



# Transform Trust Governance Handbook

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***Peter Munro, Chair of Trust Board***

As a Board of Trustees, we are passionate about our children and our school communities and our single purpose is very clear: ***‘to be an innovative and inclusive Trust working for all children’***. Governance is the first point of accountability and as a Board our ambition is to deliver world-class governance.

Trustees have a wide range of relevant skills and experience; we use skills audits and impact assessments to make further skills-based Trustee appointments. The Board challenges the CEO and all school leaders to ensure that all children in our schools receive outstanding teaching and learning experiences. The Board is accountable for all schools within the Trust.

Trustees are clear about the role and responsibilities for our Local Governing Bodies. We value Local Governing Bodies, as they are the key supporters and representatives of the children and families in their schools. Trustees support and encourage creative ways to deliver local governance that reflects the development state of each school and its governance needs. We value our Local Governing Bodies and will support and challenge them to be the best.



***Rebecca Meredith, Chief Executive Officer***

It is a massive privilege to lead Transform Trust. We are all passionate about the education of the whole child. We are committed to ensuring Transform children get every possible opportunity available to them.

As a Trust we share the good practice that exists in all our schools and have numerous opportunities for joint activities and shared professional development, whilst deliberately maintaining a schools independence, culture, ethos and values.

We are incredibly fortunate to have an experienced COO (Chief Operating Officer) leading our Governance team. The expertise and extensive work of our Governance team means they are a recognised, established strength of Transform.

Along with the Board of Trustees, I set the overall strategic direction of the Trust with Local Governing Bodies translating and determining what happens at a ground level in schools and communities. Local governance therefore plays a massive part in the life of Transform, contributing to our success. They act as a gauge of the health of a school and, therefore, Transform as a whole. Partnership working between the Local Governing Bodies, Trustees and the central team helps deliver the very best for our children across the Trust living out our mission “together we achieve”.

Thank you for volunteering as a Governor in a Transform school. I look forward to meeting and working with you.

## Transform Trust

*Aim: To deliver appropriate and effective governance which is world class and fit for purpose*

### 1. Introduction

Transform Trust, is a Multi-Academy Trust (MAT) and was established on 2 September 2013.

Our Trust is both a Company Limited by Guarantee and an Exempt Charity, regulated by the Secretary of State for Education, who acts as the principal regulator. Our constitution and our charitable objectives are set out in our Memorandum and Articles of Association which are available on our website: [Trust Governance Documents - Transform Trust](#)

The purpose of this document is to outline our governance arrangements, scheme of delegation and to provide clarity on the roles and responsibilities and authority of those who contribute to the governance and oversight of the Trust. This document is a subsidiary to our Articles and our Funding Agreements.

Our Trustees reserve the right (in their absolute discretion) to review and alter this document, our scheme of delegation and the level of delegated responsibility at any time, and it will be formally reviewed for its effectiveness at least annually.

Insofar as the Trustees are able, they agree to abide by the provisions contained herein, and will consult with those affected on any significant changes.

Our Trustees have an overriding duty to act freely and in the best interests of the Trust and our schools at all times.

Our Core Purpose: ‘To be an innovative and inclusive Trust working for all children’.

Our values are woven into all aspects of our organisation; our strategy, operations and provision, and are a clear and concise articulation of our purpose:

**Respect**  
**Kindness**  
**Equity**  
**Creativity**



## Governance is the first point of accountability

*“The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance”.*

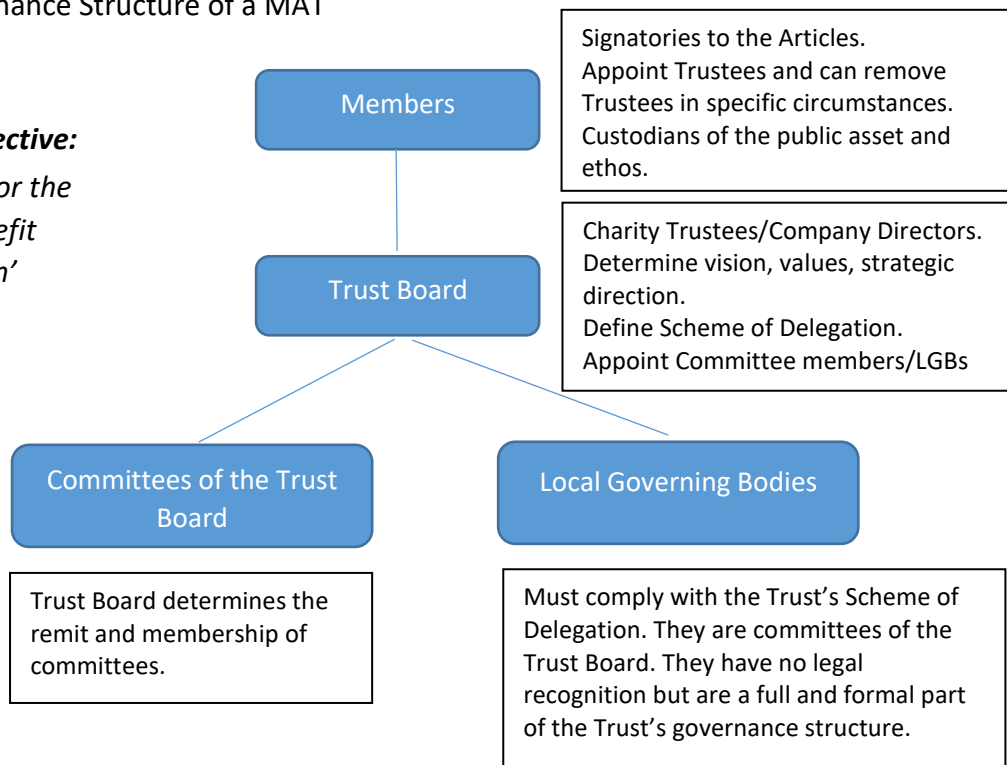
*“Boards must be ambitious for all children and infused with a passion for education and a commitment to continuous school improvement that enables the best possible outcomes. It should be driven by inquisitive, independent minds and through conversations focussed on the key strategic issues which are conducted with humility, good judgement, resilience and determination”, DfE Governance Handbook*

## 2. Layers of Governance - Accountability and Management

The Governance Structure of a MAT

### Articles - Objective:

*‘to advance for the public benefit education’*



**3. Members** – these are the custodians of the governance of the Trust. Although they constitute the top governance tier, they have limited powers and a largely hidden role in terms of the running of the Trust and have no day-to-day management responsibilities. **Members** do not technically have a term of office and each Member's liability is limited to £10. Details of our Members can be found on our website: [Members of the Trust - Transform Trust](#)

The role of **Members** is laid out in the Articles and in Company Law. **Member's** key responsibilities include:

- Ensuring the 'object' of the Trust is met: ***‘to advance education for public interest’***
- Making any amendments to the Articles of Association subject to any restrictions created by the funding agreement or charity law

- Appointing new Members or removing existing Members which will be ratified at the next Annual General Meeting of the Members
- Having powers to appoint (a minimum of 4) and remove Trustees
- By special resolution, issue direction to the Trustees to take a specific action
- Holding an Annual General Meeting of the Trust
- Appointing the Trust's auditors and receiving the Annual Report and Audited Annual Accounts
- Having the power to change the company's name and, ultimately, wind it up

Notwithstanding any provision of the Articles, the Members have formally delegated to the Trustees the power and responsibility to appoint up to two Trustees and such appointments will be ratified by Trustees at their next Board Meeting. Any removal by the Trustees of a Trustee appointed role will be undertaken by majority vote or by written resolution of a majority of the Trustees.

#### 4. Trustees

Trustees are appointed by Members. They are: Trustees for Charity Law purposes and also Directors, registered with Companies House. Trustees are responsible for the actions of the Trust and its schools and are accountable to the Members, the Secretary of State for Education and the wider community for the quality of the education received by all children and the expenditure of public money.

Trustees are required by their Funding Agreements to have systems in place through which they can assure themselves of the quality, safety and practice of the affairs of the Trust.

Trustees meet as a Board of Trustees, known as the Trust Board. The Trust Board oversees the management and administration of the Trust and its schools; and delegates authority and responsibility to others.

All Trustees have the same responsibility, i.e. to act in the best interests of the Trust and schools, irrespective of any other role they may undertake – they are *fiduciaries* – *people in a position of trust*. A Trustee role profile is given in Appendix 1.

They meet at least 6 times per year. Further meetings may be called with the agreement of the Chair of Trustees. Meetings are scheduled in advance on a Forward Plan (see Appendix 2).

#### 5. Trust Board

Our Trust Board will set the strategic direction of the Trust, maintain legal oversight, monitor all activities, assess the performance of our schools and establish and review policies and practices governing the life of our schools. The specific tasks and responsibilities of our **Trustees** are as follows:

- To determine the vision and ethos of the Trust whilst acknowledging the uniqueness of each individual school and the needs of the communities they serve.
- To, in conjunction with our CEO, develop a strategic plan for the Trust and to ensure the effective communication of that plan so it can be implemented across the Trust and in all our schools.

- To establish and maintain the schools (including the consideration of expansion of the Trust by taking existing or new schools into the Trust).
- To determine and ensure the implementation of policies and procedures which it is intended will achieve a consistently high quality of education and financial sustainability across the Trust.
- To make or ratify suitable appointments of individuals who serve or will serve on our Local Governing Bodies, including removing such individuals who fail to fulfil the expectations of the role.
- To approve the overall Trust budget and the budgets of each school, having regard to any recommendations of the Audit & Finance Committee which is responsible for conducting a thorough review of all budget proposals.
- To formally appoint the CEO.
- To provide challenge and support to the CEO and through this role to our schools.
- To set objectives and undertake performance appraisal of the CEO.
- To ensure that the CEO is effectively overseeing the objectives and outcomes of each school.
- To ensure appropriate performance management systems are in place and are effective across the Trust and are accompanied by relevant programmes for the professional and personal development of all staff.
- To regularly receive and review the key performance indicators (KPIs) from the schools.
- To oversee the delivery of the benefits that collaborative working, common approaches and common systems will bring across the schools.
- To ensure that the Trust operates effective health and safety systems and procedures.
- To ensure that the Trust has robust safeguarding arrangements in the Trust and all schools.
- To ensure there are robust financial systems and procedures in place that are adhered to by the Trust and each school (using termly internal audits to provide such assurance).
- To oversee the performance and delivery of any service provided by the Trust to the schools.
- To ensure proper advice is available to the Trust in relation to legal and compliance matters.
- To ensure a comprehensive risk management framework and appropriate risk management strategies are put in place and maintained across the Trust and schools.

The organisation of the Trust Board is set out in our Articles of Association which determine the minimum frequency, quorum and the process for the appointment of a Chair and Vice Chair of the Trust Board. Our Trust Board will meet at least 6 times a year and the quorum for any meeting is the greater of 3 or a third of the Trustees appointed at any one time.

Trustees will make good decisions:

<b><i>Selflessness</i></b>	-	All decisions have been taken in the public interest.
<b><i>Integrity</i></b>	-	Not acted or taken decisions in order to gain financial or other material benefits for themselves, their families or their friends.
<b><i>Objectivity</i></b>	-	Decisions have been taken impartially, fairly and on merit, using the best evidence and without discrimination or bias.
<b><i>Accountability</i></b>	-	Comfortable with submitting themselves to external scrutiny.
<b><i>Openness</i></b>	-	Take decisions in an open and transparent manner.
<b><i>Honesty</i></b>	-	Have been truthful in their actions, decisions and reporting.
<b><i>Leadership</i></b>	-	Demonstrated the highest standards of public life in their individual and corporate behaviour.

## 6. Trust Board Committees

Trustees have outlined delegated powers from the full Board to a number of Trustee Committees; the Executive Team of the Trust and to Local Governing Bodies (LGBs). Full details of the delegated authority can be found in our Scheme of Delegation (8-34). The Board reserves the right to withdraw powers to any specific Committee or LGB at any stage at its discretion. Any dispute will be subject to normal resolution by the full Board of Trustees whose decision will be final.

Trust Committees include:

- a. **Audit & Finance** – to review all key finance, risk and audit matters. This Committee will receive monthly finance reports, internal and external audit reports and set an appropriate finance policy whilst taking into account latest releases of the Academies Financial Handbook. The Committee will meet at least 3 times per year and report into full Trust Board.
- b. **HR** – to review all key HR matters. The Committee will meet at least 3 times per year and report into full Trust Board.
- c. **Pay** – to conduct annual performance appraisal of the CEO (and any special category staff), and to review all pay recommendations for Senior Management employees. The Committee will meet as is required by the process in order to make a recommendation to the full Trust Board.
- d. **Performance** – to review individual school performance. The Committee will meet at least 3 times per year and report into full Trust Board.
- e. **Faith** – to ensure that the faith distinctiveness and effectiveness in our schools is maintained and enhanced.

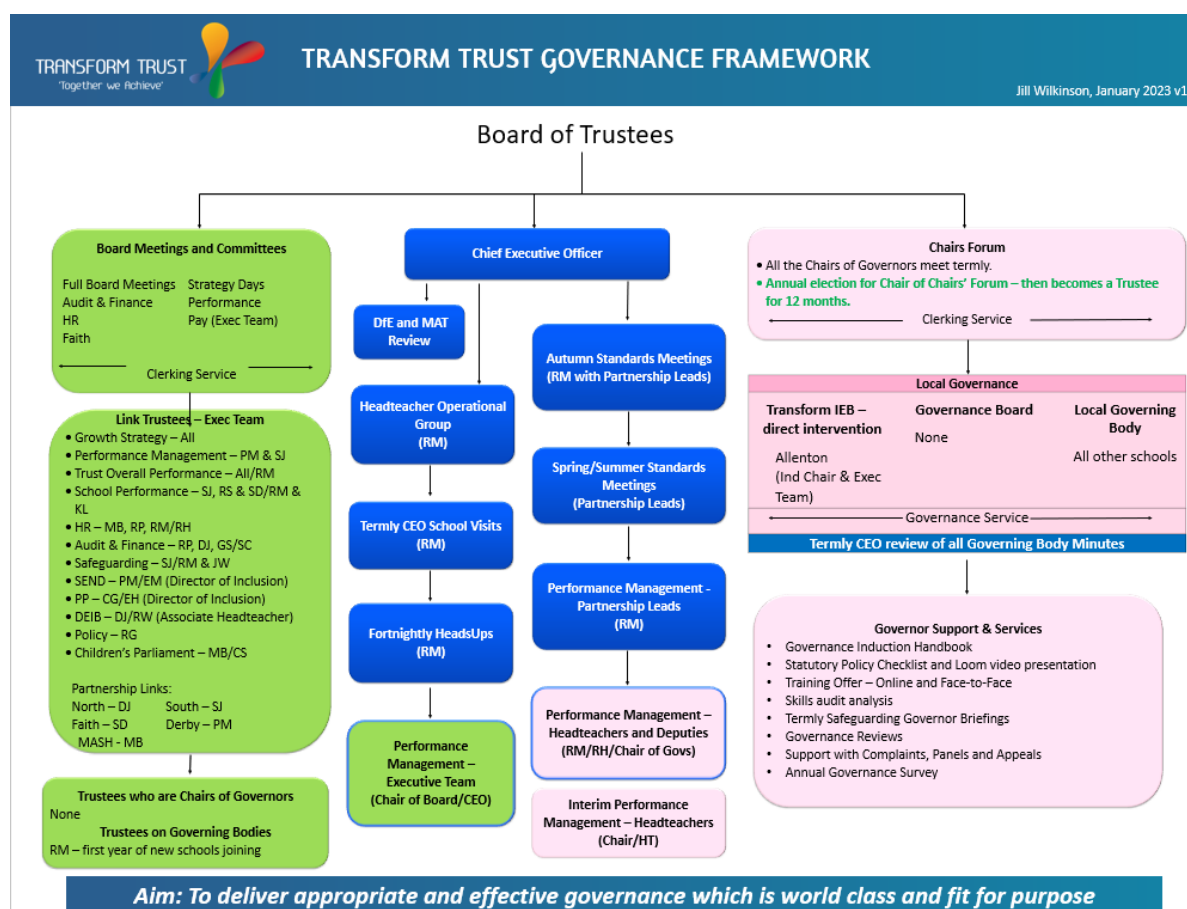
Each Committee has its own terms of reference which are reviewed annually and uploaded onto GovernorHub.

## 7. Scheme of Delegation

Pages 8-34 outlines in detail our Scheme of Delegation: [Trust Governance Documents - Transform Trust](#)



**Chart 1: Trust Board Delegation and Relationship Structure** (Green: Trustees; Blue: CEO; Pink: LGBs)



## 8. Trustee Declarations

Trustees, upon appointment, complete and provide a range of compliance documentation in order to fulfil the requirements of the Academies Financial Handbook and safeguarding. This includes:

- DBS
- Declaration of Interests
- Code of Conduct
- Skills Audit

Thereafter, Members and Trustees annually review their declarations making any changes where appropriate. Member and Trustee DBS details are entered onto the Trust’s single central record (SCR) to comply with safeguarding arrangements. The Chair of the Board must have their DBS signed off by the Secretary of State.

All details of Trustees are entered into the Department for Education’s GIAS database (Get Information About Schools).

All declarations of interest, even where there is a nil return, are recorded. The Governance Professionals keep all the completed declarations and update the Trust/School’s Register of Interests which is then published on the Trust and individual school’s website.

All agendas include the declaration of any interests – professional or personal - for that particular meeting. Any failure to make a declaration shall require that they either complete a declaration immediately, withdraw from the discussion or leave the meeting.

Anyone who fails to disclose an interest having been requested to do so, may result in removal of their office and shall not be eligible for re-appointment at the Trust or at any school within the Trust.

Included in the signed declaration of interests is any role that the Trustee/Governor may hold in another educational institution whether as a governor, employee, proprietor, consultant or in any other capacity.

All pecuniary interests and interests in other educational establishments are disclosed on the school and Trust websites as required by the Academies Financial Handbook.

Gifts and hospitality may not be accepted and any offer must be notified to the Trust's Chief Financial Officer (CFO). The CFO shall be responsible for advising the Trust Board whether any such offer constitutes an attempted bribe or other irregularity and the Board will determine whether any further action shall be taken against the supplier or potential supplier making the offer.

Copies of compliance documentation are also found on GovernorHub.

## **9. Trustee Induction and Training**

New Trustees undertake a formal induction which includes completion of the declarations (above); a discussion with the Chair of the Board; a visit to a school or Trust activity; a brief meeting with the Executive Team; observing a Trustee Meeting and training. Training is offered throughout their tenure, but as a minimum, Trustees will be expected to have done basic safeguarding, GDPR and Prevent within the first term of their appointment. Trustees have an open invitation to attend any of our online or bespoke training sessions for Governors.

Trustees will also be asked to articulate their contribution to the success and continued development of the Trust during external reviews and as part of self-evaluations.

## **10. The Role of the Chair of the Trust Board**

Our Chair has a fundamental role in leading the business of the Trust and as a pivot between the Trustees and CEO. Our Chair is first amongst equals but has no defined individual power (except in an emergency). The specific tasks and responsibilities of our Chair are as follows:

- To ensure the Board provides a strategic focus to the Trust and our schools.
- To manage the business of the Trust Board to ensure it undertakes its duties efficiently and effectively in and between board meetings.
- To build and develop our Trustees into an effective team, taking account of recruitment, succession and the professional development needs of the Trustees.
- To work in partnership with the CEO, developing a professional relationship, providing appropriate encouragement, challenge and support.
- To promote a culture of robust evaluation and continuous improvement across the Trust striving to drive up standards.

- To ensure the Board meets all its legal requirements by working closely with the Company Secretary and Governance Professional to the Board.
- To represent the Trust to key external partners, the media and the public when required.

## 11. Chair and Vice Chair of the Trust

Our Trust Board, annually, at their first meeting, appoint a Chair for the Trust Board from within their numbers. Any person, who at the time of the election, is already a Trustee shall be eligible for appointment as Chair or Vice Chair. The Chair or Vice Chair may at any time resign their position by giving notice in writing to the Trust Board Clerk. No employees of the Trust may apply for the position of Chair or Vice Chair of the Trust Board.

## 12. Named Trustees

Apart from the Chair and Vice Chair, we have named Trustees including Pupil Premium, Safeguarding, Special Educational Needs and Disability (SEND) and others as deemed necessary by the Trustees. These Trustees will meet at least termly with the Operational Senior Leader. Role profiles for Pupil Premium, Safeguarding and SEND are shown in Appendix 3.

### **Key questions the Trust Board considers:**

1. Do we have sufficient knowledge and ability to test underlying assumptions about the process of improvement and/or data – and is therefore able to challenge effectively?
2. Do we have sufficient knowledge and ability to test underlying assumptions about the curriculum and is able to challenge?
3. Do we receive adequate information or analysis/quality papers/sufficient notice?
4. Do we challenge any lack of openness by the CEO or Executive Team?

## 13. The Role of our Chief Executive Officer

### **Strategic Leadership**

- In conjunction with the Trustees, set the strategic direction for the Trust.
- Identify, evolve and align the strategic vision for the Trust.
- Build and manage stakeholder relationships to deliver these strategies.
- Establish and recommend an appropriate budget direction.
- Reporting to and influencing the Trust Board.

### **People Leadership**

- Provide people leadership and direction to the Trust staff team, Headteachers and Local Governing bodies.
- Support the delivery of objectives for the team.
- Provide regular review of performance and activity.
- The Headteacher under the leadership of the CEO is accountable for the performance of the school. Annual performance appraisals is performed jointly by the CEO and the Chairs of the relevant Partnership.

### **Organisational Leadership**

- To lead and manage the operation of the Trust in order to achieve its objectives and create a local network of excellence.
- Rigorous assessment of financial performance of the Trust and be reassured that all elements would pass risk assessment.

- Work with the Governing Bodies and legal structures to ensure ongoing support for the activities and strategies.
- Lead efficiencies and collaborative working across the Trust.

#### **Performance Leadership**

- Raising overall aspiration and attainment through leadership, motivation and monitoring of Trust schools.
- Enabling and encouraging the sharing of best practice.
- Providing support and mentoring to the Headteachers and Governing Bodies to develop their skills and aspirations.
- To ensure that problems in school performance are identified and analysed, appropriate costed and prioritised solutions are developed and recommended in order to achieve whole school effectiveness.
- Analysing and utilising the collective strengths of all schools within the Trust.
- Leading the development and implementation of an effective school-to-school support framework.

### **14. The Role of our Executive Team**

The Executive Team is made up of the key leads who oversee functional operations and resources including school improvement, finance, HR, premises, health & safety, risk and ICT in order to support the educational performance of the Trust and its schools. The Executive Team works directly with the staff in each school to ensure that the Trust's strategic plan is being implemented and the required outcomes are achieved in accordance with the strategy and vision of the Trust board. The individuals who form the Executive Team operate under the leadership and direction of the CEO.

All members of the Executive Team have individual responsibilities, performance objectives and are managed directly by the CEO. The Executive Team as a body has no executive authority or responsibility, as all functions that it delivers are the responsibility of an individual within the team.

The Executive Team will seek input and advice from internal and external experts, including the Partnerships Leads and will seek to utilise and/or deploy staffing resources for the benefit of the Trust as a whole.

The Executive Team supports the CEO in delivering the following specific tasks and responsibilities:

- To manage the processes for schools joining the Trust (including carrying out appropriate due diligence and identifying any actions required to address areas of weaknesses or opportunities for improvement).
- To support schools to improve outcomes through the provision of school improvement services.
- To advise on, facilitate, supplement or provide (as necessary) any operational or managerial support to each school with regard to the core functions overseen by the Executive Team in accordance with the requirements of the Trust Board.
- To specific management controls and management reporting requirements, audit the associated processes, procedures and outcomes in each school, and identify and ensure the delivery of appropriate training and support.

- To provide operational and management support to the Headteachers and senior leadership teams within the schools.
- To assist the Trust, by supporting the Trust Committees, LGBs and their Committees, to achieve the collective strategic aims and objectives of the schools.
- To advise on staff structure within each school, identifying areas and implementing plans where collaboration will lead to improvements in teaching and learning and/or efficiencies.
- To implement and review systems for benchmarking of the schools across the Trust; developing systems for cross fertilisation and supporting the CEO in maximising the opportunities for resource sharing and collaboration.
- To build and keep under constant review a comprehensive risk management framework ensuring risk management strategies are executed appropriately across the Trust and in each school.
- To undertake the strategic management of the Trust's estates, including drawing up a strategic asset plan which identifies areas in need of expansions and/or development and areas likely to be surplus to requirements.
- To take a lead on any capital bids and allocations, supporting each school's premises team to carry out works safely and cost effectively.
- To support each school and LGB in the development of its financial planning and reporting in the context of the respective school's strategic goals and vision and strategy of the Trust.
- To seek out and apply for grant funds for the Trust and to raise further discretionary funds from the DfE/LA and third party sources.
- To aid the CEO in reporting appropriately to the Trust Board.

All senior leaders are expected to complete the same declaration documentation as the Trustees for auditing purposes which will be reviewed annually.

The cost of the functions undertaken by our CEO and Executive Team will be funded on a fair basis by the schools by their contribution of a percentage of the government funding provided to each school. This contribution has been approved by the Trustees.

## 15. The Role of our Partnership Leads

Our Trust has developed the role of Partnership Leads, drawn from the Senior Leading Headteachers from across the Trust. They act and support our CEO with a focus on improvement of quality of education, standards and outcomes. The specific tasks and responsibilities of our Partnership Leads are as follows:

- Create and manage Partnership development plans and calendars of activity.
- Oversee management of Partnership insets and events.
- Represent the relevant Partnership schools at appropriate meetings.
- Chair Partnership meetings, preparing appropriate papers and inputs.
- Feedback to CEO and Operational Heads on Partnership plans and progress.
- To identify best practice from within the Partnership group and Trust and from outstanding external providers so this is shared and embedded across the Trust.
- To lead Partnership discussions on performance, diagnose shared issues, broker support, monitor impact and build outstanding leadership capacity within schools.
- Work with Development Team colleagues to commission partnership support & research.

- Undertake standards meetings with Partnership schools, with CEO support initially and then as Lead.
- To focus on pupil achievement and experiences to ensure Trust strategies, interventions and systems are making a real difference.
- To work with Partnership area across the Trust to continue to drive up standards of pupil attainment and achievement.

## 16. The Role of our Local Governing Bodies

Our Trustees have determined that each school will have its own Local Governing Body (LGB). LGBs – delegated to by the Trustees – provide a tailored local model of governance for each school and each appropriately reflecting the local context and community. The Scheme of Delegation provides details of general powers delegated to each LGB which may be extended or withdrawn as Trustees see fit.

The purpose of LGBs is to provide the strategic direction support and local accountability for the performance of their school within the framework and parameters set by our Trustees. They are non-executive bodies supporting Trustees to deliver its responsibilities.

Those who serve on LGBs are accountable to the Trustees and must ensure that at all times they act in good faith and in the best interests of the schools and the Trust, exercising reasonable care and skill having particular regard to personal knowledge and experience. All Governors must declare any business interests and any conflicts of interests.

The core duties of a LGB are:

- Ensuring clarity of vision, ethos and strategic direction of their school.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Overseeing the financial performance of the school and making sure its money is well spent; ensuring that the funds allocated are used only in accordance with the law, our Articles, their Funding Agreement and the ESFA Academies Financial Handbook.

Effective governance, according to the Department for Education (DfE) is based on six key features:

- Strategic leadership - that sets and champions vision, ethos and strategy.
- Accountability - that drives up educational standards and financial performance.
- People - with the right skills, experience, qualities and capacity.
- Structures - that reinforce clearly defined roles and responsibilities.
- Compliance - with statutory and contractual requirements.
- Evaluation - to monitor and improve the quality and impact of governance.

To demonstrate these skills and to achieve their own school's objectives, LGBs should:

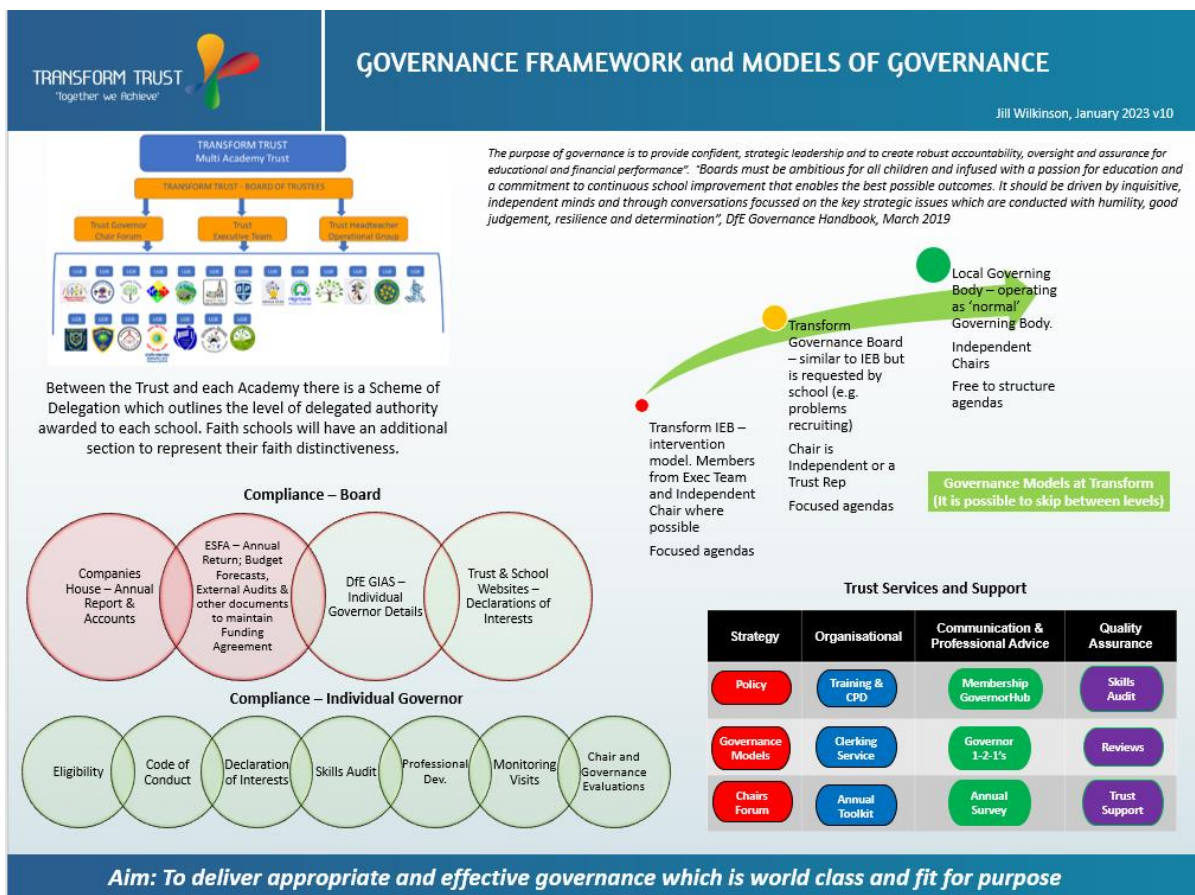
- Monitor performance and the achievement of objectives and ensure that plans for improvement are acted on including the quality of provision.
- Ensure there is policy development and strategic planning, including target setting, to keep up momentum on school improvement.
- Ensure there is sound management and administration of the school.

- Ensure appropriate compliance and legal requirements are in place.
- Establish and maintain a transparent system of prudent and effective internal controls.
- Management of the school's financial, human and other resources.
- Helping the school be responsive to the needs of parents and the community making it more accountable through consultation and reporting.
- Setting the school's vision, priorities and standards of conduct and values.
- Assessment and managing risk.

Trustees may disband an ineffective LGB and impose any model of local governance deemed appropriate including if necessary a Transform Interim Executive Board.

## Chart 2: Models of Governance

This shows the different models of governance at Transform. We do not believe that one size fits all and dependent on the needs of the school, the governance arrangements will be modified accordingly.



## 17. Chairs and Vice Chairs of Local Governing Bodies (LGBs)

Where possible, we encourage LGBs to identify an independent Chair whose term of office is normally 3 years. Chairs are usually re-appointed at the start of each academic year.

The Trust Board will approve all Chair appointments. Where it is not possible to appoint an independent Chair, or where governance is deemed 'ineffective' by the Executive Team of the Trust, the Trust will appoint a Chair for a time-limited period who may be an employee.

Chairs may, at any time, resign their position and should do so in writing to their Governance Professional. The Trust Board may also remove any Chair at any time where it feels it is in the best interests of the Trust.

Where LGBs have sufficient number, they will appoint a Vice Chair, whose term of office is normally 3 years. Vice Chairs may, at any time, resign their position in writing to their Governance Professional.

## 18. Functioning of the Local Governing Body

### **Extract from Appendix 2 of the Scheme of Delegation (*Functioning of a Local Governing Body*)**

1. Chair of the Local Governing Body
  - 1.1 The Trustees of the Trust shall appoint the Chair to the LGB. This is the cornerstone of delegating powers to the LGB.
  - 1.2 Subject to paragraph 1.4, the Chair shall hold office as such until a successor is appointed.
  - 1.3 The Chair may at any time resign their office by giving notice in writing to the Trustees. The Chair shall cease to hold office if:
    - 1.3.1 they cease to serve on the Local Governing Body;
    - 1.3.2 they are removed from office in accordance with the Scheme of Delegation;
    - 1.3.3 Trustees judge the Chair to be under performing, or
  - 1.4 Where by reason of any of the matters referred to in paragraph 1.3, a vacancy arises in the office of Chair, the Trustees shall appoint a temporary Chair while a new Chair is formally appointed.
  - 1.5 Where the Chair is absent from any meeting, the vice-chair as appointed by the members of the LGB shall act as the Chair for the purposes of the meeting.
  - 1.6 Where in the circumstances referred to in paragraph 1.5 the vice-chair is also absent from the meeting or there is at the time a vacancy in the office of vice-chair, the members of the Local Governing Body shall elect one of their number to act as a Chair for the purposes of that meeting.
  - 1.7 The Chair may be removed from office of the Trustees at any time in accordance with the Scheme of Delegation.
  - 1.8 A resolution to remove the Chair from office which is passed at a meeting of the LGB shall have no effect.
  - 1.9 The Chair of Governors shall become a member of Trust's Local Governing Bodies Chairs' Forum.

## 19. Local Governing Body Committees

Each LGB shall also have a Standards Meeting in addition to any committee. The role of this is predominantly to review overall school performance and review in detail the Headteacher's Report to Governors. These meetings are with the Trust's CEO and any Governor may attend.



**Extract from Appendix 2 of the Scheme of Delegation (*Functioning of a Local Governing Body*)**

4. Committees

4.1 Subject to this Scheme of Delegation, the Local Governing Body may establish any subcommittee. The constitution, membership and proceedings of any subcommittee shall be determined by the Local Governing Body but having regard to any views of Trustees. The establishment, terms of reference, constitution and membership of any subcommittee shall be reviewed by the Chair at least once in every twelve months. No vote on any matter shall be taken at a meeting of a subcommittee unless the majority of members of the subcommittee present serve on the Local Governing Body.

## 20. Local Governing Body Delegation

**Extract from Appendix 2 of the Scheme of Delegation (*Functioning of a Local Governing Body*)**

5. Delegation

5.1 Provided such power or function has been delegated to the Local Governing Body, the Local Governing Body may further delegate to any person serving on the Local Governing Body, committee, Headteacher or any other holder of an executive office, such of their powers or functions as they consider desirable to be exercised by them. Any such delegation may be made subject to any conditions either the Trustees or the local Governing Body may impose and may be revoked or altered.

5.2 Where any power or function of the local Governing Body is exercised by any subcommittee any member of the Local Governing Body, the Headteacher or any other holder of an executive office, that person or subcommittee shall report to the Local Governing Body in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the Local Governing Body immediately following the taking of the action or the making of their decision.

## 21. Trust Representatives on Local Governing Bodies

All schools will expect to have a named Trust representative who will join the LGB. These will usually come from the Trust Centre, from Headteachers or other Senior Leaders from other schools. They will assume the role of Governor in the same manner as other Governors and their term of office is determined by the needs of the Trust. Trust Governor representatives may be moved and reassigned at any time to a LGB.

## 22. Local Governing Body Meetings

At each governing body meeting, the governing body will consider which items are confidential. Confidential items are noted at the end of each meeting and reported in separate minutes.

Meetings shall be convened by the Governance Professional on the instructions of the Chair. The Governance Professional shall comply with any direction given by:

- The Trust Board
- The Chief Executive Officer
- The Chief Operating Officer

- The LGB
- The Chair, or in the absence of the Chair, the Vice Chair.

Meetings are set out at the start of each academic year in agreement with the Governors.

All meetings shall include:

- Opening/closing items (welcome, apologies, declarations, confidentiality)
- Strategic Governance (e.g. school improvement plans, curriculum, self-evaluation, Headteacher's report, overall performance and quality assurance reviews)
- Financial Governance (management accounts, capital, grant funding such as pupil premium, SEND)
- Stakeholders (pupil, parents and staff voice)
- Statutory Duties (safeguarding, health & safety, equality incidents, staffing, policies, correspondence and complaints)
- Governor effectiveness (monitoring framework, school visits, training)

**Extract from Appendix 2 of the Scheme of Delegation (*Functioning of a Local Governing Body*)**

6. Meetings of the Local Governing Body

6.1 Subject to this Scheme of Delegation, the Local Governing Body may regulate its proceedings as the members of the Local Governing Body think fit.

6.2 The Local Governing Body shall meet at least three times in every school year. Meetings of the Local Governing Body shall be convened by the Clerk to the Local Governing Body. In exercising their functions under this Scheme of Delegation the Clerk shall comply with any direction:

6.2.1 given by the Trustees or the Local Governing Body; or

6.2.2 given by the Chair of the Local Governing Body, or in their absence or where there is a vacancy in the office of Chair, the vice-Chair of the Local Governing Body, so far as such direction is not inconsistent with any direction given as mentioned in 6.2.1 above.

6.3 Any members of the Local Governing Body may, if notice in writing is given to the Chair & Clerk, requisition a meeting of the Local Governing Body; and it shall be the duty of the Chair & Clerk to convene such a meeting as soon as is reasonably practicable.

6.4 The Clerk shall provide to each member of the Local Governing Body at least seven clear days before the date of a meeting:

6.4.1 notice in writing thereof sent to each member of the Local Governing Body at the address provided by each member from time to time;

6.4.2 all reports or other papers to be considered at the meeting; and

6.4.3 a copy of the agenda for the meeting;

provided that where the Chair or, in the absence or where there is a vacancy in the office of Chair, the vice-chair, so determines on the ground that there are matters demanding urgent consideration, it shall be sufficient if the written notice of a meeting, and the copy of the agenda thereof are given within such shorter period as s/he directs.

6.5 The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda thereof.

- 6.6 A resolution to rescind or vary a resolution carried at a previous meeting of the Local Governing Body shall not be proposed at a meeting of the Local Governing Body unless the consideration of the rescission or variation of the previous resolution is a specific item of business on the agenda for that meeting.
- 6.7 A meeting of the Local Governing Body shall be terminated forthwith if:
- 6.7.1 the members of the Local Governing Body so resolve; or
  - 6.7.2 the number of members present ceases to constitute a quorum for a meeting of the Local Governing Body in accordance with paragraph 6.10, subject to paragraph 6.12.
- 6.8 Where in accordance with paragraph 6.7 a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Clerk as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.
- 6.9 Where the Local Governing Body resolves in accordance with paragraph 6.7 to adjourn a meeting before all the items of business on the agenda have been disposed of, the Local Governing Body shall before doing so determine the time and date at which a further meeting is to be held for the purposes of completing the consideration of those items, and they shall direct the Clerk to convene a meeting accordingly.
- 6.10 Subject to paragraph 6.12, the quorum for a meeting of the Local Governing Body, and any vote on any matter thereat, shall be any three of the members of the Local Governing Body, or, where greater, any one third (rounded up to a whole number) of the total number of persons holding office on the Local Governing Body at the date of the meeting. If the Trustees have appointed any additional members of the Local Governing Body then a majority of the quorum must be made of up such persons.
- 6.11 The Local Governing Body may act notwithstanding any vacancies on its board, but, if the numbers of persons serving is less than the number fixed as the quorum, the continuing persons may act only for the purpose of filling vacancies or of calling a general meeting.
- 6.12 The quorum for the purposes of:
- 6.12.1 appoint a parent member;
  - 6.12.2 any vote on the removal of a person in accordance with this Scheme of Delegation; shall be any two-thirds (rounded up to a whole number) of the persons who are at the time persons entitled to vote on those respective matters.
- 6.13 Subject to this Scheme of Delegation, every question to be decided at a meeting of a Local Governing Body shall be determined by a majority of the votes of the persons present and entitled to vote on the question. Every member of the Local Governing Body shall have one vote.
- 6.14 Subject to paragraphs 6.10-6.12, where there is an equal division of votes, the Chair of the meeting shall have a casting vote in addition to any other vote they may have.
- 6.15 The proceedings of the Local Governing Body shall not be invalidated by:
- 6.15.1 any vacancy on the LGB; or
  - 6.15.2 any defect in the election, appointment or nomination of any person serving on the Local Governing Body.
- 6.16 A resolution in writing, signed by all the persons entitled to receive notice of a meeting of

the Local Governing Body or of a subcommittee of the Local Governing Body, shall be valid and effective as if it had been passed at a meeting of the Local Governing Body or (as the case may be) a subcommittee of the Local Governing Body duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the members of the Local Governing Body and may include an electronic communication by or on behalf of the Local Governing Body indicating his or her agreement to the form of resolution providing that the member has previously notified the Local Governing Body in writing of the email address or addresses which the member will use.

- 6.17 Subject to paragraph 6.18, the Local Governing Body shall ensure that a copy of:
- 6.17.1 the agenda for every meeting of the Local Governing Body;
  - 6.17.2 the draft minutes of every such meeting, if they have been approved by the person acting as Chair of that meeting;
  - 6.17.3 the signed minutes of every such meeting; and
  - 6.17.4 any report, document or other paper considered at any such meeting, are, as soon as is reasonably practicable, made available at the school to persons wishing to inspect them.
- 6.18 There may be excluded from any item required to be made available in pursuance of paragraph 6.17, any material relating to:
- 6.18.1 a named teacher or other person employed, or proposed to be employed, at the school;
  - 6.18.2 a named pupil at, or candidate for admission to, the school; and
  - 6.18.3 any matter which, by reason of its nature, the Local Governing Body is satisfied should remain confidential.
- 6.19 Any member of the Local Governing Body shall be able to participate in meetings of the Local Governing Body by telephone or video conference provided that:
- 6.19.1 they have given notice of their intention to do so detailing the telephone number on which they can be reached and/or appropriate details of the video conference suite from which they shall be taking part at the time of the meeting at least 48 hours before the meeting; and
  - 6.19.2 the Local Governing Body has access to the appropriate equipment if after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference the meeting may still proceed with its business provided it is otherwise quorate.

### **23. Governance Professionals (formerly known as Clerks)**

We have a number of permanent Governance Professionals who provide a clerking service and range of support across our different governance layers. Our Governance Professionals on a Page shows the different layers of Governance and support.

#### **Extract from Appendix 2 of the Scheme of Delegation (*Functioning of a Local Governing Body*)**

##### **7. Clerk**

7.1 Trustees in agreement with the LGB must appoint a clerk (the "Clerk") (who must not be the Headteacher) and may collectively remove the Clerk from office at any time.

7.2 In the absence of the Clerk from a Local Governing Body meeting, the Local Governing Body may appoint any one of the Governors to act as Clerk for the purposes of that meeting.

### 7.3 The Clerk must:

- 7.3.1 convene meetings of the Local Governing Body;
- 7.3.2 attend meetings of the Local Governing Body and ensure that minutes of the proceedings are drawn up and issued within 28 days; and
- 7.3.3 perform any other functions determined by the Local Governing Body.

Additionally, where the appointed Clerk cannot attend a meeting, the Trust will in the first instance, provide a replacement prior to paragraph 7.2 (in the table above) being effected. Our Governance Professionals will prepare and distribute all governance documentation in preparation for any meeting. All meetings and information is treated as confidential.

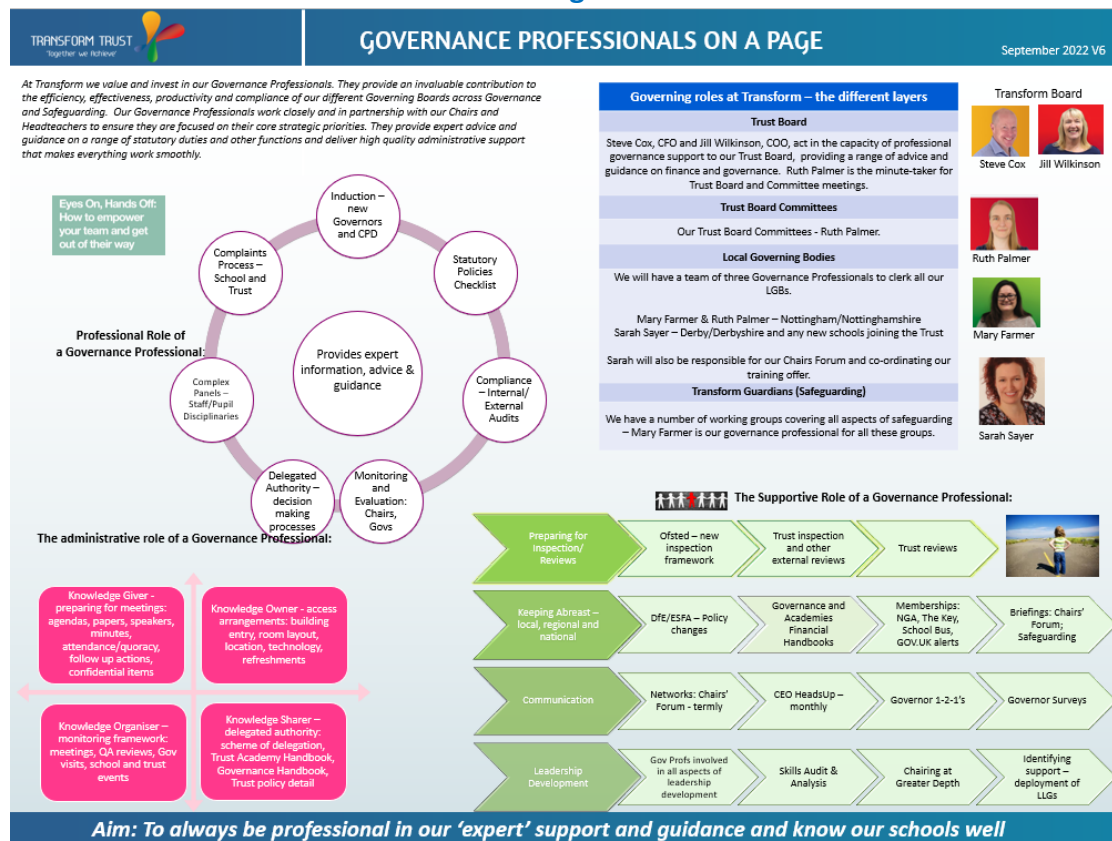
Our Governance Professionals will store electronic information in relation to the Trust procedures and ensure that Governors can access information easily and where required, in paper format.

Minutes will not be released to any person until they have been checked by the Chair of the meeting.

In the event where we may need to use Governance Professionals outside the Trust's employment, they are required to adhere to the Trust system and procedures for meetings, following Trust practice for agenda and minute presentation.

Freedom of Information or Subject Access Requests, including any copies of minutes, must not be answered directly but must be referred to the Data Protection Officer at the Trust.

**Chart 3: Governance Professionals on a Page**



## 24. Conflicts of Interest

### Extract from Appendix 2 of the Scheme of Delegation (*Functioning of a Local Governing Body*)

- 2.1 Any member of the Local Governing Body who has or can have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with their duties as a member of the Local Governing Body shall disclose that fact to the Chair as soon as they become aware of it. A person must absent themselves from any discussions of the Local Governing Body in which it is possible that a conflict will arise between their duty to act in the interests of the Trust or School and any duty or personal interest (including but not limited to any Personal Financial Interest).
- 2.2 In any conflict between any provision of the Scheme of Delegation and the Articles of Association of Transform Trust, the Articles shall prevail.
- 2.3 Any disagreement between the members of the Local Governing Body and the Headteacher or any subcommittee of the Local Governing Body shall be referred to the Trustees for their determination.
- 2.4 All Governors are expected to comply with the National Governors' Association's Code of Conduct for Governors.

## 25. Minutes

The minutes of every Governing Body meeting will be produced by the Governance Professional and approval sought from the Chair and the full LGB at the next subsequent meeting by the Chair. Draft minutes must be submitted to the Chair within a reasonable period of time (10 working days). Minutes are held on GovernorHub.

Governance Professionals shall ensure that all documentation for every meeting are uploaded onto GovernorHub.

The purpose of the minutes is to:

- Record any decisions taken at the meeting so that auditors and regulators can be assured that any actions taken by a school were properly authorised;
- Record any actions agreed upon and the ownership of those actions so that they can be followed up at subsequent meetings to ensure compliance with the requirements of Governors;
- Record the participation and contribution of Governors so that reviewers can be assured of the quality of governance.

Local Governing Body minutes are reviewed termly by our CEO.

## 26. Governor Emails and Accessing Documentation

All Governors are issued with a school or Trust email account for all Governor business. Personal emails will only be used as a last resort. All Governor documentation is stored on GovernorHub which is only accessible via invitation and secure sign in.

## 27. Review of Performance

All Governors will be expected to review their participation and contribution annually. The Trust conducts an annual governance survey with the results being shared with Trustees, Chairs' Forum and LGBs.

The Trust Board reserves the right to intervene where governance is not deemed to be effective.

## 28. Trust Support

The Trust offers a range of advice, guidance and support to all Governors including:

- Membership to GovernorHub
- Free online training for a vast range of safeguarding through SSSLearning or National Online Safety – both CPD certified providers
- Bespoke training delivered by our expert facilitators on a range of themes
- Access to an effective Governance Professional
- Advice and support from the Executive Team who are all experienced Governors
- Support for disciplinary and complex panels (staff and child panels)
- Coaching and mentoring for Chairs and Vice Chairs.

## Appendix 1: Trustee Role Profile

### Trustee Role Profile

#### Strategic Leadership

- Set a clear and explicit vision for the future of the Trust
- Set and model strong and clear values and ethos
- Ensure the Trust's values are communicated across the Trust
- Determine medium to long-term strategic goals, and development/improvement priorities for the Trust in conjunction with the CEO.
- Determine the tolerance levels and risk appetite for the Trust ensuring they are aligned with strategic priorities and improvement plans.
- Determine key strategic policies.
- Approve the key performance indicators/benchmarks and strategic goals for each school.

#### Accountability

- Conduct the appraisal of the CEO and Exec Team.
- Provide challenge and support to the CEO, Exec Team and cross-Trust Senior Leaders.
- Determine and review reporting frameworks and information flows to ensure the Trust Board and the LGBs can fulfil their statutory functions.
- Ensure each school conducts robust self-assessment and improvement planning with appropriate milestones.
- Ensure there are clear processes for overseeing and monitoring school improvement.
- Ensure rigorous analysis of children's progress and attainment information drives improvement in each academy.
- Ensure robust appraisals occurs throughout the Trust.
- Ensure each school meets its obligations/responsibilities to their communities.

#### Structures and Processes

- Maintain a scheme of delegation that is clear, unambiguous and provides a robust framework for holding bodies and individuals to account.
- Maintain effective communication between the Trust Board and LGBs, the CEO, Senior leaders and staff.
- Facilitate collaboration between the schools within the Trust to leverage improvement and efficiencies.
- Oversee the delivery of shared services and resources.
- Build positive relationships that encourage a professional culture and ethos across the organisation.

#### Trust Resources

- Review the organisational structure to ensure it is fit for purpose and underpins the strategic objectives



- Approve the annual budget of the Trust ensuring resources are deployed effectively to meet the strategic objectives of the Trust and each school.
- Monitor actual expenditure against budget, cash flow and assets/liabilities.
- Approve site and asset management strategies.
- Approve and oversee any significant capital expenditure and building projects
- Approve all funding applications.
- Ensure effective controls are in place for managing within available resources and ensuring regularity, propriety and value for money.

### **Capacity**

- Develop skills and knowledge through undertaking high quality CPD.
- Undertake self-evaluation of contribution to the Board.
- Conduct succession planning to ensure the board, and the whole organisation, continues to have the people and leadership it needs to remain effective.
- Ensure staff development strategically supports increased capability and greater capacity.
- Ensure leadership and governance capacity is being built at school level.
- Conduct appeals as required and undertake disciplinary, complaint, pay appeals as required.

### **Compliance, Statutory and Contractual Requirements**

- Education and Employment legislation
- Charity and Company Law
- Academies Financial Handbook
- The Trust's Funding Agreements
- The Trust's Articles of Association
- Other relevant legislation

## Appendix 2: Trustee Forward Plan

Trust Board – Forward Planner 2022-2023												
Board/Committees	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	
Board meeting	Wednesday 21-9-22 5pm		Wednesday 30-11-22 5pm		Wednesday 25-1-23 5pm		Wednesday 15-3-23 5pm		Wednesday 17-5-23 5pm		Wednesday 19-7-23 5pm	
Audit & Finance Committee			Wednesday 9-11-22 2pm				Wednesday 29-3-23 2pm			Wednesday 14-6-23 2pm		
Performance Committee			Wednesday 30-11-22 9.30am				Wednesday 1-3-23 9.30am				Wednesday 12-7-23 9.30am	
HR Committee			Wednesday 23-11-22 5pm				Wednesday 8-3-23 5pm			Wednesday 7-6-23 5pm		
Trustee Link Meetings (DEIB, Pupil Premium, Safeguarding & SEND)	DEIB - 5-10-22 at 11.30am PP – 5-12-22 at 9.30am Safeguarding & SEND – 19-12-22 at 9.30am				DEIB – 17-1-23 at 11.30am PP – 20-3-23 at 9.30am Safeguarding & SEND – 17-2-23 at 9.30am			DEIB – 16-5-23 at 11.30am PP – 17-7-23 at 9.30am Safeguarding – 10-7-23 at 9.30am SEND – 24-7-23 at 9.30am				
Pay Committee	Thursday 15-09-22 2pm			Thursday 08-12-22 2pm								
Board Strategy Day In person at Unit 11		Monday 3-10-22 11-1pm			Monday 16-1-23 11-1pm			Monday 15-5-23 11-1pm				
AGM	Monday 12 December 2022, 11am at Transform											
Chairs Forum	Tuesday 1 November 2022, 8-10am				Tuesday 7 March 2023, 8-10am				Tuesday 20 June 2023, 8-10am			
Headteachers' Performance Reviews	Week commencing 7 November 2022											
School Standards Meetings	Week commencing 21 November 2022				Week commencing 6 March 2023				Week commencing 26 June 2023			
Pupil Progress Meetings	Week commencing 19 September 2022				Week commencing 23 January 2023				SATS week Monday 8 May 2023 SATS results Tuesday 4 July 2023			
Exec Team Meeting	Weekly											

## Appendix 3: Specific Trustee Roles

### a. Trustee Specific Role: Pupil Premium (PP)

Transform Trust is responsible for securing effective outcomes for disadvantaged children. Whilst the Trust's strategic level responsibilities are delegated to an individual Trustee or Committee, it is important that as a consequence, the Trust does not lose sight of their corporate responsibility for disadvantaged children.

#### Strategic Leadership

- Has up-to-date knowledge of PP policy and practice and can hold the Trust to account in line with their statutory obligations.
- Ensures that the Trust models a culture of high aspiration for all children.
- Ensures that the Trust has an active participation in building the culture, values and ethos which welcomes disadvantaged children and includes their parent/carers.
- Ensures that the Trust monitors and evaluates progress towards the effective implementation of strategic priorities for PP.
- Ensures that the Trust has proportionate risk management policies and procedures in place to support PP priorities.

#### Accountability

- Ensures there is robust performance management processes that underpin high quality outcomes for disadvantaged children.
- Ensures that changes to relevant legislation, policy and practices are reflect upon and where necessary, organisational or procedural adaptations are made.
- Ensures that reporting and publication of key disadvantaged information is made publicly available, such as relevant policies, funding strategy, data reporting and impact statements.
- Ensures there is a clear process for how the PP funding is spent and its impact.

#### Structures and Processes

- Ensures that there are robust arrangements for interrogating reports from the CEO focusing on requirements related to disadvantaged children (including curriculum adaptation).
- Ensures that all Local Governing Bodies have PP on their agendas and that PP is identified in priorities where necessary.
- Ensures there is clear and effective communication between those who have strategic responsibility for PP across the Trust, i.e. the Transform Link Trustee; CEO and Chair of the Disadvantaged Working Group.
- Ensures the Trust's term of reference make clear that decision making by any sub-committees must take into account the needs of disadvantaged children.

#### People Management

- Ensures, where there are named PP Governors in schools, they understand their accountabilities towards disadvantaged children.

- Ensures that at least one Trustee has demonstrably enhanced knowledge, skills and understanding of PP.
- Any skills audits identify levels of understanding of PP/disadvantaged and the Trust has a training programme to address any skills or development gaps.
- Ensures there are processes across the Trust for regular website updates in relation to PP funding and impact statements.
- Ensures that there is awareness of and understanding of the Trust Guardians (safeguarding) in relation to disadvantaged children.

### **Evaluation**

- Ensures that the Trust's vision, ethos and values including disadvantaged children are reviewed and updated as necessary.
- Ensures there is a process for comparing internal data with external sources of information to challenge the improvement of the Trust's PP provision (ensuring that disadvantaged children achieve the best possible outcomes).
- Ensures there is a willingness to provide peer support and proactively identifies opportunities to share effective PP strategies with other settings.
- Has an understanding of the views of disadvantaged children (and parents) to enable the Trust to check information provided by the CEO, Disadvantaged Chair (Guardians) and Headteachers.

## **b. Trustee Specific Role: Safeguarding**

*'To become a Trust of exemplary safeguarding practice within all schools'*

### **Strategic Leadership**

- Has up-to-date knowledge of safeguarding legislation, policy and practice and can hold the Trust to account in line with their statutory obligations.
- Ensures that the Trust has an active participation in creating the culture, values and ethos of safeguarding for all children and adults across the Trust and school communities.
- Ensures that the Trust monitors and evaluates progress of strategic priorities related to safeguarding.
- Ensures that the Trust has proportionate risk management policies and procedures in place for safeguarding children and adults.

### **Accountability**

- Ensures there is robust performance management processes that underpin safeguarding for children and adults.
- Ensures that changes to relevant legislation, policy and practices are reflect upon and where necessary, organisational or procedural adaptations are made.
- Ensures that reporting and publication of key safeguarding information is made publicly available, such as relevant policies and information for children and parents.

### **Structures and Processes**

- Ensures that there are robust arrangements for monitoring and interrogating reports from the CEO or COO on all aspects of safeguarding.
- Ensures that all Local Governing Bodies have a named Safeguarding Link Governor and that there is a clear role description outlining the expectations for that role.
- Ensures that all Trustees/Governors and staff have undertaken appropriate Safeguarding training.
- Ensures there is clear and effective communication between those who have strategic responsibility for Safeguarding across the Trust, i.e. the Transform Link Trustee; CEO or COO; Headteachers; Safeguarding Governors and Lead Designated Safeguarding Leads (DSLs).
- Ensures the Trust's term of reference make clear that decision making by any sub-committees must take into account safeguarding children and adults.

### **People Management**

- Ensures that the named Safeguarding Governors in schools understand their accountabilities towards safeguarding children and adults.
- Ensures that at least one Trustee has demonstrably enhanced knowledge, skills and understanding of Safeguarding.
- Any skills audits identify levels of understanding of Safeguarding and the Trust has a training programme to address any skills or development gaps.

## **Evaluation**

- Ensures that the Trust's vision, ethos and values in terms of safeguarding are reviewed and updated as necessary.
- Ensures there is a process to challenge the improvement of the Trust's safeguarding procedures and practice.
- Ensures there is a willingness to provide peer support and proactively identifies opportunities to share effective Safeguarding governance with other settings.
- Has an understanding of the requirements and expectations of safeguarding to enable the Trust to check information provided by the CEO, COO, Headteachers or DSLs.

## c. Trustee Specific Role: Special Educational Needs and Disability (SEND)

*“Transform Trust is responsible for securing effective outcomes for children with SEND. Whilst the Trust’s strategic level responsibilities are delegated to an individual Trustee or Committee, it is important that as a consequence, the Trust does not lose sight of their corporate responsibility for SEND”. SEND Governance Review*

### **Strategic Leadership**

- Has up-to-date knowledge of SEND policy and practice and can hold the Trust to account in line with their statutory obligations.
- Ensures that the Trust models a culture of high aspiration for all children.
- Ensures that the Trust has an active participation in building the culture, values and ethos which welcomes children with SEND and includes their parent/carers.
- Ensures that the Trust monitors and evaluates progress towards the effective implementation of strategic priorities for SEND.
- Ensures that the Trust has proportionate risk management policies and procedures in place to support SEND priorities.

### **Accountability**

- Ensures there is robust performance management processes that underpin high quality outcomes for children with SEND.
- Ensures that changes to relevant legislation, policy and practices are reflect upon and where necessary, organisational or procedural adaptations are made.
- Ensures that reporting and publication of key SEND information is made publicly available, such as relevant policies, SEN Information Report and other statutory documents (including the accessibility plan).
- Ensures there is a clear process for how the notional SEND budget is spent and its impact.

### **Structures and Processes**

- Ensures that there are robust arrangements for interrogating reports from the CEO or Associate SEND Headteacher focusing on requirements related to children with SEND (including curriculum and accessibility of provision and environment).
- Ensures that all Local Governing Bodies have a named SEND Link Governor and that Governor business is focused on priorities identified in the short and medium-term plans, including those related to SEND.
- Ensures there is clear and effective communication between those who have strategic responsibility for SEND across the Trust, i.e. the Transform Link Trustee; CEO or Associate SEND Headteacher; SEND Governors and SENDCos.
- Ensures the Trust’s term of reference make clear that decision making by any sub-committees must take into account the needs of children with SEND.

### **People Management**

- Ensures that the named SEND Governors in schools understand their accountabilities towards children with SEND.

- Ensures that at least one Trustee has demonstrably enhanced knowledge, skills and understanding of SEND.
- Any skills audits identify levels of understanding of SEND and the Trust has a training programme to address any skills or development gaps.
- Ensures there are processes across the Trust for regular website updates in relation to SEND statutory information and information for parents.
- Ensures that there is awareness of and understanding of the Trust Guardians (safeguarding) in relation to SEND.

### **Evaluation**

- Ensures that the Trust's vision, ethos and values including SEND are reviewed and updated as necessary.
- Ensures there is a process for comparing internal data with external sources of information to challenge the improvement of the Trust's SEND provision (ensuring SEND children achieve the best possible outcomes).
- Ensures there is a willingness to provide peer support and proactively identifies opportunities to share effective SEND governance with other settings.
- Has an understanding of the views of children (and parents) with SEND to enable the Trust to check information provided by the CEO, Associate SEND Headteacher, Headteachers or SENDCos.



#### **d. Trustee Specific Role: Diversity, Equity, Inclusion and Belonging (DEIB)**

Transform Trust is responsible for securing effective outcomes for all children, regardless of their race, religion or belief, sex (gender) or any other protected characteristic as defined by the Equality Act (2010). The Trust is also responsible for recruiting, developing and retaining members of staff and is committed to upholding all the principles of its Equal Opportunities Policy to ensure that relevant equalities legislation is adhered to and that staff are not discriminated against on the grounds of race, gender reassignment, religion or belief, age, disability, marriage and civil partnership, sexual orientation, pregnancy and maternity, and sex (gender). The Trust recognises that the Equality Act 2010 makes a requirement to make reasonable adjustments to the recruitment process, from advert through to appointment.

Whilst the Trust's strategic level responsibilities are delegated to an individual Trustee or Committee, it is important that as a consequence, the Trust does not lose sight of their corporate responsibility for Diversity, Equity, Inclusion and Belonging (DEIB).

##### **Strategic Leadership**

- Has up-to-date knowledge of Trust Equality Objectives and practice related to Diversity, Equity, Inclusion and Belonging (DEIB) and can hold the Trust to account in line with their statutory obligations.
- Ensures that the Trust models a culture of high aspiration for all children, promoting diversity, providing equity of opportunity and modelling inclusion
- Ensures that the Trust has an active participation in building the culture, values and ethos which welcomes all children, staff and families.
- Ensures that the Trust monitors and evaluates progress towards the effective implementation of strategic priorities for DEIB.
- Ensures that the Trust has proportionate risk management policies and procedures in place to support DEIB priorities.

##### **Accountability**

- Ensures that changes to relevant legislation, policy and practices are reflect upon and where necessary, organisational or procedural adaptations are made.
- Ensures that the regular reporting and sharing of key information from a school's diversity audit, standards review and school demographics are shared with relevant stakeholders
- Ensures that publication of key information relating to DEIB is made publicly available, such as the Trust Equality Objectives, relevant policies (equality, recruitment and selection) and gender pay gap

##### **Structures and Processes**

- Ensures that there are robust arrangements for interrogating reports from the Trust DEIB lead focusing on requirements related to DEIB
- Ensures that all Local Governing Bodies have DEIB on their agendas and that this is identified in priorities where necessary.

- Ensures that all Local Governing Bodies adhere to the public sector equality duty and have published equality objectives which are reviewed regularly
- Ensures there is clear and effective communication between those who have strategic responsibility for DEIB across the Trust, i.e. the Transform Link Trustee and Trust Lead for DEIB

### **People Management**

- Ensures, where there are named DEIB governors in schools, they understand their accountabilities towards equity and inclusion for all children and staff
- Ensures that at least one Trustee has demonstrably enhanced knowledge, skills and understanding of DEIB.
- Ensures that any chairs of recruitment panels undertake necessary training in unconscious bias to ensure recruitment processes are fair

### **Evaluation**

- Ensures that the Trust's equality objectives are reviewed and updated as necessary and in accordance with the Public Sector Equality Duty (PSED)
- Ensures there is a willingness to provide peer support and proactively identifies opportunities to share effective DEIB practices with other settings.
- Understands the views of staff and children across Transform to enable the Trust to check information provided by the CEO, Lead for DEIB and Headteachers.