrangements and provide appropriate authorisation for payroll runs.
- Manage senior-level pay, capability and disciplinary appeals in accordance with Trust procedures.
- Monitor management accounts and financial performance, challenging significant variances and emerging risks.
- Lead the Trust's strategic approach to estates and asset management, including investment and long-term planning.
- Develop income-generation opportunities to support the Trust's financial sustainability and strategic priorities.
- Lead the Trust's digital strategy, ensuring technology supports education, operations, security and organisational development.

Deputy Chief Executive Officer

- Undertake quality assurance visits across schools and produce reports identifying strengths, priorities and required actions.

- Review and approve school academic targets to ensure appropriate ambition and consistency across the Trust.
- Line manage Principals, providing support, challenge and accountability for school performance.
- Lead Trust-wide CPD and ensure leaders receive relevant statutory and educational updates.
- Provide bespoke school improvement support in response to identified priorities and individual school needs.
- Monitor educational standards, outcomes and performance across all Trust schools.
- Develop Trust-wide professional networks to support collaboration, consistency and sharing of effective practice.
- Maintain strong stakeholder relationships and identify emerging issues, concerns and themes across schools.
- Lead SEND strategy and quality assurance to support consistently high-quality provision across the Trust.
- Lead safeguarding strategy and quality assurance, ensuring effective and consistent practice across schools.
- Lead the Trust's recruitment and retention strategy, identifying workforce priorities and appropriate actions.
- Lead on the resolution of formal complaints against Principals
- Lead and support capability procedures, including case management, tracking and appropriate interventions.
- Support budget planning and financial modelling, particularly in relation to educational and staffing priorities.
- Review and check school budgets to ensure plans are accurate, sustainable and aligned with priorities.
- Review and develop education policies to ensure consistent and effective practice across the Trust.
- Embed and monitor agreed Trust non-negotiables and expectations across all schools.
- Monitor stakeholder survey responses and support Principals with messaging, actions and communication of outcomes.
- Provide support and advice on HR contracts and contractual matters where required.
- Provide advice and support to OFMs on operational, staffing and school-based issues where required.
- Manage disciplinary hearings and maintain oversight and tracking of disciplinary cases.
- Provide strategic and practical support to Principals on staffing structures, deployment and staffing issues.
- Support probation processes, including correspondence, policy implementation and management advice.
- Lead Principals' meetings, including agendas, priorities, actions and dissemination of key Trust messages.
- Review and quality assure wider Trust policies to ensure they remain accurate, consistent and up to date.
- Deputise for the Chief Executive as required, including decision-making and representation of the Trust.
- Lead Trust-wide Ofsted readiness, ensuring schools are prepared and appropriate evidence and assurance are in place.

Director of Central Services

Audit and Compliance:

- Coordinate internal and external audit processes, including preparation, evidence gathering and follow-up actions.
- Manage Companies House filings and ensure statutory company information remains up to date.
- Lead GDPR compliance and fulfil the Trust's Data Protection Officer responsibilities.
- Oversee Trust compliance arrangements, including health & safety, fire safety, plant and statutory checks.
- Prepare compliance reports and assurance information for the Trust Board.
- Undertake checks of school Single Central Records and follow up any identified actions.

HR:

- Prepare HR contracts, contract renewals and letters of variation, ensuring changes are accurately documented.
- Check staff contracts and staffing within budgets for accuracy across each school.
- Support OFMs with HR processes, including staff onboarding, leave requests and processes, contracts and relevant systems.
- Review annual pay awards and salary increases and letters to staff
- Probation outcome letters to staff.
- Maintain HR tracking, including pay caps, fixed-term milestones, long service and leaver administration.
- Undertake disciplinary investigations and support first-level investigation and hearing processes.
- Coordinate and advise on complaints processes, including convening formal panels and preparing all associated paperwork.
- Formal sickness absence management including panel arrangements, documentation and process.

Payroll:

- Manage payroll through Edufin, including checking, processing and resolving payroll queries.
- Pay claims approvals and internal systems oversight

Policies and Training:

- Coordinate the review and development of Trust policies and oversight of associated Trust-wide training requirements.
- Manage policy approval, signing, publication and version control.

Governance Oversight:

- Review and development of Trust Governance Handbook
- Oversight of Trust Board and Committee membership, documentation, and procedural requirements.
- Coordinate formal panels to include permanent exclusion hearings, including hearing arrangements, paperwork and procedural compliance.

New Schools:

- Provide operational and administrative support for the development and opening of new schools.

Trust Business Manager

- Coordinate and deliver relevant training and development for the central team.
- Coordinate Trust-wide surveys and analyse results to identify key themes and trends.

- Collate and analyse workforce data to support Trust monitoring and decision-making.
- Coordinate Trust-wide communications to ensure consistent and timely messaging.
- Coordinate Trust-wide tenders and oversee credit card administration and controls.
- Line manage Office and Finance Managers, providing training, guidance and ongoing support.
- Coordinate and manage Subject Access Requests within statutory requirements and timescales.
- Maintain consistent use of the OLT brand and visual identity across the Trust.
- Oversee the design, content and ongoing management of Trust and school websites.
- Provide operational and administrative support for the development and opening of new schools.
- Coordinate OH referrals, risk assessments, Stage 1/2 hearings, compassionate leave reviews and monthly absence reporting.
- Support and coordinate disciplinary processes, ensuring procedures and documentation are followed consistently.
- Monitor and provide regular updates on non-staffing budgets and expenditure.
- Coordinate and monitor capital projects, including budgets, contractors, timescales and delivery.
- Review Edufin management accounts, share with OFMs and check accuracy and variances.
- Oversee key Edufin processes and controls, including bank reconciliations and credit card transactions.
- Manage Trust mobile phone contracts, devices and associated administration.

Governance Officer

- Provide clerking support at all Board and Committee meetings.
- Provide effective administrative support to the Board Trustees and Committees in relation to all Board and Committee meetings, also including Companies House, DfE administration, governance training and Trustee/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 Trustees, Governors and the Trust Executive Team.

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
- Monitor the effectiveness of the complaints policy and procedures; provide a representative the Trust on a complaints panel.
- 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.

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.

<u>Operations Committee Remit</u>

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, Trustee 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 31st 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 DCS, 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 local and national benchmark information:

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 Committee Remit

Stakeholder Engagement Committee

- Strengthen relationships between the Trust and stakeholders;

- Gather ideas, constructive feedback and suggestions for improvement;
- Identify emerging trends and recurring themes across our schools;
- Ensure stakeholders understand how their feedback has influenced Trust and school decision-making;
- Provide the Trust Board with oversight of stakeholder voice across the Trust.

The Committee's role is to identify and consider themes arising from stakeholder engagement rather than to consider individual complaints, grievances, staffing matters or individual pupil cases. Such matters will be dealt with through the relevant Trust or school policy and procedure.

The Committee will report key themes, findings and recommendations arising from stakeholder engagement to the Trust Board. Responsibility for decisions and governance oversight remains with the Trust Board and its delegated committees.

Current Members, Trustees and Governors with 2026-27 Committee Allocation

Name (A-Z by First Name)	Role		
Rebecca Plaskitt	Independent Member		
Danielle West	Independent Member		
Paulina McGroarty	Independent Member		
Barbara Harrison	Independent Member		
Rony Valeny	Independent Member		
Name (A-Z by First Name)	**Role**	**Appointed by**	**Committee**
Alison Hill	Trustee	Board of Trustees	Operations
Duncan Millard	Trustee	Board of Trustees	QES
Jason Murphy	Trustee & Vice Chair	Board of Trustees	CEO Appraisal
Jenelle Ross-Mc Intyre	Trustee	Board of Trustees	QES
Jodie Croft	CEO, Accounting Officer, Trustee	Members	Operations & QES
Nicola Poole	Trustee	Board of Trustees	Operations
Russell Massie	Trustee	Members	CEO Appraisal
Tyler Jeffs	Trustee	Members	Operations
Name	**Role**	**Appointed by**	**Committee**
Lianne Vickers	DPA Staff Governor	Elected by Staff	Stakeholder Engagement
Shannon Fenlon-Knight	DPA Parent Governor	Elected by Parents	Stakeholder Engagement
TBC	SHPA Staff Governor	Elected by Staff	Stakeholder Engagement
TBC	SHPA Parent Governor	Elected by Parents	Stakeholder Engagement

Kirstie Maricourt	TPA Staff Governor	Elected by Staff	Stakeholder Engagement
Rupi Thiara	TPA Parent Governor	Elected by Parents	Stakeholder Engagement
TBC	WPA Staff Governor	Elected by Staff	Stakeholder Engagement
Tara Passfield	WPA Parent Governor	Elected by Parents	Stakeholder Engagement
For Trustee and Governor terms of office dates, please see the Trust's website: Home | Omnia Learning Trust			

Trustee and Governor Roles and Responsibilities

Trustees and Governors perform distinct but complementary roles within the Trust's governance structure.

Trustees are responsible collectively for the governance and strategic oversight of the Trust. Individual Trustees may be assigned specialist areas to support the Board's assurance, scrutiny and challenge.

Parent and Staff Governors provide stakeholder insight through the Stakeholder Engagement Committee. Their role is to engage with their school communities, gather and communicate stakeholder views, identify themes and support effective communication between stakeholders and the Trust.

The specific responsibilities attached to each role are set out below.

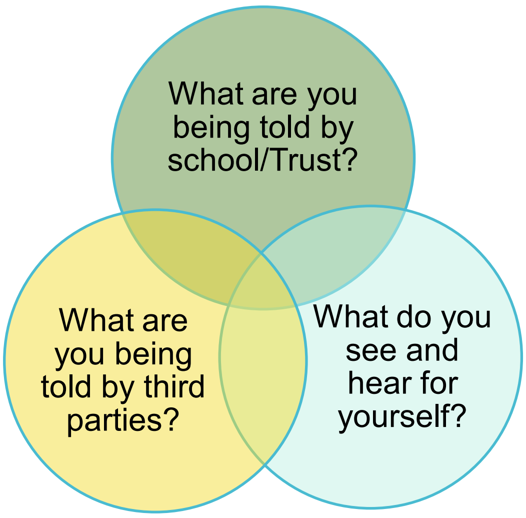
Role	Responsibilities	Trustee/Governor
Specialist Trustee	• Safeguarding • Finance, Audit, Risk, Pay • CEO performance management and appraisal • Health & Safety • SEND • Wellbeing & Mental Health • Safer Recruitment and HR	• Jodie Croft, Russ Massie, Duncan Millard & Jenelle Ross-Mc Intyre • Tyler Jeffs, Alison Hill & Nicola Poole • Russ Massie & Jason Murphy • Jason Murphy • Jodie Croft • Jodie Croft • Jason Murphy
Staff Governor	• Feedback on: - School culture and belonging - Staff workload and wellbeing - Personal development - CPD and staff development	Lianne Vickers - DPA TBC – SHPA Kirstie Maricourt – TPA TBC - WPA
Parent Governor	• Feedback on: - Health and Safety/Premises	Shannon Fenlon-Knight - DPA Rupi Thiara - TPA

	- Home/School communication - Uniform - Clubs/extracurricular/events - Lunches/playtimes - School travel plans	TBC – SHPA Tara Passfield - WPA

<u>Trustee Challenge and Assurance: Guidance on Finding Out How Well the Schools and Trust are Doing</u>

This section applies to Trustees undertaking their governance, assurance and specialist Trustee responsibilities. Trustees use a range of information to triangulate evidence, provide constructive challenge and gain assurance about the performance and effectiveness of the Trust and its schools.

Parent and Staff Governors serving on the Stakeholder Engagement Committee do not undertake formal monitoring or assurance activity in these areas. Where stakeholder feedback raises themes relevant to education, safeguarding, SEND, finance, staffing or other areas of governance, these should be reported through the Stakeholder Engagement Committee so that they can be considered by the Trust Board or appropriate delegated committee.



What are you being told by School/Trust?	What are you being told by third parties?	What do you see and hear for yourself?
Internal data - safeguarding, progress, finance	Survey data – pupils, staff, parents	Your own experience/ visits to school
Answers to questions at committee meetings	GLD, Phonics and SATS data	Discussions with parents and staff
Reports from senior executive leader	Reports from external experts and advisors	Website Social Media

What should Trustees do with this information?

Effective Governance comes from high levels of engagement and attendance in meetings and beyond. Trustees are expected to pre-read all materials and form questions in advance of meetings. Based on an understanding of the data/information, Trustees 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?

Trustee Triangulation Strategies

Area of focus	Sources	Suggested questions (this is not an exhaustive list and others may be used)
Safeguarding/ pastoral support	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	• Is there a senior member of the school's leadership team designated to take lead responsibility for dealing with safeguarding issues? • How are child protection/safeguarding issues monitored? What systems are in place? • Are all staff aware of the procedure that needs to be followed when they have concerns about child protection? • Does the school have procedures for dealing with allegations of abuse against members of staff and volunteers? • Does the designated person undertake specified safeguarding training? • How does the school inform pupils and Parents of safety including e-safety?
Curriculum and communication	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	• Have we developed a broad and balanced offer? Do subjects provide a rich and rounded education which is well-sequenced? • What are our curriculum strengths and areas for development? • How do we ensure the curriculum meets the needs of all pupils? • Does content and learning materials that reflect different cultures, their heritage and history and promote positive role models? • How do we support and enable curriculum development? e.g. Subject leadership, the CPD and support provided to non-specialists to ensure consistent delivery? • How does the school communicate with Parents? Are there clear procedures? • 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?

Personal development **(enrichment, opportunities, pupil wellbeing and experiences)**	School Website Newsletters Overview in Dashboard Key diary dates School tours and open days Coffee mornings School trips calendar	• How do schools plan for pupils' personal development? How do schools develop the wider curriculum and cultural enrichment opportunities for pupils? • What kinds of school trips take place throughout the year? Is there a range throughout the year? Do they link to learning? • Are culturally enriching experiences such as school trips affordable and accessible for all students? • What extra-curricular activities does the school offer? Do they complement the school's vision and values? Are they accessible for all year groups? • How is the impact of extra-curricular activities and wider curriculum opportunities monitored? • Are particular extra-curricular activities offered to close the attainment gap between different groups of pupils? How do you know if this is successful? • How do we engage with our local community? Could this be improved?
Behaviour and attendance	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	• Is there a clear behaviour policy, consistently followed? How if this reviewed and shared? What measures are in place to monitor that the behaviour policy is applied consistently across the school? • How well do pupils behave around the school? • Do pupils have a positive attitude towards school and learning? How is this promoted? • How good are attendance and punctuality? Are there any trends and how are they addressed? • Is bullying a cause for concern and how are incidents of bullying addressed? • How does the school promote pupils' spiritual, moral, social and cultural (SMSC)? • To what extent is this a happy school with a positive learning culture? How does the school develop and promote this/ development? • 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?
Teaching and learning **Inclusion (SEND, PP etc)**	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	• What action is being taken to develop/ improve the quality and consistency of teaching and learning? How are we supporting our teachers, including ECTs? • Have decisions been made with reference to external evidence, for example, has the Education Endowment Foundation (EEF) Toolkit been used to determine spending decisions? • 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? • 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? • What are the SEND needs within the school/ Trust and how are pupils supported?

	Teaching & learning handbook and development	• What benefits can you see from the support for SEND e.g. interventions? • How are Parents kept informed and engaged with throughout their child's education?
CPD and staff development	Information on ECTs ECT Policy CPD training records and impact Teaching and learning handbook and development Annual staff surveys	• How are we developing all staff, particularly our new teachers, Early Career Teachers (ECTs) and our teaching assistants (TAs)? • What action is being taken to develop and improve the quality of teaching and learning? • How are we supporting our less effective staff? How is the best practice in our school shared to the benefit of all? • How are we developing teaching through the professional development programme? Are all staff able to access appropriate CPD? How is this allocated?

Skills Audit for Members, Trustees 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 Trustees:

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-Mc Intyre
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	SHPA Staff TBC	SHPA Parent TBC	WPA Staff TBC
Knowledge of educational statutory bodies	Strong		Strong					
Knowledge of national education policy	Strong		Strong					
Knowledge of the education sector in general	Strong		Strong	Some				
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				

Campaigning	Some			Some				
Partnership Working		Strong			Strong			
Community Development		Some		Some				
General Leadership and Management	Strong	Strong	Some	Strong				
Financial Management	Some							
Project Management	Some	Some	Strong		Some			
Monitoring and Evaluation	Strong	Some	Strong		Strong			
Planning	Strong	Some			Strong			
Audit		Some						
Law		Some						
Accounting								
IT								
HR		Some		Some				
Marketing/PR	Strong	Some						
Training/Development	Strong	Some		Some	Some			
Chairing		Strong						
Consensus building		Some	Strong		Some			
Energy and Enthusiasm	Strong	Strong	Strong	Strong	Strong			
Strategic thinking	Strong	Some	Strong	Some	Some			
Governance		Some	Strong					

Training

The Trust has an induction and training programme for all new and existing Trustees and Governors. Trustees and Governors are informed about this on induction and regularly thereafter. All completed training is logged by the Governance 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, Trustees 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 2026-2027 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.

Online training course	Required/Optional	Provider	Log in information
Prevent*	Required for all on induction and refresher to be done every two years	Home Office	Prevent duty training: Learn how to support people vulnerable to radicalisation | Prevent duty training (support-people-vulnerable-to-radicalisation.service.gov.uk)
Safeguarding*	Required for all annually	In alternating years: NGA *Essential Safeguarding for Governors and Trustees* - & Tes *Governance of Safeguarding*	https://nga.vc-enable.co.uk/Learn/Learning/All https://www.educare.co.uk/courses/governance-of-safeguarding
Child Protection in Education*	Required every two years for Trustees in a safeguarding specialist role	Tes	https://www.educare.co.uk/courses/child-protection-in-education
Cyber Security and Governance*	Required for all on induction (from Autumn 2025) and at two yearly intervals thereafter	NGA	https://nga.vc-enable.co.uk/Learn/Learning/All
Equality, diversity and inclusion: Beyond compliance*	Required for Trustees upon joining and every three years	NGA	https://nga.vc-enable.co.uk/Login/Login
Sexual Harassment Awareness*	Required: for Trustees on joining the Operations Committee & every two years thereafter	IHasco	app.ihasco.co.uk/omnia-learning-trust
Safer Recruitment*	Required for specialist Director(s) every 3 years	On request	On request
GDPR/Data Protection*	Required for Trustees annually	External	Tbc for 2026-27

*Trustees 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 Trustees of the OLT Board and Local Governors

Adopted by the OLT Board on 22nd September 2026

Trustees 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 Trustees) 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 Trustees) 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).
- Not doing anything, either in undertaking our governance role or outside of this, which brings the Trust/school into disrepute.
- 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, Trustee, 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, Trustee, or Local Governor shall cease to hold office if the Member/Trustee/Governor has not attended 3 consecutive Committee and/or Board meetings to which attendance was requested by virtue of their role.

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 Trustees, 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 Trustees, 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 Trustees, 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 Trustees or Governors who are parents, not pursing 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 Trustees or Governors who are also members of Trust staff, not pursing 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/Trustee (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, Trustees, 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 Trustee 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 Trustee 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:

<table>
<tr><th>September</th><th>November</th><th>March</th><th>May</th><th>July</th></tr>
<tr><td colspan="5">Apologies for absence and consent to absence</td></tr>
<tr><td colspan="5">Declare conflicts of interest with agenda items, any change/update to entry in register of business and pecuniary interests, and receipt of any hospitality</td></tr>
<tr><td colspan="5">Identify Items for AOB or Confidential</td></tr>
<tr><td>Appoint Chair and Vice Chair</td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">Review of Trust Board membership and DBS checks</td></tr>
<tr><td colspan="5">Review of Trustees training requirements and induction arrangements for new Trustees</td></tr>
<tr><td>Adopt Code of Conduct</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Review & Approve:
*Terms of Reference (all committees)
*Policy Scheme of Delegation
*Full scheme of delegation
*Trustee Committee and specialist roles</td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">Review minutes of the last meeting and matters arising (not on agenda)</td></tr>
<tr><td colspan="4">Receive QES Committee Minutes and Chair’s verbal update(with optional summary RAG Report)</td><td></td></tr>
<tr><td></td><td colspan="3">Receive DCEO termly Dashboards
Covering: Demographics, Fire drills, exclusions, absence, racist & bullying incidents, safeguarding, CP, complaints, CPD and staffing update</td><td>Receipt of external biennial safeguarding audit report for each school with actions</td></tr>
<tr><td></td><td>Receive 157/175 Safeguarding Audit Response to OSCB from DPA, SHPA, & WPA (and approve if required by OSCB)</td><td colspan="2"></td><td>Receipt confirmation education and H&S risk assessments have been carried out at each school</td></tr>
<tr><td></td><td colspan="4">Receive Operations Committee Minutes and Chair’s verbal update (with optional summary RAG Report)</td></tr>
<tr><td></td><td colspan="4">Receive OLT Compliance Report
Covering: Operations Committee Recommendations, GDPR, ICT and Cyber-Security, Financial audits, HR, H&S (external audits, WRA, FRA), internal audits, staff absence, premises, safeguarding (SCR audit & LADO audit), & policies review</td></tr>
<tr><td></td><td colspan="4">Receive CEO report: RAG – QES, OPS, SEC and Risk Register
Covering: Progress, Attainment, Performance, Targets, Equality objectives,
Trust development plan, Trust strategy, review of risk register, review of pupil number estimates, stakeholder engagement feedback
Chairs of QES and Operations to review CEO’s RAG Rating of each school</td></tr>
<tr><td></td><td colspan="4">Receive management accounts and budgets</td></tr>
<tr><td></td><td colspan="4">Review and approve expenditure over £50k</td></tr>
<tr><td></td><td colspan="4">Review and approve expenditure on recruitment needs over £50k</td></tr>
<tr><td></td><td colspan="4">Receive ‘Dear Accounting Officer’ letter from EFSA</td></tr>
<tr><td colspan="5">Policies: review and approve policies in line with OLT Policy Scheme of Delegation</td></tr>
</table>

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 (*ATH 4.14 2026*) & (2) Review Audit and Risk Committee's report on external auditors' performance to make recommendation to the Members (*ATH 4.5/4.15 2026*)	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 (*ATH 4.1-4.4 2026*)			Approve annual budgets
	Review of Trust Risk Register *(ATH 3.1-3.3 2026)*			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 (*confidential*)			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, *excluding the agenda, approved minutes of meetings, and approved final version policies*, brought to each Board meeting and to the preceding cycle of Committee meetings (*Ref: 1.55 ATH 2026*)				

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 Chair of Operations (& Audit and Risk) Committee must not also be Chair of Trustees				
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 4.14 2026*)		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 4.1-4.4 2026*)	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, DCS & 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 2026)*	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 4.5/4.15 2026*)	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 3.16-3.17 2026*)
Review of Academies Trust Handbook & Accounts Direction				
Receive national and school demographics data dashboard				
Receive Management Accounts *Not included at November Audit & Risk Committee (brought instead to the Trust Board meeting the same day)*				
Review of spending linked to educational priorities *Not required for November Audit & Risk Committee*				
Receive OLT Compliance Report: *Covering: IT & Cyber Security/GDPR, financial audits, HR, H&S (external audits, WRA, FRA), staff absence, premises, safeguarding (SCR audit & LADO audit), food standards & policies review* *No report for November Audit & Risk Committee*				
Policies: review and approve (or recommend for Board approval) in line with OLT Policy Scheme of Delegation *Not for inclusion at November Audit & Risk Committee*				
Review of Trust Risk Register *Not for inclusion at November Audit & Risk Committee (it comes to the Trust Board meeting the same day)*				

Agree committee recommendation to Trustees as to confidential status of the meeting's documents (*excluding the agenda, approved minutes, & approved final version policies*) (*Ref: 1.55 ATH 2026*)
AOB

Quality of Education and Safeguarding Committee:

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

October	January	April	June
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 **Current context – demographics, including attendance* **Final outcomes for previous year* **Safeguarding* **Staffing* **Term dates 27-28* **Equality objectives*	Review demographic context and Safeguarding Report **Internal Autumn term data dashboard – context, attendance, data*	Review demographic context and Safeguarding Report **Internal Spring term data dashboard – context, attendance, data*	Review demographic context and Safeguarding Report **Internal Summer term data dashboard – context, attendance, data*
Trustees & governors to receive the following report (via live Google Form link). Senior Digital Leads to highlight any safeguarding concerns or issues. *1. RAG review of compliance with digital standards - per school* *2. Web filtering and monitoring system reports - per school* *3. Cyber incident report*			
Review and approve SDP priorities **SDP* **Attainment targets for year ahead*	Analyse Autumn term progress and attainment data, key cohorts and evaluate progress towards targets **Internal Autumn term data dashboard*	Analyse Spring term progress and attainment data, key cohorts and evaluate progress towards targets **Internal Spring term data dashboard*	Analyse Summer term progress and attainment data, key cohorts and evaluate progress towards targets **Internal Summer term data dashboard*
Update from DCEO including outcome of informal & support and challenge visit(s) and actions arising. **DCEO Quality of Education report*	Update from DCEO including outcome of informal & support and challenge visit(s) and actions arising. **DCEO Quality of Education report* Review progress of SDP **SDP*	Update from DCEO including outcome of informal & support and challenge visit(s) and actions arising. **DCEO Quality of Education report* Review progress of SDP **SDP*	Update from DCEO including outcome of informal & support and challenge visit(s) and actions arising. **DCEO Quality of Education report* Review progress of SDP **SDP*
Receive Pupil Premium Report (to be published by 31st December) **Pupil Premium plans and impact data*	Receive IMF report (to be published by 31st December) **IMF Strategy Plan*		
Receive website compliance reports from Principals **Website compliance reports*			
Review of annual SEND Policy & Information Report (pending Board approval)		Receipt of internal/external* annual safeguarding audit report	Receipt of internal/external annual safeguarding audit report (if not provided at April

Principals, via CEO, to confirm SEND Information on website reviewed and accurate **SEND Policy and SEND Information Report for new academic year* **SEND information on website and SEND report in*		(*to alternate annually) & review of actions taken **Safeguarding audit report with action list*	meeting) & review of actions taken **Safeguarding audit report with action list*
Agree committee recommendation to Trustees as to confidential status of the meeting's documents (*excluding the agenda, approved minutes, & approved final version policies*) (*Ref: 1.55 ATH 2026*)			
AOB			

Stakeholder Engagement Committee:

Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Parents	Parent Governors attend **Event 1** to gather parent feedback Trust submit report to Board		**Trust wide Parent Survey** Trust submit report to Board	Parent Governors attend **Event 2** to gather feedback Trust submit report to Board		Attend **Event 3** to gather feedback Trust submit report to Board
Pupils		**Forum 1** All Pupil council reps attend online event with CEO and DCEO Trust submit report to Board		**Forum 2** – All Pupil council reps attend online event with CEO and DCEO Trust submit report to Board	**Trust wide Pupil Voice Survey**	**Forum 3** All Pupil council reps attend online event with CEO and DCEO Trust submit report to Board
Staff	**Complete annual Staff Survey** Trust submit report to Board	Staff Governors attend **Trust Staff Forum** to discuss survey findings, Trust submit report to Board			Staff Governors attend **Trust Staff Forum** to discuss survey findings, Trust submit report to Board	

Terms of Reference for Members, Trustees, and Governors

Approved by the OLT Board of Trustees on 22nd September 2026

Agendas

Meeting agendas will be prepared by the Governance Officer in accordance with any determination of the group (Members, Trustees 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 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 Trustees that call the AGM and the Trustees 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 Trustees meetings;
- The Annual Accounts and Annual Return which should be submitted to Companies House;
- Other additional information as the Members and Trustees 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 Trustees 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 Trustees 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 Trustees 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 Trustees 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 Trustees
Trustees are appointed in line with the Articles of Association of The Omnia Learning Trust. The Members determine the number of Trustees. Members have decreed there will be up to 9 Trustees: up to 4 Trustees can be appointed by the Members. The Trust Board can appoint up to 5 Trustees. Trustees may participate by telephone or videoconferencing and shall be regarded as present for all purposes. The CEO is an ex-officio Board Trustee.

Trustees 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 Trustees. The Trustees 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 Stakeholder Engagement 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 Trustees shall make all necessary arrangements for, and determine all other matters relating to, an election of the parent members. The Trustees 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 Trustee 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 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, Trustees, and Governors must not accept benefits from a third party given because they are a Member, Trustee or Governor.

Chairing meetings
Each group (Members, Trustees 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. Trustees 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 Officer, having in mind the expectations and procedures set out in the OLT Succession Plan.

Committees

The Trust Board delegates specified governance and oversight responsibilities to the Operations Committee and Quality of Education and Safeguarding Committee in accordance with the Delegation Grid and Policy Scheme of Delegation set out within this OLT Governance Handbook.

The Stakeholder Engagement Committee is an advisory committee of the Trust Board. Its purpose is to provide structured oversight of stakeholder engagement and ensure that parent, staff and pupil voice is heard within Trust governance. It does not have delegated decision-making authority.

Committees are not legal entities in their own right. Legal liability and ultimate accountability remain with the Trust Board, which is responsible for the running of each Academy. Committees must report their work to the Trust Board.

Constitution of Members
(a) 5 independent members

Constitution of The Trust Board
(a) CEO – ex officio
(b) up to 4 Member nominated Trustees
(c) up to 5 elected ('co-opted') Trustees

Constitution of the Operations Committee
(a) CEO – ex officio (voting)
(b) Trust Accountant (non-voting)
(c) Director of Central Services (non-voting)
(d) 3 Trustees (voting)

Constitution of Quality of Education and Safeguarding Committee
(a) DCEO – ex officio (non-voting)
(d) 3 Trustees (voting)

Constitution of Stakeholder Engagement Committee
(a) up to 5 parent Governors (1 parent from each school – non voting)
(b) up to 5 staff Governors (1 per school – non voting)
(c) Pupil council representatives (non voting)

The Stakeholder Engagement Committee may invite other pupils, staff, parents, Trustees or other stakeholders to attend meetings where this would support consideration of a particular theme or issue.

The Stakeholder Engagement Committee is advisory and does not exercise delegated decision-making powers on behalf of the Trust Board.

Trustees
As a charity and company limited by guarantee, The Omnia Learning Trust Board (the "Company") is governed by the Trust Board (the "Trustees"). The Trustees 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 Trustees 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 Trustees 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 Trustees of the Omnia Learning Trust will be appointed as a Trustee at Companies House and will appear on all official company records as well as published registers of business interests.

Expert Advisers
The Members/Trustees and 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 Trustees under the Companies Act 2006
Trustees must have due regard to the General Duties of Trustees 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).

Independent judgment
Members, Trustees and Governors must exercise independent judgment and make their own decisions. This does not prevent Members, Trustees 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, Trustees should be aware that the Department for Education may refer Academy Trustees, as Trustees, to the Insolvency Service who may consider whether the conduct of a Trustee 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 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.
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Members, Trustees and Governors' Expenses
The Omnia Learning Trust has a policy on the payment of expenses of Members, Trustees 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 Trustees/Governors
The statutory power can only be used if, at the time in question, the total number of Trustees/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 Trustees/Governors who are receiving directly or indirectly (through a connected person) any Trustee payment. This means they need to include:

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

For the purpose of deciding if the meeting is quorate, those Trustees/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 Officer. This will be available for inspection.

Trustees 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 Trustees, 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, Trustees 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 Trustee 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, Trustees 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, Trustees 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 Officer;
b) A CEO, Principal, or a staff Governor ceases to work at the Academy;
c) The Members/Trustees terminate the appointment of a Trustee/Governor whose presence or conduct is deemed by the Members/Trustees, 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/Trustee/Governor has not attended 3 consecutive Committee and/or Board meetings to which attendance is requested by virtue of the position held.

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, Trustees and Governors must give notice of one school term and do so in writing to the Governance 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 <u>three</u>. 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.

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

Stakeholder Engagement Committee – voting and quorum

As the Stakeholder Engagement Committee is advisory and its members are non-voting, the voting and quorum provisions applying to the Trust Board, Operations Committee and Quality of Education and Safeguarding Committee do not apply.

For a scheduled Stakeholder Engagement Committee meeting to proceed, there should normally be representation from at least [three] operational schools. Where this is not achieved, the meeting will still proceed as an engagement session, but this should 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
OLT Governing body - TOR	YES	CEO	Internal	**DCS**	Board	Live Document
Admissions (schools)	YES	CEO	Internal	**Principals** - each school	Board	Annual
OLT Equity, Equality, Diversity and Inclusion statement, objectives and policy	YES	CEO	Internal - external every 3rd year/change in legislation	**CEO**/Diverse Matters	Board	Annual
OLT Financial Policies and Procedures	YES	CEO	Internal	**CEO**/Edufin, then review by Operations Committee	Board	Annual
OLT Pay Policy	YES	CEO	Internal - external every 3rd year/change in legislation	**CEO**/External, then review by Operations Committee	Board	Annual
OLT Risk Register	YES	CEO	Internal	**CEO**/Edufin	Board	Live Document
Safeguarding/ Child Protection (schools)	YES	Principals	Internal	**DSLs** - each school	Board	Annual
SEND Policy & Information Report (schools)	YES	Principals	Internal	**SENDCO** - each school	Board	Annual
Charging & Remissions (schools)	YES	Principals	Internal	**Principals** - each school	Operations	Every 3 years
Health & Safety (schools)	YES	Principals	Internal	**Office Managers** - each school	HOO (in report to Operations)	Annual
OLT Capability	YES	CEO	Internal - external if change in legislation/green book/burgundy book	**DCS**/External	Operations	Every 3 years
OLT Data Protection	YES	CEO	Internal - external every 3rd year/change in legislation	**DCS**/External	Operations	Annual
OLT Digital Strategy	NO	CEO	Internal (with 123ICT support)	**DCS**	Operations	Annual
OLT Directors Expenses/Governors allowances	Yes - recommended by DfE	CEO	Internal	**DCS**/Edufin	Operations	Annual
OLT Disability and Reasonable Adjustments	NO	CEO	Internal- external every 3rd year/change in legislation	**DCS**/Diverse Matters	Operations	Annual
OLT Disciplinary	YES	CEO	Internal - external if change in legislation/burgundy/green book	**DCS**/External	Operations	Every 3 years
OLT Early Career Teacher Framework	YES	DCEO	Internal	**DCEO**	Operations	Annual
OLT Estates and Asset Management Plan	NO	CEO	Internal	**DCS**	Operations	Every 3 years
OLT Flexible working	NO	CEO	Internal - external if change in legislation/burgundy/green book	**DCS**/External	Operations	Every 3 years
OLT Freedom of Information	Yes - recommended by DfE	CEO	Internal	**DCS**	Operations	Every 3 years
OLT ICT continuity and recovery	NO	CEO	Internal	**DCS**/123 ICT	Operations	Annual
OLT Investment	Yes - recommended by DfE	CEO	Internal	**CEO**/Edufin	Operations	Annual
OLT LGPS Discretions	NO	CEO	External	**DCS**/External	Operations	Every 3 years
OLT Performance Review and Appraisal Policy (formerly the Line Management and Appraisal Policy)	NO	CEO	Internal	**DCS**	Operations	Every 3 years
OLT Probation	NO	CEO	Internal	**DCS**	Operations	Every 3 years
OLT Reserves	NO	CEO	Internal	**CEO**/Edufin	Operations	Every 3 years
OLT Scheme of Delegation	Yes - recommended by DfE	CEO	Internal	**DCS**	Operations	Live Document
OLT Sick Pay	NO	CEO	Internal - external if change in legislation/burgundy/green book	**DCS**/External	Operations	Every 3 years
OLT Sickness absence management	NO	CEO	Internal - external if change in legislation/burgundy/green book	**DCS**/External	Operations	Every 3 years
OLT Staff Finder Reward Scheme	NO	CEO	Internal	**DCS**	Operations	Every 3 years
OLT Staff E Security (staff)	NO	CEO	Internal	**DCS**/123 ICT	Operations	Every 2 years
OLT Teacher Pension Discretions Policy	NO	CEO	External	**DCS**/External	Operations	Every 3 years
OLT Whistle Blowing	Yes - recommended by DfE	CEO	Internal	**DCS**	Operations	Every 3 years

Car parking/car use - TPA planning condition	NO	TPA Principal	Internal	**TPA Principal**	CEO	Every 3 years
Mini-Bus Management - TPA planning condition	NO	TPA Principal	Internal	**TPA Principal**	CEO	Every 3 years
OLT Acceptable use of ICT	NO	CEO	Internal	**DCS**/123 ICT	CEO	Every 3 years
OLT AI Policy	NO	CEO	Internal (with 123ICT support)	**DCS**/123 ICT	CEO	Every 2 years
OLT Allergy Policy (all schools)	YES	CEO	Internal	**DCS**	CEO	Annual
OLT Capitalisation and control of assets	NO	CEO	Internal	**CEO**/Edufin	CEO	Every 3 years
OLT Compassionate leave	NO	CEO	Internal	**DCS**	CEO	Every 3 years
OLT Complaints	YES	CEO	Internal	**DCS**	CEO	Every 3 years
OLT Cycle to Work	NO	CEO	Internal	**DCS**/Edufin	CEO	Every 3 years
OLT Dealing with Unacceptable Behaviour	NO	CEO	Internal	**DCS**	CEO	Every 2 years
OLT Document Retention Schedule	NO	CEO	Internal	**DCS**	CEO	Every 3 years
OLT Domestic Abuse	NO	CEO	Internal	**DCS**	CEO	Every 3 years
OLT EV Charging Policy	NO	CEO	Internal	**DCS**	CEO	Annually
OLT GDPR Annual Staff Checklist	NO	CEO	Internal	**DCS**	CEO	Annual
OLT Home-School Communication Policy	NO	CEO	Internal	**DCEO**	CEO	Every 3 years
OLT Management of change	NO	CEO	External	**DCS**/External	CEO	Every 3 years
OLT Maternity, paternity and adoption leave	NO	CEO	External	**DCS**/External	CEO	Every 3 years
OLT Menopause/Andropause	NO	CEO	Internal	**DCS**	CEO	Every 3 years
OLT Privacy Notices	YES	CEO	Internal - external if change in legislation	**DCS**/External	CEO	Every 2 years
OLT Register of business interests	YES	GCO	Internal	**GO**	CEO	Live Document
OLT Safer Recruitment (cover all schools)	NO	CEO	Internal	**DCS**	CEO	Annual
OLT Staff Grievance	YES	CEO	Internal	**DCS**	CEO	Every 2 years
OLT Storage of DBS Records and Information Policy	YES	CEO	Internal	**DCS**	CEO	Annual
OLT Stress & Well Being	NO	CEO	Internal	**DCS**	CEO	Every 3 years
OLT Subject Access Request	NO	CEO	Internal - external if change in legislation	**DCS**/External	CEO	Annual
Service Management - TPA planning condition	NO	TPA Principal	Internal	**TPA Principal**	CEO	Every 3 years
Travel - SHPA specific	NO	SHPA Principal	Internal	**SHPA Principal**	CEO	Every 4 years
Travel - TPA planning condition	NO	TPA Principal	Internal	**TPA Principal**	CEO	Every 3 years
3 Yr accessibility Plan (schools)	YES	Principals	Internal	**SENDCO** - each school	Principals	Every 3 years
Allegations Against Staff Procedure (schools) (for TPA see appendix to school Safeguarding Policy)	YES	Principals	Internal	**Principals** - each school	Principals	Annual
Administering Medicines (schools)	NO	Principals	Internal	**Office managers** - each school	Principals	Every 3 years
Anti-bullying (schools)	YES	Principals	Internal	**Behaviour lead** - each school	Principals	Annual
Arson Prevention (schools)	NO	Principals	Internal	**Office managers** - each school	Principals	Every 3 years
Assessment, marking & reporting (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Attendance (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Behaviour (schools) (schools)	YES	Principals	Internal	**Behaviour lead** - each school	Principals	Every 3 years
British Values (may be combined with SMSC) - (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
CCTV (schools)	NO	Office managers	Internal	**Office managers** - each school	Principals	Every 3 years
Code of Conduct (schools)	YES	Principals	Internal	**Principals** - each school	Principals	Annual
Collective worship (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Community use/lettings/premises hire (schools)	NO	Principals	Internal	**Office managers** - each school	Principals	Every 3 years
Crisis management & business continuity (schools)	NO	Principals	Internal	**Office managers** - each school	Principals	Every 2 years
Curriculum (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Cyber response plan (schools)	NO	Principals	Internal	**Office Managers** - each school (with support from DCS/123 ICT)	Principals	Annual
EAL (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 4 years
Equality statement and objectives (schools)	YES	Principals	Internal	**Principals** - each school	Principals	Every 4 years
E-safety (including EYFS computing) - (schools)	NO	Principals	Internal	**Office Managers** - each school (with support from DCS/123 ICT)	Principals	Annual
Exclusion (schools)	YES - part of behaviour	Principals	Internal	**Principals** - each school	Principals	Every 3 years
EYFS (not needed if covered in other policies) - (schools)	YES	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Fire (schools)	YES	Principals	Internal	**Office managers** - each school	Principals	Every 2 years
First Aid (schools)	YES	Principals	Internal	**Office managers** - each school	Principals	Every 3 years
Gifted & Talented (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Home Learning (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Induction (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Infection Control (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Intimate care (schools)	NO	Principals	Internal	**Office Managers** - each school	Principals	Every 4 years

Lockdown Policy/Procedure (schools)	NO - but best practice as part of H&S	Principals	Internal	**Office Managers** - each schools	Principals	Annual
Lone Working (schools)	Yes - recommended by DfE	Principals	Internal	**Office managers** - each school	Principals	Every 3 years
Looked after children (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Lost child & uncollected child (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Off site visits etc (schools)	NO	Principals	Internal	**EVCs** - each school	Principals	Every 3 years
Parental use of social media/internet sites (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Remote (blended) Learning (Schools)	NO	Principals	Internal	**Remote/Blended learning lead** - each school	Principals	Every 3 years
Risk Assessments (schools)	Yes - recommended by DfE	Principals	Internal	**Office managers** - each school	Principals	Annual
Sex and Relationships (schools)	YES	Principals	Internal	**Principals** - each school	Principals	Annually
SMSC (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Staff handbook (schools)	NO	Principals	Internal	**Principals** - 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	**SENDCO** - each school	Principals	Every 3 years
Teaching & Learning (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Transition (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Uniform (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Visitors (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
Volunteer (schools)	NO	Principals	Internal	**Principals** - each school	Principals	Every 3 years
OLT Governance training record	NO	GAO	Internal	**GO**	N/A	Live Document

Outcomes 2025-2026 – all schools combine

Key Results - 2025-2026						
Assessment	**Statistic**	**Cohort**	**Trust Result**	**National Comparison**	**National Result**	**Schools**
KS2 Reading, Writing & Maths combined	% achieving the expected standard	148	72%	Above (significant)	63%	Schools
KS2 Reading, Writing & Maths combined	% achieving the higher standard	148	17%	Above (significant)	9%	Schools
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	150	57%	Above (significant)	~ 44%	Schools
Phonics Screening Check	% passing in Year 1	196	92%	Above (significant)	~ 82%	Schools
Early Years Foundation Stage	% achieving a Good Level of Development	188	77%	At or above	~ 72%	Schools

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%	Schools
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	151	20%	Above (significant)	8%	Schools
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	148	50%	Above (significant)	~ 38%	Schools
Phonics Screening Check	% of pupils passing in Year 1	186	92%	Above (significant)	~ 80%	Schools
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	176	76%	Above (significant)	~ 69%	Schools

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%	Schools
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	121	7%	At or above	~ 7%	Schools
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	147	41%	At or above	~ 34%	Schools
Phonics Screening Check	% of pupils passing in Year 1	161	85%	At or above	~ 80%	Schools
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	179	74%	At or above	~ 68%	Schools

<u>TRUST DEVELOPMENT PLAN 2026/2027</u>

Please refer to the table below:

Strategic Category	3–5 Year Ambition	2026/27 Actions
1. Educational Excellence	Secure consistently strong outcomes; improve teaching and curriculum; reduce gaps for disadvantaged and SEND pupils.	**1.1** Ensure pupils across all schools make the progress required to achieve their predicted targets. **1.2** Monitor the progress and attainment of key pupil groups. **1.3** Maintain a strong focus on individual pupils and identify individual barriers to learning. **1.4** Ensure swift and effective intervention where barriers or underperformance are identified. **1.5** Ensure, where appropriate, there Trust-wide approach to curriculum design, as well as some areas of progression and assessment, ensuring consistency of ambition while retaining each school's identity.
2. Inclusion & Pupil Experience	Strengthen SEND and pastoral provision; improve attendance; ensure pupils are safe, engaged and have a strong sense of belonging.	**2.1** Develop bespoke pathways of provision based on the presenting needs within each school. **2.2** Strengthen staff knowledge and understanding of different needs, including SEND, and effective responses to them. **2.3** Develop a Trust-wide approach to reasonable adjustments, informed by emerging national frameworks and expectations. **2.4** Further reduce absence, including persistent absence through targeted support, early identification and strengthened partnership working with families.

Strategic Category	3–5 Year Ambition	2026/27 Actions
3. People & Leadership	Recruit and retain excellent staff; develop leadership capacity; strengthen succession planning; support workload and wellbeing.	**3.1** Continue to develop leadership capacity and succession planning across the Trust. **3.2** Invest in targeted leadership training and professional development. **3.3** Provide coaching and development opportunities for existing and emerging leaders. **3.4** Further develop Trust-wide networks and subject leadership to increase organisational capacity and reduce dependency on individuals.
4. Trust Growth & Development	Deliver sustainable, values-aligned growth; successfully integrate/open schools; build capacity ahead of expansion.	**4.1** Successfully open Valley Park Academy on time. **4.2** Deliver the new school within the agreed budget. **4.3** Recruit and appoint the required staffing complement. **4.4** Ensure the necessary operational, educational and governance infrastructure is in place for opening. **4.5** Implement and embed the new Trust central team structure and monitor its effectiveness in supporting the Trust's needs and future growth.
5. Finance & Resources	Maintain financial sustainability; maximise value for money; develop reserves and longer-term financial resilience.	**5.1** Maximise value for money through effective use of DfE procurement frameworks. **5.2** Review and optimise energy procurement arrangements. **5.3** Identify and evaluate further procurement framework opportunities during the year.
6. Estates, Technology & Sustainability	Maintain safe, high-quality estates; develop digital infrastructure; reduce	**6.1** Develop high-level Trust benchmarks across key estates standards and measures. **6.2** Assess current performance against these benchmarks across the estate.

Strategic Category	3–5 Year Ambition	2026/27 Actions
	environmental impact and improve sustainability.	**6.3** Establish individual improvement targets within each area. **6.4** Use these targets to develop a systematic, longer-term approach to estates improvement.
7. Governance & Organisational Effectiveness	Maintain strong governance, compliance and risk management; develop efficient Trust-wide systems and services.	**7.1** Develop governance systems and structures in preparation for operating at greater scale. **7.2** Review and revise QES processes. **7.3** Reorganise Trust data and reporting to align more closely with risk management. **7.4** Strengthen the connection between performance information, risk and strategic oversight.
8. Community & Partnerships	Strengthen engagement with parents, pupils and staff; build effective external partnerships; enhance the Trust's reputation and contribution to its communities.	**8.1** Implement and embed the new stakeholder engagement strategy. **8.2** Establish more frequent feedback loops with pupils, staff and parents. **8.3** Develop more responsive, "finger-on-the-pulse" measures of stakeholder experience. **8.4** Monitor feedback and use it to inform Trust and school improvement. **8.5** Identify and respond to emerging concerns at an earlier stage, reducing avoidable escalation and complaints.

<u>**Scheme of Delegation**</u>

		Members	Trust Board	Trust Executive	Trust Committees	Principals
1.	**Board business**					
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		
2. Vision and strategy						
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
3. Finance and estates						
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
4. Human resources						
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		
5. Education						
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
6. Community						
6.1	Developing stakeholder partnerships across the trust		REVIEW	RESPONSIBLE		RESPONSIBLE
6.2	Developing stakeholder partnerships at school level			REVIEW	REVIEW	RESPONSIBLE