Inspire Learning Partnership Governance Charter including Scheme of Delegation 2026 – 2027

Inspire Learning Partnership is a charitable company limited by guarantee registered in England and Wales with company number 9202445

Foreword from the Chair of Trustees and the Chief Executive Officer

This document sets out the principles and formal arrangements for governance across The Inspire Learning Partnership. As a charitable Trust we are accountable for:

- The educational outcomes and welfare of all children attending our schools
- The livelihoods of our employees
- The prudent management of taxpayers' money; and
- The stewardship of public buildings and land

The quality and effectiveness of our governance is pivotal to ensuring all of those resources are used most effectively in delivering learning opportunities for children and best value to the taxpayer. **At the heart of governance in a charity like The Inspire Learning Partnership is the non-executive team, made up entirely of volunteers.** These individuals bring their experiences, judgement and accept accountability not for personal material benefit but for the greater public good and in particular to improve the life chances of the pupils in our schools. They fully subscribe to the Nolan Principles for Public Life (Annex 1)

The law places accountability for the educational outcomes and financial diligence of the Trust firmly with the Trustees and the CEO as Accounting Officer. However, a fundamental principle for us is that effective governance is best delivered as close as possible to the point of impact of decisions. For this reason, we have developed a governance structure that delegates defined governance responsibilities, local intelligence and assurance functions to our Local Academy Committees. These bodies provide the overview and scrutiny of the management and governance of our academies.

The purpose of this document is to provide clarity on the structure by which the different elements of governance work together for the benefit of the whole Trust. We have based our model on our experience and the successes and lessons learned by our predecessors. I have no doubt we will have further lessons to learn over the years as we use this model of effective governance in practice. We will review the details of these governance arrangements annually as a family of Governors: Local Academy Committee Members, Trustees and Members.

Thank you for your contribution to this crucial work.

Claire

Mrs. Claire Lowe
CEO of the Inspire Learning Partnership

Rob

Mr. Rob Shaw
Chair of Trustees

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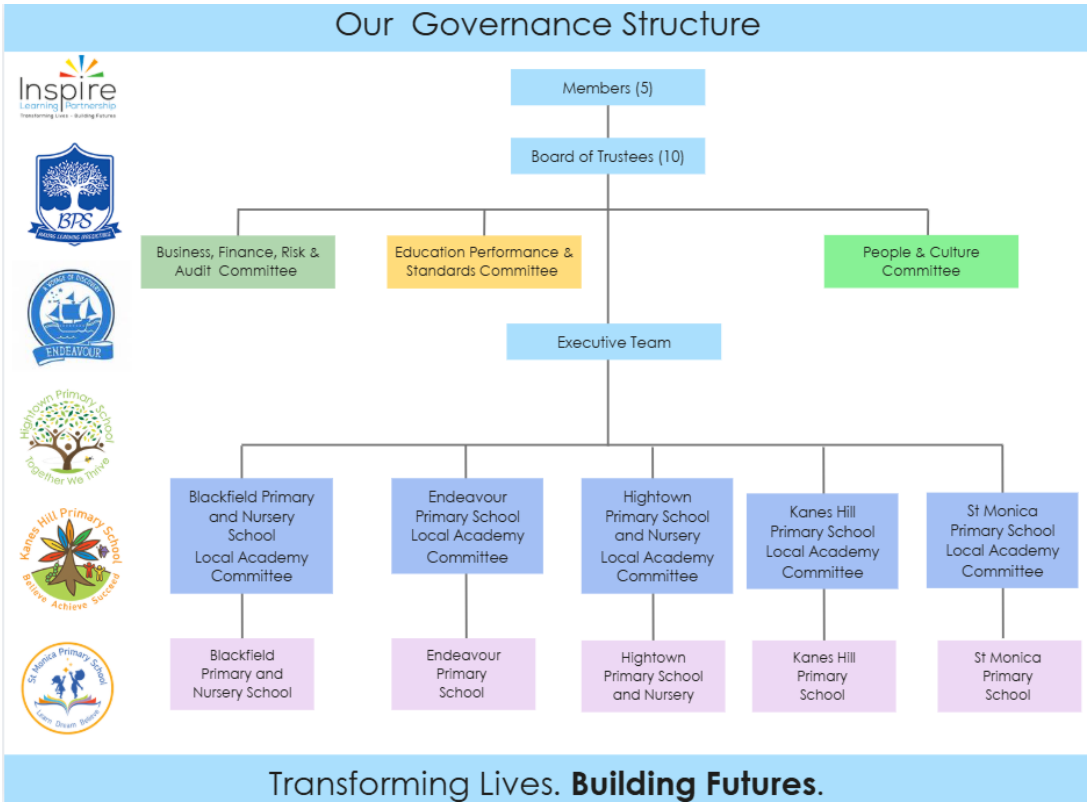
Contents

Foreword from the Chair of Trustees and the Chief Executive Officer 1
Overview of relevant Documentation for each element of Governance and meeting schedule 4
Our Governance Charter 5
Principles 5
Vision and Values 6
Our Mission 6
Our Values 6
Equality, Diversity and Inclusion 7
Our Trust Big Moves 7
Accountability for decisions 8
Overview of Key Elements of our Governance 8
Members 8
Overview: Composition of Governance Elements 13
Appendices Section 14
Appendix 1: All Parliamentary Group on Education Governance and Leadership – Twenty-One Questions for Multi Academy Trusts 14
Appendix 2: Inspire Learning Partnership Board of Trustees Terms of reference 17
Appendix 2.1 Recruitment of Trustees & Training 22
Annex 1: The Seven Principles of Public Life set out by the Committee on Standards in Public Life ("the Nolan Principles") 23
Purpose of this document 29
Introduction 30
1. How to use this RACI 32
2. ILP governance operating model 33
3. Academy Trust Handbook guardrails 34
4. Governance design principles for ILP 35
5. Core governance roles 36
6. Information and assurance flows 37
7. Red handles: immediate escalation routes 38
8. Simple RACI*a* matrix 39
9. Local Academy Committee assurance focus: Three S framework 49
10. Implementation actions for 2026-27 50
11. Suggested annual review questions 50
12. Source basis and documents checked 52
Annex A: Operational financial delegation authority 53
Annex B: HR levels of authority and people delegations 56
Appendix 4: Trustee Role Profile 58
Appendix 5: Risk and Audit Committee Terms of Reference 61

Appendix 6: People & Culture Committee Terms of Reference 73
Appendix 7: Education Performance and Standards 74
Appendix 8: Local Academy Committee Constitution and Terms of Delegation 80
Appendix 9: Role Specification – Local Academy Committee SEND Champion 102
Appendix 10: Role Specification – Local Academy Committee Health & Safety Champion 103
Appendix 11: Role Specification – Local Academy Committee Pupil Premium Champion 104
..... 104

Over Governance Structure



Overview of relevant Documentation for each element of Governance and meeting schedule

	RESPONSIBILITIES/DUTIES	MEETING SCHEDULE
All	Governance Charter: outlines the tiers and principles of governance across the group Scheme of Delegation identifies the tier at which a decision/function sits	Meeting Schedule
Members	Articles of Association: constitution of the Academy Trust specifying the composition of the membership and how it conducts business. Guidance page on the role of a member.	In January, Members 'receive' annual accounts which have already been approved by the Trustees in December prior to their submission to the DfE (Department for Education) Members should also approve the appointment of external auditors at the AGM. July to review year and direction of Trust
Trustees	Articles of Association: constitution of the Academy Trust specifying the objects, powers, composition of the Trustees and how they conduct business. Terms of reference for the Trust Board: the role of the Trustee. Conflict of interest and related party transaction policy.	Six times a year with an additional business meeting in September and the option to call additional meetings if necessary

ILP Governance Charter including Scheme of Delegation
Inspire Learning Partnership is a charitable company limited by guarantee registered in England and Wales with company number 9202445

Trust Committees	Terms of reference: specifying composition, remit and delegated functions	• Risk, Audit, Business & Finance Committee - Four times a year • Education Performance and Standards Committee - Four times a year • People and Culture Committee – Three times a year • Pay Committee
Local Academy Committees (Local Academy Committee Members)	Constitution and Terms of delegation: specifying composition, remit and delegated functions	Five times across each academic year
Executive Team	Scheme of delegation of executive powers.	Executive Team Headteachers

Our Governance Charter

The Inspire Learning Partnership is a charitable voluntary organisation which relies on the valuable input of a number of non-executive volunteers, supported by an experienced team of staff. Due to the increasing size of the organisation and the number of schools for which it will become responsible, coupled with its drive for accountability, it is also a complex organisation with various important elements of governance.

Principles

The Inspire Learning Partnership sets out the fundamental principles of the organisation and lays down the rules for its governance. The Charter consists of the principles set out here, the Academy Trust Articles of Association and the detail set out in the Roles and responsibilities Matrix and Terms of Reference.

1. The governance principles of The Inspire Learning Partnership recognise the importance of developing relationships with common purpose, and they are about developing processes and structures.

We will continue to develop our governance arrangements to shape and take account of best practice in the sector. The '21 questions that every Multi-academy Trust should ask itself' (March 2022 5; see Appendix I), set out by the All-Party Parliamentary Group on Education Governance and Leadership, provides a foundation by which we will assess the effectiveness of our governance.

Financial governance must, as a foundation, be compliant with the principles and regulations set out in the Academy Trust Handbook. The Inspire Learning Partnership aims to go beyond this foundation to provide excellence in ifs governance.

Governance is underpinned by a common understanding about who is responsible for providing valuable input to decision making and who has the decision-making responsibility.

2. Effective governance in our Academy Trust is supported by the following:

i Trust Members – the guardians of the Constitution
ii Trust Board – the Trustee
iii Trust sub-committees
iv Local Academy Committee s – the People on Local Committees

- v The Executive Team – the Chief Executive Officer (the CEO), Director of Finance (DoF), Director of Safeguarding and School Operations and their respective teams

The Trust Board has overall responsibility and ultimate decision-making authority for all the work of Academy Trust, including the establishment and maintenance of the Academies.

Governance activity for each Academy shall be delegated to the relevant Local Academy Committee.

Vision and Values

To relentlessly pursue excellence across our family of schools, where ethical, inspired and empowered leaders place children at the heart of everything; using their expertise and innovation to enable all to succeed.

Our Mission

Inspire Learning Partnership is committed to Transforming Lives and Building Futures of all.

- We are compelled by a strong moral purpose to support and develop all children and staff within a family of schools to ensure that children make rapid progress and achieve success.
- We offer environments of the highest quality to empower learners and create endless possibilities in ways which we meet the needs of all.
- We provide an innovative and secure infrastructure to free staff to focus on teaching and learning and to give the flexibility to ensure rapid response to addressing needs.
- Staff take responsibility for their own learning and engage in professional development and evidence-informed practice to improve the educational experience for all children.

Our Values

The trust is built upon seven key values.

Innovation
Risk taking to harness creativity

Integrity
Demonstrating a strong moral purpose through trust, tolerance and respect

Nurture
Growing within a framework of care and support

Responsibility
Accepting accountability for ourselves and our actions

Success
Achieving our personal best

Excellence
Aspiring to achieve the extraordinary

Passion
Compelling enthusiasm for learning

Equality, Diversity and Inclusion

The Trust Board will comply with the Equality Act 2010 and the Public Sector Equality Duty (PSED). The Board must:

- Agree and publish one or more equality objectives every four years.
- Publish annual information demonstrating compliance with PSED.
- Ensure accessibility plans and reasonable adjustments are implemented across all academies.
- Foster an inclusive culture that advances equality of opportunity and promotes good relations.

Our Trust Big Moves

Big Move 1: Securing the Highest Possible Outcomes For All

Big Move 2: Being the Employer of Choice

Big Move 3: Fulfilling Potential and Influencing the System

Big Move 4: Securing a Brighter and Greener Future

Big Move 5: Serving Our Communities

Accountability for decisions

The Trust Board delegates authority to two key groups in order to ensure the effective leadership and governance of the Academy Trust. The two key groups are:

- Executive leadership and management team (the Executive Team)
- Local Academy Committees

The Terms of Reference for the Inspire Learning Partnership Trust Board can be found in Appendix 2.

The relationship between the Trust Board, the Executive Team, and the Local Academy Committee is characterized as a partnership to realise a common vision and a common purpose. In the case of the Local Academy Committee s, the relationship between the two tiers of governance is also based on the principles of:

- no duplication of governance
- Governance should be close as possible to the point of impact of decision-making.

The Local Academy Committee Constitution and Terms of Delegation (Appendix 8, Schedule 3) and the Scheme of Delegation provide clarity as to who the decision makers are for different levels of decisions. Effectiveness of both management and governance is supported through clarity over who holds the decision-making responsibility and who supports and advises the decision makers.

Overview of Key Elements of our Governance

Members

The Inspire Learning Partnership has "Members" who are best viewed as guardians of the constitution, changing the Articles if necessary and ensuring the charitable object is fulfilled. The Members appoint some of the Trustees and can exercise reserve powers to appoint and remove Trustees. It is, however, anticipated that this power will rarely, if ever, be exercised. The Academy Trust will ordinarily have at least five Members.

Trust Board

The corporate management and trustee responsibility for the actions of the company is vested in the "Trustees" of the Academy Trust (together, referred to as "the Trust Board"), who are company directors registered with Companies House. The Trustees are personally responsible for the actions of the Academy Trust and the Academies and are accountable to the Members, to the Secretary of State for Education and to the wider community for the quality of the education received by all pupils of the Academies and for the expenditure of public money. The Trustees are required, as trustees and pursuant to the Funding Agreements, to have systems in place through which they can assure themselves of the quality, safety and good practice of the affairs of the Academy Trust.

The role of the Trust Board is reflected in the '21 questions that every Multi-academy Trust should ask itself' by the All-Party Parliamentary Group on Education Governance and Leadership (March 2022) and set out in Appendix I of this Charter:

- Setting the vision, ethos and strategy for the Academy Trust and its academies over the next three to five years.
- Establishing the governance structures for the Academy Trust, from Members to Academy level, in keeping with the Articles of Association.
- Providing clarity, through the published Terms of Reference and the Roles and Responsibilities Matrix, of the level at which the following governance functions are exercised:
    - ❖ determining each individual Academy's vision, ethos and strategic direction recruiting each Academy's Headteacher
    - ❖ performance management of each Academy's Headteacher
    - ❖ determining Human Resources policy and practice
    - ❖ oversight of each Academy's budget
    - ❖ assessment of the risks for each Academy.
- Setting the level at which Local Academy Committees will have authority and accountability through the scheme of delegation;
- Engaging with the Academies' communities, parents, pupils and staff.
- Contributing to developing collaborative relationships beyond the Academy Trust.
- Ensuring that there is strong and effective executive leadership structure and personnel in place across the Trust.
- Overview and scrutiny of Academies' education performance data.
- Overview and scrutiny of the Academy Trust's financial capability and management systems to ensure compliance with the Academy Trust Handbook, and deliver best value for money.
- Ensuring senior leaders within Academies are challenged to improve the education of pupils.
- Developing the Trust Board to ensure that it has the capacity, skills and succession plans to have a positive impact on outcomes for pupils.

The Trust Board sets Trust-wide policy.

The Board will carry out a regular skills audit of its Trustees. Where key skills are missing on the Board, expertise will be procured to support the challenge and scrutiny of specialist areas such as human resources or educational performance. A copy of the Trustee Role Profile can be found in Appendix 5.

Trust Board Sub-Committees

Trust Board Sub-Committees provide overview and high-level scrutiny of the prioritised risks and regional overview provided by each of the Regional Boards. The principle of 'no duplication of governance' requires a clear differentiation of the nature of the scrutiny and challenge provided by the Trust Board Sub-Committees of each category's contribution to the overall performance of the Academy Trust.

The Trust Board Sub-Committees will be:

- ❖ Risk, Audit, Business & Finance Committee
- ❖ Education Standards and Performance
- ❖ People and Culture Committee
- ❖ Pay Committee

Within this Charter, Local Academy Committees are the Trust's local governance tier operating through the Three S Framework of Standards, Safeguarding and Stakeholders. They are a sub-committee of the Full Board.

Terms of Reference for each sub-committee can be found in Appendices 6, 7, 8 and 9

The Business and Finance Sub-Committee shall establish a Pay and Remuneration committee for determining senior executive salaries and performance criteria. Senior executives include the CEO and any member of the Executive Team that reports directly to the CEO. The CEO (or managers with the CEO's delegated authority) determines salaries of all other employees, subject to the overall budget limits and pay policy approved by the Trust Board.

Executive Team

The Inspire Learning Partnership "Executive Team" is the executive management arm of the Academy Trust, focusing on operations and the educational performance of the Academies. Its members operate under the leadership and direction of the CEO, who is by virtue of his/her position a Trustee of the Academy Trust. The Executive Team work directly with the staff in each Academy and the Local Academy Committee to ensure that the required outcomes are achieved in accordance with the direction and vision of the Trust Board.

Local Academy Committee s (LACs)

The role of a Local Academy Committee within a Multi-Academy Trust is an important one. In developing our governance arrangements, the Trust Board has sought to ensure that governance remains close to the point of impact, with Local Academy Committees providing local insight, stakeholder voice and contextual intelligence to strengthen Trust-wide assurance and decision-making. The Trust Board establishes Local Academy Committees for each academy, comprising individuals drawn from the academy community through elected and appointed routes.

Local Academy Committees are accountable to the Trust Board, which in turn is accountable to the Department for Education. They form the Trust's local governance tier and operate within the Trust's governance framework, Scheme of Delegation and Three S Assurance Framework. The Code of Conduct for Local Academy Committee Members can be found in Appendix 8.

The primary role of the Local Academy Committee is to provide assurance through:

- **Standards** - seeking assurance regarding the quality of education, pupil outcomes, attendance, behaviour, inclusion and the lived experience of pupils.
- **Safeguarding** - seeking assurance that safeguarding arrangements are effective, embedded in the culture of the academy and understood by stakeholders.
- **Stakeholders** - ensuring that pupil, parent, staff and community voices are heard, considered and appropriately reflected in academy and Trust decision-making.

The broad duties of the Local Academy Committee are to:

- Contribute to and promote the vision, values and ethos of Inspire Learning Partnership within the academy community.
- Provide local assurance through scrutiny, challenge, triangulation of evidence and stakeholder engagement.

- Seek assurance that Trust policies, strategies and priorities are being implemented effectively within the academy.
- Support the Trust Board by identifying emerging risks, patterns, concerns and opportunities and escalating these through established governance routes where appropriate.
- Provide contextual intelligence regarding the culture, strengths, challenges and lived experience of the academy community.
- Support the Trust Board in maintaining a strong safeguarding culture and promoting the welfare of all pupils.
- Promote positive relationships between the academy, its community and the wider family of schools within Inspire Learning Partnership.
- Act as ambassadors for the Trust and support the development of community confidence and engagement.
- Engage constructively with inspection, review and assurance processes, including those led by Ofsted, the Trust and other relevant bodies.

The Local Academy Committee does not undertake operational leadership of the academy, direct the work of school leaders or duplicate the scrutiny undertaken by Trust Board Committees. Responsibility for operational leadership remains with the Headteacher and Executive Team.

Local Academy Committees are required to appoint Local Academy Committee Members to champion the following areas:

- Safeguarding
- SEND
- Health and Safety
- Pupil Premium

Named Champions provide focused assurance, support effective challenge and help the Committee understand how Trust policies are being implemented in practice. Champions do not undertake operational management responsibilities.

All Local Academy Committee Members appointed to a Champion role must review and formally acknowledge acceptance of the relevant role specification through GovernorHub (or any replacement governance platform designated by the Trust) upon appointment and following any material revision to the role specification.

Role specifications for these positions can be found in Appendices 11, 12, 13, 14 and 15.

Pupil, parent and staff voice

Listening to and responding to pupils' views is a key aspect of effective governance and academy leadership. Each academy has an established Pupil Leadership Team, with representatives from across the year groups, and the Trust also brings together a Trust-wide Year 6 Pupil Leadership Team.

Local Academy Committees are expected to consider matters raised through pupil voice activities and receive assurance that appropriate action has been taken in response. This helps ensure that pupils' perspectives inform school improvement, academy culture, and decision-making.

Parental voice is formally built into the governance structure with the election by parents of two parent Local Academy Committee Members to each Local Academy Committee. Staff voice is similarly built into the governance structure with the election to each Local Academy Committee of two employees of the Academy (usually one teacher and one non-teaching staff member) by employees of the Academy.

As a Trust we will consider what further mechanisms for pupil, parent and staff representation at other governance levels may be appropriate.

Overview: Composition of Governance Elements

Trust Members

- 5
- Persons appointed by the Members by special resolution.

Trust Board

- Chief Executive Officer
- 10 Trustees appointed by the Members

Local Academy Committee

Type of Member	Number	Term of Office	How are they elected?
CEO	1	Indefinite	Ex-officio
Headteacher of relevant Academy	1	Indefinite	Ex-officio
Co-opted Local Academy Committee Member (Including Chair and Vice-Chair)	Up to 4	4 years	By The Inspire Learning Partnership Board of Trustees resolution. The Board will take into account any representations made by the Local Academy Committee when considering the re-election of the co-opted Councillor.
Teaching staff Local Academy Committee Member	1	2 years	Teacher election - secret ballot to be organised by the relevant Academy
Support staff Local Academy Committee Member	1	2 years	Support staff election - secret ballot to be organised by the relevant Academy
Parent Local Academy Committee Member	2	4 years	Parent election — secret ballot to be organised by the relevant Academy
Clerk to the Local Academy Committee	1	Indefinite	To be appointed by the Trust recruitment processes

Appendices Section

Appendix 1: All Parliamentary Group on Education Governance and Leadership – Twenty-One Questions for Multi Academy Trusts

Self-evaluation is a fundamental feature of good governance – NGA recommends that governing boards evaluate themselves annually to help them:

- deliver core functions in an effective, ethical and accountable way
- assure compliance
- continuously improve
- achieve improved outcomes for pupils

In order to assure the trust's members that the board reviews its own governance culture and practice, trustees should share evaluation reports with their members each year.

Board culture and practice

1. Governance culture

The board is a committed team that works well with the trust's executive leader and the governance professional.

2. Board leadership

The chair is appointed annually, leads with integrity, is supported by a vice chair and ensures the board stays strategic and does not shy away from making the right decisions for the trust.

3. Governance professional

The trust employs a dedicated governance professional who coordinates the delivery of governance support across the trust, ensuring independent clerking of board committees and academy committees. The Trust will publish Governance Professional details on its website and ensure they are recorded on Get Information About Schools (GIAS).

4. Skills and diversity

Succession is planned, the recruitment process is designed to ensure trustees are recruited to fill skills gaps and

ensure diversity of knowledge, experience, perspectives and approaches.

5. Induction and ongoing development

There is a quality induction programme in place for new trustees and a culture of ongoing governance training and development.

Board structure

6. Separation

Each layer of governance is separate with no overlaps, conflicts or opportunities for undue influence.

7. Size

The trust board is the right size with a proportionate committee structure.

8. Delegation

The scheme of delegation and committee terms of reference are clear and fully aligned with the responsibilities allocated to each tier of governance.

9. Local governance

Guidance, support and communication with academy committees is effective, enabling academy committees to play a meaningful role in the governance of the trust.

Core functions

10. Values, ethics and culture

Trustees and executive leaders have agreed the trust's values which are evident in policies and practice, ensure ethical behaviours and underpin a healthy culture across the trust.

11. Vision

Trustees and executive leaders have established a clear and ambitious vision which describes what the Trust should look like in three to five years and what pupils will achieve.

12. Strategy

Trustees have agreed with the executive leader a limited number of measurable strategic aims which need to be met in order for the trust to achieve its vision; these aims drive the board's business.

13. The board as employer

The board acknowledges its responsibilities as employer of trust staff and ensures the development and wellbeing of the executive leader.

14. Accountability – quality of education

Trustees hold the executive leader to account for the quality of education that pupils receive, ensuring school leaders develop, implement and deliver a broad and balanced curriculum.

15. Accountability – financial oversight

Trustees understand how the trust's funds are managed and hold the executive leader to account for the efficiency, sustainability and impact of the trust's financial planning and management.

16. Accountability – stakeholders

Trustees know their schools and their stakeholders and take into account their views when making key decisions, reporting annually on the work of the trust board.

Compliance

17. Statutory requirements

Trustees are confident that the trust meets all legal requirements and take into account statutory guidance, including on conflicts of interest and related party transactions.

18. Managing risk

Trustees are involved in the identification and assessment of key strategic risks.

Evaluation and impact

19. Evaluation of trustee contribution

A 360° appraisal process is used to evaluate the chair's effectiveness, and the chair or vice chair reviews trustees' individual contributions and effectiveness each year.

20. Evaluation of board practice

The board undertakes annual self-evaluation and commissions an external evaluation every three years; these are reported to the trust's members.

21. Evaluation of impact

Trustees are confident that the decisions the board makes have led to both improved outcomes for pupils and ongoing financial stability for the trust.

Appendix 2: Inspire Learning Partnership Board of Trustees Terms of reference.

Inspire Learning Partnership

Terms of Reference
Board of Trustees

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1. Purpose of the Trust Board

The Trust Board provides strategic leadership and governance for Inspire Learning Partnership. It ensures compliance with the Academy Trust Handbook, oversees financial propriety, risk management, educational standards, and regulatory obligations. The Board remains collectively responsible for safeguarding, health and safety, and the long-term sustainability of the Trust.

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2. Core Values of the Trust Board

The Board of Inspire Learning Partnership will at all times:

- observe the highest standards of impartiality, integrity and objectivity in relation to the governance of Inspire Learning Partnership.
- be accountable to its stakeholders and regulatory bodies for its activities.
- engage in a partnership with the Executive Team.

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3. Legal Status & Expectations of Inspire Learning Partnership Trustees

The Board operates in accordance with:

- The trust's Articles of Association
- The Academy Trust Handbook (latest edition)
- The Academy Trust Governance Guide and associated DfE guidance
- Charity and company law
- Scheme of Delegation

All Trustees are required to follow the Seven Principles of Public Life set out by the Committee on Standards in Public Life (referred to as "the Nolan Principles" and set out in Annex 1).

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4. Membership

Trustees are appointed based on skills, experience, and commitment to the Trust's vision and values.
The CEO is an ex-officio Trustee.

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5. Quorum

As defined in the Articles of Association: any three Trustees, or one-third (rounded up) of the total number of Trustees holding office.

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6. Chair of the Trust Board

- Elected from Trustees; cannot be CEO
- **Term of office:** 4 years including transition year

- **Responsibilities:** Lead meetings, provide strategic leadership, liaise with Executive Team

Apart from any special responsibilities or powers given to the Chair in the Articles of Association (e.g. the right to chair meetings of the Trust Board and to have a second or casting vote in any case of an equality of votes at a meeting of the Trust Board), the Chair has no special powers or rights over any other Trustee. If the Chair is to carry out certain specific functions (for example, the power to approve an overspend in a certain area of the budget or the CEO's appraisal) then this must be expressly delegated to him by the Board.

7. Responsibilities of the Trust Board

The Trustees are responsible for the governance and supervision of the Academy Trust and its committees (including the Local Academy Committee).

The Trustees have a number of duties and responsibilities relating to the governance of the Academy Trust and its finances. In summary, the Trustees are responsible for

- establishing the vision, mission and values for the Academy Trust.
- carrying on the Academy Trust in accordance with the objects of the Academy Trust as set out in the Articles of Association and safeguarding the assets of the Academy Trust.
- ensuring safeguarding and health and safety procedures are followed in accordance with the Academy Trust policies and procedures.
- design strategy and structure for the operation of the Academy Trust.
- the delegation of the running of the Academies and the direction of the education,
- pastoral care, financial and other policies of the Academies to the Executive Team.
- ensuring sound management and administration of the Academy Trust by the Executive Team and ensuring that the Executive Team is equipped with the relevant skills and guidance.
- financial controls and the financial management of the Academy Trust in accordance with the provisions of the Academies Trust Handbook, which sets out in detail provisions for the financial management of the Academy Trust. Trustees must ensure regularity, propriety, and value for money in the use of funds, achieving economy, efficiency, and effectiveness. The Accounting Officer must provide assurance on feasibility and compliance with Managing Public Money.
- setting standards of conduct and values, monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon.
- risk management, that is identifying, quantifying and devising systems to minimise the major risks affecting the Academy Trust; and ensuring the Academy Trust and the Academies are conducted in compliance with the general law.
- Ensure the trust meets its obligations under the Public Sector Equality Duty and delivers on its Equality Objectives
- The Board shall provide strategic oversight of inclusion across the Trust, including SEND, attendance, behaviour, pupil movement, exclusion trends and equality of opportunity.
- The Board shall ensure an appropriate annual training and development budget is available for Trustees, Local Academy Committee Members and Governance Professionals.
- Trustees will undertake regular skills reviews and governance self-evaluation exercises to ensure collective knowledge, skills and experience remain appropriate to discharge the Board's responsibilities effectively.

The Accounting Officer shall act with candour and transparency in discussions with the Board relating to financial management, financial reporting, assurance, risk management, irregularity and compliance.

Where the trust's ability to operate as a going concern is at risk, the Accounting Officer must notify the Board immediately and ensure appropriate engagement with the Department for Education.

8. Inclusion and SEND Oversight

The Trust Board provides strategic oversight of inclusion across the Trust, including SEND, attendance, behaviour, pupil movement, suspension and exclusion trends, equality of opportunity and the promotion of inclusive practice.

The Trust Board ensures effective oversight of SEND provision through its committee structure and local governance arrangements.

SEND responsibilities are delegated as follows:

- **Education Performance & Standards Committee (Trust Level):** Responsible for monitoring SEND strategy, compliance, inclusion, outcomes for pupils with SEND and the effectiveness of resource allocation across the Trust.
- **Executive Team:**
- **Local Academy Committees (Local Level):** Each Local Academy Committee is responsible for appointing a SEND Champion. The SEND Champion seeks assurance that the academy is fulfilling its statutory duties, implementing Trust policies effectively and promoting an inclusive culture and positive outcomes for pupils with SEND.

9. Accountability of Trustees

The Trustees are chiefly accountable to:

- the beneficiaries of the Academy Trust (children at the Academies, their parents and the local community) for the quality of education and pastoral care at the Academies, for matters of health and safety and for safeguarding and promoting the welfare of the children.
- the DfE, and specifically the Secretary of State under the terms of the Funding Agreement.
- the Secretary of State (in his or her role as principal regulator in respect of charity matters) for operating the Academy Trust for public benefit, for the prudent management of the Academy Trust and its financial efficiency, and for compliance with legislation including charities legislation.
- the employees of the Academy Trust for their working environment, and for compliance with the contract of employment and employment law requirements and matters of health and safety; and
- other regulatory authorities for compliance with regulated responsibilities to which the Academy Trust and the Academies are subject.

10. Delegation of powers of Trustees

Trusteeship (and directorship which necessarily follows) is a personal office of trust and responsibility and this cannot be transferred to another individual. However, in order to ensure the proper management of the Academies, the Trustees are able to delegate. specific tasks to assist them in carrying out their duties and obligations.

It is for the Trust Board to determine what decisions it will take for itself, what will be delegated to committees, working groups or individual Trustees (e.g. the Chair) and what. will be delegated to the Executive Team. The Trustees must also consider when and from whom they should take professional advice. In determining whether delegation is appropriate, the Trustees will have regard to the following principles:

- non-executive powers must be exercised by the Trustees personally and may not be delegated.
- except when it is impracticable to do so, executive powers should be delegated to the CEO and Director of Finance, who may authorise further delegation; and
- every act of delegation is only a delegation of powers and does not relieve the Trustees of responsibility.

The Trustees must not delegate any of their powers listed in Annex 3 ("the Reserved Matters").
Delegation can be made to:

- Board committees including the following committees:
  - Risk, Audit, Business & Finance Committee
  - Education Standards and Performance Committee
  - Pay Committee
  - People and Culture Committee
- the Local Academy Committee.
- any individual Trustee.
- the Executive Team (which in turn may delegate to further individuals).

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11. Stakeholder voices

Trustees are asked to have regard to the voices of their various stakeholders and to put in place arrangements to receive feedback and to respond appropriately. This shall include the following, as they are involved in other elements/tiers of trust governance and more broadly:

- Children
- Parents
- Staff

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12. Risk Management

The Charities Statements of Recommended Practice ("the SORP") and the DfE (Department for Education) set out requirements for reporting on the risks to a charity.

The Trustees' report therefore must include a description of the principal risks and uncertainties facing the Academy Trust and any subsidiary undertakings, as identified by the Trustees. The report must also include a summary of the Trustees' plans and strategies for managing these risks. The Trustees must identify specific risks and describe ways to combat each one, rather than making general statements regarding risk management.

The Trustees are therefore responsible for:

- identifying the major risks that apply to the Academy Trust, including:
  - operational risks (employment issues, health and safety, fraud, service quality and development etc.).
  - financial risks (accuracy of financial information, cash flow, reserves, overreliance on funding sources etc.).
  - external risks (changes in government policy, economic factors, demographic changes, adverse publicity etc.); and
  - regulatory risks (compliance with legislation, changes in policies of the regulators etc.)
- making decisions (based where appropriate on advice from professional advisors) as to how to respond to those risks; and

- making appropriate statements regarding the management of risks in the annual report.

The Risk, Audit, Business & Finance Committee, supported by the Executive Team, shall prepare a risk register for approval by the Trustees, along with a procedure by which the risk register shall be subject to regular review. The risk register shall have named individuals assigned to manage each area.

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13. The management of conflicts of interest

In accordance with the Academy Trust Handbook, Trustees must comply with statutory and regulatory obligations to identify, declare, and manage conflicts of interest. This includes:

Companies Act 2006 Duties:

Trustees have a legal duty to avoid situations where they have, or could have, an interest that conflicts (or may conflict) with the interests of the Academy Trust.

They must:

a) Declare the nature and extent of any interest in any matter relating to the Academy Trust; and
b) Avoid any conflict between that interest and the interests of the Academy Trust.

Charity Law and ATH 2025 Requirements:

Trustees must manage any conflict between their duty to the Academy Trust and their own personal or business interests, or any conflicting duty to a third party. The ATH 2025 requires:

- Maintenance of a register of interests for members, trustees, local governors, and senior employees.
- Trustees to withdraw from discussions and decisions where a conflict exists, with this recorded in the minutes.
- Compliance with rules on related-party transactions and gifts/hospitality, ensuring transparency and value for money.

Further details are set out in the Business Interests Policy, which Trustees are obliged to follow.

Appendix 2.1 Recruitment of Trustees & Training

Recruitment of Trustees

It is essential that the Trust Board has a proper mix of skills and experience. The Trustees must therefore be able to identify potential new Trustees in order to plan for succession, which combines continuity of experience and expertise with new ideas and energy.

The Board as a whole is responsible for ensuring that:

- the skills of any new Trustee fit in with the Academy Trust's requirements in the short, medium and longer term.
- each new Trustee is not disqualified from acting as a Trustee by any provision of the Academy Trust's Articles of Association (including the requirement that he is not disqualified as a company director or charity trustee).
- there is a system in place which ensures that all relevant checks, including an enhanced DBS check (countersigned by the Secretary of State in the case of a new Chair), are completed before or as soon as practicable after a Trustee takes up position; and the new Trustee understands the responsibility he / she is taking on and consents to act as a Trustee.
- Each new Trustee will be properly inducted to ensure that he / she understands the nature and extent of his role and responsibilities. It is the duty of a new Trustee to ensure that he / she is familiar with the Objects of the Academy Trust; its history and ethos and the nature and extent of its activities; and the content of the Academy Trust's Articles of Association.

The Trust Governance Professional, on behalf of the Trustees, shall provide each new Trustee with:

- the Academy Trust's Articles of Association
- Inspire Learning Partnership Governance Charter
- these terms of reference
- the scheme of delegation to the Executive Team
- the Roles and Functions Overview and
- the conflicts of interest policy.
- Provided with a copy or link to the Academy Trust Handbook

New Trustees shall be required to sign the declaration set out in Annex 4.

The Trust Governance Professional shall ensure that any appointment of a new Trustee is notified to the DfE (via GIAS) within 14 days of the appointment (as required under the Academy Trust Handbook.

Training and development of Trustees

The Trustees shall ensure that the Board has the skills and experience needed to perform its functions effectively. Trustees shall also be kept up to date with developments in the legal and regulatory framework in which the Academy Trust operates. The Trustees must have in place a system for evaluating Trustees, with a view to identifying potential gaps in their skills and any requirements for training. Such evaluation shall be carried out annually.

Annex 1: The Seven Principles of Public Life set out by the Committee on Standards in Public Life ("the Nolan Principles")

The Seven Principles of Public Life set out by the Committee on Standards in Public Life ("the Nolan Principles")

1. Selflessness

Holders of public office should act solely in terms of the public interest.

2. Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

3. Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

5. Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

6. Honesty

Holders of public office should be truthful.

7. Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Annex 2

Trustees' Code of Practice

1. Introduction

This code of practice is designed to set out the conduct required of trustees in order to ensure the highest standards or integrity and stewardship.

2. General responsibilities

Trustees must "do what [they] and [their] co-trustees (and no one else) decide will best enable the charity to carry out its purposes" and "make decisions solely in the charity's interests, so they shouldn't allow their judgement to be swayed by personal prejudices or dominant personalities". (The Essential trustee: what you need to know (CC3), Charity Commission, May 2018).

"The primary duty of a trustee is to carry out the function of his or her office with the utmost good faith. He or she must be impartial and mindful of the interests of the beneficiaries of the Charity and of the objects for which the Charity is established". (Governance and management of charities, Andrew Hind, NCVO Publications, 1995)

Trustees should listen to the view of other trustees, staff, volunteers or external advisers respectfully, taking cognisance of differences of opinion. Trustees should not cause offence to others or undermine the standing of their colleagues as a member of the Trust Board.

3. Board papers

While the board aims to conduct its business openly, it is inevitable that some matters must be confidential either for a time or always.

All matters discussed at board meetings (save for items which are clearly neither confidential nor of a sensitive nature either legally, commercially, financially or personally) should be treated as strictly confidential and should not be discussed with anyone other than those present at the meeting when the matter in question was discussed unless authorised by the board to do so. If in any doubt, trustees should contact the chair.

4. Board meetings

Open discussion and debate is actively encouraged, in which every spectrum of objective opinion is welcomed.

As Trustees must act with probity, the Board should take and consider professional advice from internal and / or from external advisers in all decision making.

Where consensus is not achieved, decisions will be taken during board meetings by calling for a vote by those present. Trustees who abstain on, or vote against, any motion may request an appropriate note be made in the minutes.

The Board must be accountable but delegate authority on various matters on which it is entitled to full reports as necessary.

5. Outside board meetings

Trustees should exercise restraint outside a meeting in relation to particular comments made within the Board meeting by individual members. Trustees must accept that it is inappropriate for any private or public references to "who said what", except in dialogue with other trustees.

Trustees should accept the need for care and restraint, honouring the spirit as well as the letter of the code of practice, when talking about board matters in any other forum.

6. Disagreements

Where a Trustee has a disagreement on any matter, he or she should raise the matter informally with the chair or through the normal procedures at a board meeting.

If not resolved, a trustee may request the matter be taken further by the chair.

If a satisfactory conclusion is not reached, the board may recommend the appointment of an independent mediator.

7. The Executive Team and the wider staff

Staff and Trustees are expected to deal with each other with respect and courtesy.

Trustees must ensure there is a clear understanding of the scope of authority delegated to the CEO.

Having given the CEO delegated authority, trustees should be careful, individually and collectively, not to undermine that authority either by word or action.

Trustees delegate the management to the CEO, which includes the management of staff.

If a Trustee has concerns relating to the performance of a member of staff, he or she should contact the chair who will take up the matter with the CEO.

Annex 3

Reserved matters

The Reserved Matters are:

Members (subject to such other consents/ requirements as might be required by law or the Funding Agreement)
1. to change the name of the Academy Trust **2.** to change the Objects (which would require Charity Commission and Secretary of State consent) **3.** to change the structure of the Trust Board **4.** to amend the Articles of Association **5.** to pass a resolution to wind up the Academy Trust **6.** to appoint the auditors (save to the extent that the Trustees may make a casual appointment) **7.** to appoint/remove Members by special resolution.

Trustees (subject to such other consents/ requirements as might be required by law or the Funding Agreement)
1. to change the name of the Academies **2.** to determine the educational character, mission or ethos of the Academies **3.** to adopt or alter the constitution and terms of reference of any committee of the Trust Board **4.** to terminate a supplemental funding agreement for an Academy **5.** to establish a trading company **6.** to sell, purchase, mortgage or charge any land in which the Academy Trust has an interest. **7.** to approve the annual estimates of income and expenditure (budgets) and major projects. **8.** to appoint investment advisors **9.** to sign off the annual accounts. **10.** to appoint or dismiss the Chief Executive Officer, the Finance Director, the Company Secretary or the Clerk to the Trustees. **11.** to do any other act which the Funding Agreement expressly reserves to the Trust Board or to another body (including for the avoidance of doubt, terminating the Funding Agreement or any part of it) **12.** to do any other act which the Articles expressly reserve to the Trust Board or to another body or **13.** to do any other act which the Trust Board determine to be a Reserved Matter from time to time.

Annex 4

Trust Declaration on Appointment

Inspire Learning Partnership Academy Trust (Academy Trust)

I confirm that I am willing to act as a director of the Academy Trust (**"a Trustee"**). I further confirm that I am not disqualified from so acting by virtue of any provisions of the Articles of Association of the Academy Trust, including, but not limited to, the requirement that I am not disqualified from acting as a charity trustee or director by virtue of section 178 of the Charities Act 2011 (extract included below).

Signed: .....

Full Name: .....

Address: .....

.....

.....

.....

.....

Date: .....

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

Inspire Learning Partnership Academy Trust: a company limited by guarantee

Company registration number: 9202445

Registered office: Inspire Learning Partnership
Hampton Lane
Blackfield
Southampton
SO45 1XA

Extract from section 178 of the Charities Act 2011

178 Persons disqualified from being charity trustees or trustees of a charity

(1) A person ("P") is disqualified from being a charity trustee or trustee for a charity in the following cases—

Case A

P has been convicted of any offence involving dishonesty or deception.

Case B

P has been adjudged bankrupt or sequestration of P's estate has been awarded and (in either case)-

1. P has not been discharged, or

2. P is the subject of a bankruptcy restrictions order or an interim order.

Case C

P has made a composition or arrangement with, or granted a trust deed for, creditors and has not been discharged in respect of it.

Case D

P has been removed from the office of charity trustee or trustee for a charity by an order made -

1. by the Commission under section 79(2)(a) or by the Commission or the

2. Commissioners under a relevant earlier enactment (as defined by section 179(5)), or by the High Court, on the ground of any misconduct or mismanagement in the administration of the charity for which P was responsible or to which P was privy, or which P's conduct contributed to or facilitated.

Case E

P has been removed, under section 34(5)(e) of the Charities and Trustee Investment (Scotland) Act 2005 (asp 10) (powers of the Court of Session) or the relevant earlier legislation (as defined by section 179(6)), from being concerned in the management or control of any body.

Case F

P is subject to –

1. a disqualification order or disqualification undertaking under the Company

Directors Disqualification Act 1986 or the Company Directors Disqualification (Northern Ireland) Order 2002 (S.I. 2002/ 3150 (N.I.4)), or

2. an order made under section 429(2) of the Insolvency Act 1986

(disabilities on revocation of county court administration order).

Scheme of Delegation
Governance RACI Framework

Decision rights, assurance routes and Local Academy Committee local intelligence

Item	Detail
Status	Draft v0.2 for review by Governance Professional, Executive Team and Trust Board
Prepared for	Inspire Learning Partnership
Intended review point	July 2026 governance review / 2026-27 Governance Charter update
Source basis	ILP Governance Charter and Scheme of Delegation 2025-2026; current Board Committee Terms of Reference; Academy Trust Handbook; CST/TGP Governance at Scale draft guidance; ILP notes from 8 June 2026

Purpose of this document

This RACI framework converts the Scheme of Delegation into a practical operating document for ILP. It keeps the Trust Board as the legal steward, makes the Executive Team responsible for professional delivery, positions Board Committees as assurance routes, and gives Local Academy Committees a clear role in safeguarding, standards, stakeholder voice and contextual intelligence.

Terminology note: this draft uses Local Academy Committee. Where existing ILP documentation still says Local Academy Committee or Local Academy Committee , read that as Local Academy Committee until the Governance Charter and Terms of Reference are formally updated.

What has been updated	Implication for ILP
Local Academy Committees	Renames Local Academy Committees and refocuses the local tier on stakeholder voice, contextual intelligence, local insight and the feel of the school.
Five-meeting local cycle	Reflects the intended reduction from six local meetings to five per year, removing the Easter to May half-term meeting.
Risk, Audit, Business & Finance	Clarifies Risk, Audit, Business & Finance as the cross-committee risk oversight route. This is not a management layer, but it gives the Board a single view of risk.

What has been updated	Implication for ILP
Board reporting	Strengthens the expectation that papers show signal not volume: trends, outliers, risks, exceptions, decisions needed and impact.
Academy Trust Handbook	Adds specific compliance guardrails from the Academy Trust Handbook, including delegation, controls, risk, internal scrutiny, publication, DBS, cyber and DfE approval routes.

Introduction

ILP Trustees comprise the full Trust Board and any Trustee Committees that the Board establishes. The powers delegated to Committees are outlined in the Committees Terms of Reference. Where decisions and powers are delegated to Trustee Committees, they are reviewed and ratified by the Full Board. This overview brings together, function by function, relevant extracts from the terms of reference/delegation for each tier of our governance model, plus provides an outline of the role/s of Headteachers and the wider Executive Team.

This overview is intended as a guide for reference for those playing a non-executive role within our governance model. The Trust Board remains ultimately responsible for the Academy Trust and the conduct of the Academies. The operation of the various elements of governance outlined in this document are crucial to the success of the group. However, there will be circumstances (more the exception than the norm) where the Trust board might need to intervene and, for example, withdraw delegated authority for a particular element of governance. In such circumstances, the Trust Board, along with the Executive Team, would work closely with any Academies concerned and those involved in their governance who would be expected to promptly implement any advice or recommendations made by the Trust Board and the Executive Team.

The Trust Board reserves the right to review or remove any power or responsibility which it has delegated, in particular, in circumstances where serious concerns in the running of the Academy (or Academies) are identified, including where:

- There are concerns about financial matters;
- Insufficient progress is being made against educational targets (including where intervention by the Secretary of State is being considered or carried out);
- There has been a breakdown in the way the Academy is managed or governed; or
- The safety and welfare of pupils or staff is threatened, including a breakdown of discipline

Principles of Delegation

This Scheme distinguishes between:

- Operational responsibility (R)
- Strategic accountability (A)
- Assurance (*a*)

Delegation supports effective governance by:

1. maintaining clear accountability
2. avoiding duplication
3. ensuring decisions are made at the appropriate level

1. How to use this RACI

The purpose is clarity, not extra bureaucracy. This document should be read alongside the Articles, Funding Agreements, Governance Charter, formal Scheme of Delegation, Trust policies and committee Terms of Reference. It does not replace legal advice, statutory duties or the Trust Board and Members reserved matters.

RACI	Meaning	Use in ILP
R	Responsible	Does or leads the work. More than one party may be responsible where delivery is shared.
A	Accountable / Approver	The point of decision, approval or accountable ownership for this activity. The Trust Board remains ultimately responsible for the Trust and its academies.
C	Consulted	Provides expertise, local insight, stakeholder voice, professional advice, challenge or context before a decision is made.
I	Informed	Kept up to date after a decision, or through routine reporting.
a	Assurance	provides scrutiny, challenge, triangulation and insight; informs and influences decision-making and escalation. Does not deliver operational activity and does not hold executive decision-making responsibility, although Local Academy Committees may undertake defined governance decisions and statutory roles where required.

- Aim for one clear Accountable owner for each decision or assurance activity.
- Use Local Academy Committee s for local intelligence, not duplicated data analysis or operational management.
- Use Board Committees for scrutiny, assurance, recommendation and delegated approval within their Terms of Reference.
- Use the Governance Professional as the single source of truth for the governance cycle, templates, escalation routes and records.
- Escalate red handles immediately. Do not wait for the next scheduled meeting when there is risk, harm, fraud, critical safeguarding, serious H&S, cyber, reputational or governance failure.

2. ILP governance operating model

Design choice	What this means for ILP
Members guard purpose	Members protect the constitution and charitable purpose. They receive assurance and act only where their reserve powers or statutory role require it.
Trust Board stewards	The Board owns the Trust vision, culture, strategy, risk appetite, reserved decisions and final assurance. It asks for evidence-based assurance, not reassurance.
Executive Team delivers	The Executive Team leads professional delivery, improvement, operations, compliance and implementation. It brings concise, evidence-led assurance to committees and the Board.
Board Committees assure	EPS, P&C, B&F, R&A and Pay Committee scrutinise within their remits. They test the quality of evidence, risk, impact and whether decisions are needed.
Risk, Audit, Business & Finance Committee triangulates risk	R&A maintains cross-committee oversight of the risk framework, internal scrutiny, controls and compliance. It receives escalations where risk needs Board-level visibility.
Local Academy Committee s provide local insight	Local Academy Committees are the Trust's local governance tier for the Three S framework (Standards, Safeguarding and Stakeholders). They hold defined responsibility for these domains at local level, exercised through assurance, including scrutiny, challenge, triangulation, stakeholder engagement and escalation of risk. Local Academy Committees know the school, hear stakeholders, identify weak signals, test the feel of the school and provide contextual intelligence to the Trust to inform decision-making and assurance at Board and Committee level.
Governance Professional stewards the system	The Governance Professional designs and maintains the governance rhythm, documentation, training, statutory records, agenda hygiene and escalation flow.

3. Academy Trust Handbook guardrails

The RACI is aligned to the Academy Trust Handbook, which is effective from 1 September 2025 and is a condition of each trust funding agreement. The Handbook should be used for continuous improvement as well as compliance.

ATH requirement / expectation	Implication for this RACI
Board purpose	The Board provides strategic leadership, accountability and assurance, and engagement with stakeholders. The RACI should therefore show how Local Academy Committee voice reaches the Board.
Local Academy Committee s and parents	MATs should have at least two parent/carer places either on the Board or on each local committee where the trust has established local committees.
Governance professional	The Trust must appoint a governance professional who is not a trustee, Headteacher or chief executive. The RACI gives this role system stewardship.
Scheme of delegation	The Board cannot delegate overall responsibility for funds but must approve a written scheme of financial delegation, review it annually and after relevant management or structural change.
Controls and risk	The Trust must maintain sound internal control, risk management and assurance processes, with a risk register reviewed by the Board drawing on R&A advice.
Internal scrutiny	The Trust must establish an Audit and Risk Committee; it should meet at least three times a year and must oversee internal scrutiny and report on controls and risk.
Publication and DBS	The Trust must publish governance structure/remits, registers and attendance, and make agendas/minutes/papers available on request. Members, trustees and local committee members require enhanced DBS checks.
Financial sustainability	Trustees and management must maintain robust oversight, approve and monitor budgets, challenge pupil number assumptions and manage cash, reserves and investment risk.
Special transactions	Certain payments, write-offs, leases, land/building transactions, guarantees, indemnities and novel/contentious/repercussive transactions need careful appraisal and often DfE approval.
Cyber and intervention	Trusts must not pay cyber ransom demands. DfE may intervene where there are concerns about financial management or governance.

4. Governance design principles for ILP

Principle	What this means in practice
Stewardship before structure	Start with purpose, risk, outcomes for children and public value, then design the meeting route. Do not let inherited structures drive the work.
Subsidiarity with purpose	Decisions and intelligence should sit close to expertise and impact, within clear Trust guardrails and escalation routes.
No duplication	Each layer has a distinct role. The Executive delivers; Board Committees provide thematic assurance and scrutiny; Local Academy Committees provide local governance assurance and intelligence across Standards, Safeguarding and Stakeholders.
Signal over volume	Reports should identify trends, outliers, risks, exceptions, impact and decisions needed. Long descriptive reporting should be challenged.
Stakeholder voice to influence	Pupil, parent, staff and community voice should be gathered locally and routed to the right Trust-level forum.
Clear red handles	Critical risk must bypass normal cadence and reach the CEO, Chair, relevant Committee Chair and Governance Professional.
Review and redesign	Review the RACI annually and whenever ILP grows, merges schools, changes committees, appoints new senior leaders or identifies governance confusion.

5. Core governance roles

Role	Primary contribution
Members	Guardians of the constitution and charitable purpose; appoint/remove members and member-appointed trustees where required; receive accounts and assurance without becoming operational.
Trust Board	Legal decision-making body and strategic steward. Owns vision, values, strategy, risk appetite, reserved matters, financial stewardship, safeguarding, H&S and final assurance.
Risk, Audit, Business & Finance Committee	Independent assurance over risk management, internal control, internal scrutiny, external audit, regularity, propriety, compliance and cross-committee risk. Assures budget, financial performance, procurement, estates, H&S, IT, data protection, central services and value for money.
Education Performance and Standards Committee	Assures educational standards, outcomes, curriculum, attendance, behaviour, inclusion, SEND and the impact of school improvement.
People and Culture Committee	Assures People Strategy, culture, workforce, wellbeing, DEIB, employment policy, organisational change, JCC/union themes and people risk.
Pay Committee	Assures pay policy, senior pay, annual pay awards, pay progression and pay framework decisions within delegated authority.
Executive Team	Professional delivery arm of the Trust. Implements strategy, leads school improvement and operations, manages risk and brings evidence-led assurance.
Academy Leadership	Leads school-level delivery, compliance, culture, standards, safeguarding, stakeholder engagement and implementation of Trust policy and improvement priorities.
Local Academy Committee s	Local governance route for the Three S framework: Standards, Stakeholders and Safeguarding. SEND sits within Standards, and the Trust Board expects Local Academy Committees to appoint a SEND champion to provide focused local assurance.
Governance Professional	Stewards the governance system, meeting cycle, training, statutory records, templates, escalation hygiene, committee coordination and governance intelligence.

6. Information and assurance flows

Flow	Cadence	Core content
Local Academy Committee to Executive/Governance Professional	Five times per year and by exception	Short Chair report/action log using the Three S framework: Standards, Stakeholders and Safeguarding; local risk; weak signals; named champion assurance; questions for escalation.
Executive Team to Board Committees	Each committee cycle	Dashboard/heat map, professional judgement, trend/outlier analysis, risk movement, impact and decisions/recommendations required.
Local Academy Committee intelligence to Board Committees	By exception and through scheduled reports	EPS receives standards, SEND, attendance, behaviour, curriculum and inclusion themes. P&C receives workforce, staff voice and culture themes. B&F/R&A receive H&S, estates, cyber, risk and compliance themes.
Risk and Audit to Board and other committees	Each R&A cycle and by exception	Cross-committee risk view, control weaknesses, internal scrutiny findings, audit recommendations, risk register movement and red-handle learning.
Board Committees to Trust Board	Each Board meeting	Committee Chair report: assurance level, major risks, decisions/recommendations, exceptions, dependencies and impact.
Trust Board to Members	At least annually and by exception	Annual accounts, governance effectiveness, strategic direction, material risks, constitutional matters and public confidence issues.

7. Red handles: immediate escalation routes

The following matters should not wait for the next scheduled meeting. The first person aware of the issue should alert the CEO and Governance Professional. The CEO/Governance Professional will agree escalation with the Chair of Trustees and relevant Committee Chair.

Trigger	Immediate route	Governance route
Safeguarding critical incident, serious allegation or failure of local safeguarding arrangements	CEO / Trust DSL / Chair of Trustees / Safeguarding Trustee / Governance Professional	Trust Board, EPS and/or R&A depending on nature of risk
Fraud, financial irregularity, internal control failure or audit-critical matter	CEO / Director of Finance / Chair of Trustees / R&A Chair / Governance Professional	R&A then Trust Board; Members informed if material
Serious H&S, estates, cyber, data protection or business continuity incident	CEO / DSSO or relevant Executive Lead / R&A or B&F Chair / Governance Professional	R&A/B&F then Trust Board
Significant stakeholder concern, complaint trend, media/reputational risk or breakdown in local relationships	Headteacher / CEO / Local Academy Committee Chair / Governance Professional / Chair of Trustees	Relevant Board Committee and Trust Board by exception
Educational standards risk, Ofsted/DfE intervention risk or school viability concern	CEO / Education Executive Lead / EPS Chair / Chair of Trustees / Governance Professional	EPS then Trust Board; Members informed if material
Major people risk, industrial relations dispute, senior leadership capacity risk or organisational change concern	CEO / HR Lead / P&C Chair / Chair of Trustees / Governance Professional	P&C or Pay Committee then Trust Board
Governance failure, unclear accountability route, conflict of interest or breakdown in local committee function	Governance Professional / CEO / Chair of Trustees / relevant Committee Chair	R&A and/or Trust Board

8. Simple RACI*a* matrix

Code	Meaning
R	Responsible – delivers the activity
A	Accountable – ultimate decision-maker and approver
C	Consulted – provides input, expertise and challenge before a decision is made
I	Informed – kept updated after decisions or through reporting
a	Assurance – exercises governance responsibility through scrutiny, challenge, triangulation and insight. Informs and influences decision-making, validates effectiveness and escalates risk. Does not deliver or manage operational activity or hold executive decision-making responsibility, but may include defined governance and statutory decision-making roles where required.
Blank Cell	Means no routine role, although any party may be involved by exception, through policy, panel procedure or escalation.

For Local Academy Committee s, assurance (*a*) represents active governance responsibility for the Three S framework, exercised through local scrutiny, challenge and escalation.

8.1 Trust stewardship, constitution and governance architecture

Area / decision / assurance activity	Lead route	Members	Trust Board	Board Committees	Executive Team	Academy Leadership	Local Academy Committee	Gov. Professional
Change Trust name, objects, Articles, constitutional structure or wind up the Trust	Members	A/R	C/I		I			R
Appoint/remove Members and member-appointed Trustees; appoint external auditors at AGM	Members	A/R	C	C (R&A)	S			R
Appoint/remove co-opted or associate Trustees, Chair/Vice Chair, CEO/Accounting Officer, Company Secretary and Governance Professional	Board	I	A/R	C	C/R			R
Set Trust vision, values, strategic plan, Big Moves, risk appetite and annual priorities	Board	I	A	C	R	C	C/I	R
Approve new schools joining, merger/closure proposals, material growth, age range changes and significant strategic partnerships	Board	I	A	C	R	C		R
Approve Board committee structure, Terms of Reference, Scheme of Delegation, Governance Charter and governance structure diagram	Board/GP	I	A	R/C	C			R
Review Scheme of Delegation annually and when management or organisational structure changes	Board/GP	I	A	R/C	R/C	I		R
Board, committee and Local Academy Committee effectiveness, skills audit, recruitment, induction and training	Board/GP	I	A	C	C	C	C	R
Mandatory autumn governance reset event for Members, Trustees and Local Academy Committees	Board/GP	I/R	A	C	R/C	I	R/C	R
External governance intelligence, horizon scanning and adaptation, including CST, DfE, ATH and legal updates	Board/GP	I	A	C	R/C	I	I	R

Area / decision / assurance activity	Lead route	Members	Trust Board	Board Committees	Executive Team	Academy Leadership	Local Academy Committee	Gov. Professional
Board reporting standards: signal not volume, trends, risks, outliers, impact and decisions needed	Board/GP	I	A	R/C	R	C	I	R

8.2 Local Academy Committees, local intelligence and stakeholder voice

Local Academy Committees are committees of the Trust Board and are designated *a* (assurance) across all areas of this RACI.

They do not deliver operational activity or make final decisions. Their role is to provide local assurance through scrutiny, challenge, triangulation and insight.

The role of a Local Academy Committee lor with in ILP is an important one. In developing our governance arrangements, the Trust Board has sought to ensure governance activity is vested in those closest to the impact of decision making and that such responsibility matches the capacity of those assuming the responsibility. The Trust Board establishes Local Academy Committee s for the Academies, for the most part made up of individuals drawn from the Academy's community, both as elected and appointed members.

All Local Academy Committee activity is undertaken through the Trust's Three S framework:

- Standards
- Safeguarding
- Stakeholders

Assurance is derived from triangulation of:

- Trust policies and expectations
- School-level practice and implementation
- Lived experience (pupil, staff and parent voice

Core Local Academy Committee functions (*a*)

- Stakeholder voice
  - Gathering, testing and triangulating pupil, parent, staff and community perspectives to understand the lived experience of the school.
- Contextual intelligence
  - Developing a deep understanding of the school's context, culture, strengths, challenges and local environment ("the feel of the school").
- Named champion assurance
  - Providing focused assurance in key areas (e.g. safeguarding, SEND, H&S, Pupil Premium), ensuring policies and practices are effective without undertaking operational roles.
- Escalation of risk and concern
  - Identifying emerging risks, patterns and weak signals and escalating concerns appropriately through governance and executive routes.
- Governance responsibilities (R)
-

These responsibilities relate to governance effectiveness and do not include operational delivery.

Exceptions

- In limited circumstances, individual Local Academy Committee members may undertake formal or statutory roles, including:
  - Exclusion panels
  - Stage 3 complaints panels
  - Safeguarding link roles

Relationship to other sections

- All references to Local Academy Committee involvement in subsequent sections (8.3–8.6) should be read as *a* (assurance), unless explicitly stated as a governance responsibility (R) or formal exception.

Area / decision / assurance activity	Lead route	Members	Trust Board	Board Committees	Executive Team	Academy Leadership	Local Academy Committee	Gov. Professional
Local Academy Committee annual work plan, five-meeting cycle, standard agenda templates and action logs	AC/GP		A	I	C	C	I	R
Local Academy Committee membership, Chair/Vice Chair, co-option, vacancies, attendance, conflicts of interest, DBS and training compliance (governance functioning) Local Academy Committee	AC/GP		A	I	C	C	R	R
Six-month objective: strengthen clerks and Local Academy Committee understanding of delegation and risk registers	GP/AC		A/I	C	C	C	*a*	A/R
Academy-level vision, local priorities and contextualisation of Trust strategy	AC -> Board		I	C	A/C	R	*a*	I
Stakeholder voice: pupil, parent, staff and community intelligence	AC -> Board		I	C	C	R	*a*	I/R
Contextual intelligence and feel of the school: culture, belonging, pupil support, local reputation and community confidence	AC -> Board	I*	A/I	C	C/R	R	*a*	R/I

Area / decision / assurance activity	Lead route	Members	Trust Board	Board Committees	Executive Team	Academy Leadership	Local Academy Committee	Gov. Professional
Local Academy Committee named champions: safeguarding, SEND, H&S, Pupil Premium and Sport Premium	AC		I	C	C	R	A/R	R
Local Academy Committee escalation of local risk, weak signals, concerns and red handles	AC -> Board	I*	A/I	C	R	R	*a*	R
Local community identity, partnership links and promotion of the academy within the Trust family	AC		I	C	C	R	A/R	I
Trust policies approved by Board/committee: Local Academy Committees note, contextualise and monitor implementation only	Board/Committees		A	R/C	R	R/C	*a*/I	R

8.3 Education, standards, SEND and inclusion

Area / decision / assurance activity	Lead route	Members	Trust Board	Board Committees	Executive Team	Academy Leadership	Local Academy Committee	Gov. Professional
Trust improvement strategy, Vision 2030 milestones, education dashboard and educational KPIs	EPS	I	A	R (EPS)	R	C	C/I	I
School AIP/SEF, improvement priorities, implementation and progress against plan	EPS/AC		I	C (EPS)	A/C	R	C/R	I
Curriculum, assessment, pedagogy, coaching, IRIS and professional practice frameworks	EPS		I	R (EPS)	A/R	R	C/I	I
Annual outcomes, projections and trends: EYFS, Phonics, KS1, KS2, attendance, behaviour and exclusions	EPS	I	A/I	R (EPS)	R	R	C/I	I
SEND and inclusion within Standards: statutory compliance, quality of provision, outcomes and inclusive practice	EPS/AC		A/I	R (EPS)	R	R	C/R	I
Pupil Premium and Sport Premium strategy, impact and publication	EPS/AC		I	C (EPS)	C	A/R	C/R	I
External quality assurance: Ofsted, Challenge Partners, RISE/DfE, peer reviews and Trust reviews	EPS	I*	A/I	R (EPS)	R	R/C	C/I	R
Educational intervention or formal governance intervention for a school at risk	Board/EPS	I*	A	C/R (EPS)	R	R	C/I	R

8.4 Safeguarding, behaviour, complaints and statutory compliance

Area / decision / assurance activity	Lead route	Members	Trust Board	Board Committees	Executive Team	Academy Leadership	Local Academy Committee	Gov. Professional
Trust safeguarding culture, safeguarding policy and strategic safeguarding oversight	Board/EPS/R&A	I	A	R/C	R	R	C/R	R/I
School safeguarding compliance: DSL capacity, audits, training, SCR and policy implementation	AC/EPS/R&A		A/I	C	R	A/R	C/R	I
Safeguarding allegations, low-level concerns, DBS/TRA referrals and statutory escalation	Board/R&A	I*	A	C	R	C/R	I	R
Attendance strategy, persistent absence, behaviour and personal development assurance	EPS/AC		I	R (EPS)	R	R	C/R	I
Suspensions, permanent exclusions and exclusion/review panels	EPS/AC		I	C (EPS)	C/R	A/R	R/A*	R
Complaints, stakeholder concerns, whistleblowing themes and serious incident reporting	R&A/AC	I*	A/I	R/C	R	R	C/R	R
Website compliance and statutory publication, including academy-level reports and governance information	R&A/EPS/AC		A/I	R/C	C	R	C/R	R/C

8.5 People, culture, workforce and pay

Area / decision / assurance activity	Lead route	Members	Trust Board	Board Committees	Executive Team	Academy Leadership	Local Academy Committee	Gov. Professional
People Strategy, Employer of Choice priorities, workforce KPIs and People & Culture Heat Map	P&C	I	A/I	R (P&C)	R	C	C/I	I
Recruitment, induction, safer recruitment, retention and workforce planning	P&C		A/I	R/C (P&C)	R	R	C/I	I

Area / decision / assurance activity	Lead route	Members	Trust Board	Board Committees	Executive Team	Academy Leadership	Local Academy Committee	Gov. Professional
Employment policies, HR compliance, HR systems and employee relations overview	P&C		A/I	R (P&C)	R	C/R	I	R/C
Performance development, CPD, career pathways, leadership pipeline and succession planning	P&C/EPS		A/I	R/C	R	R/C	C/I/ * a *	I
Pay policy, annual pay awards, senior pay, pay progression and pay framework changes	Pay/Board	I	A	R (Pay/P&C)	R/C	C	I	R
Organisational change, restructures, consultation, workforce impact and culture impact	P&C/Board	I*	A	R/C (P&C)	R	C/R	C/I	R/I
DEIB, staff engagement, culture canvas, wellbeing, staff survey and JCC/union themes	P&C		A/I	R (P&C)	R	C/R	C/I/R	I

8.6 Finance, risk, audit, operations, estates and policy

Area / decision / assurance activity	Lead route	Members	Trust Board	Board Committees	Executive Team	Academy Leadership	Local Academy Committee	Gov. Professional
Annual budget, three-year forecast, reserves, financial sustainability, going concern and budget approval	B&F/Board	I	A	R (B&F)	R	C/R	I	I
Monthly management accounts, budget monitoring, variance analysis and school budget alignment	B&F		I	R (B&F)	A/R	R/C	I	I
Procurement, contracts, financial procedures, value for money and collaborative procurement	B&F		A/I	R (B&F)	R	C/R	I	I
Annual accounts, external audit, internal scrutiny programme and audit recommendations	R&A/Board	A/I*	A	R (R&A)	R	C	I	R/I
Trust risk register, risk management framework and cross-committee risk escalation	R&A	I*	A	R (R&A)	R	C	C/I	R/I

Area / decision / assurance activity	Lead route	Members	Trust Board	Board Committees	Executive Team	Academy Leadership	Local Academy Committee	Gov. Professional
Estates, asset management, capital works, buildings maintenance, GEMS and sustainability priorities	B&F/R&A	I*	A/I	R (B&F/R&A)	R	R/C	C/*a*	I
Health and safety, critical incidents, asbestos/RAAC, business continuity and operational resilience	B&F/R&A/AC	I*	A/I	R/C	R	R	*a*	I
IT, cyber security, data protection, GDPR, filtering/monitoring and digital standards	R&A/B&F	I*	A/I	R (R&A/B&F)	R	R/C	*a*I	R/C
DfE approval routes for special payments, write-offs, land/buildings, leases, guarantees, indemnities and repercussive transactions	B&F/R&A	I*	A	R/C	R	C/I	I	R/I
Central services effectiveness, service quality, impact and value for money	B&F/Board		A/I	R (B&F)	R	C	C/I	I

* Members are informed where the matter is constitutionally reserved, materially affects trust stewardship, public confidence, accounts, risk, charitable purpose or regulatory compliance.

9. Local Academy Committee assurance focus: Three S framework

Local Academy Committee s are the Trust's local governance tier for the Three S framework: Standards, Safeguarding and Stakeholders.

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They hold defined responsibility for these domains at local level, exercised through assurance, using triangulated evidence from Trust policy, school practice and lived experience. Their role includes scrutiny, challenge, stakeholder engagement, escalation of concern and informing Trust-level decision-making.

Local Academy Committees should avoid becoming a second school improvement board. Their distinctive value is local proximity: knowing the school, hearing stakeholder voice, sensing weak signals and testing whether the culture feels right. SEND is included within Standards and the Trust Board expects Local Academy Committees to appoint a SEND champion to provide focused local assurance.

Local Academy Committees may also undertake defined governance and statutory responsibilities (e.g. exclusions and complaints panels) in line with Trust policy and procedure.

Local Academy Committee lens	What good looks like
Standards	SIP/SEF progress; curriculum and outcomes narrative; attendance and behaviour themes; SEND and inclusion; Pupil Premium/Sport Premium impact; improvement priorities; assurance of pupil experience and quality of provision
Stakeholders	Pupil, parent, staff and community voice; belonging; local reputation; complaints themes; communication; community partnerships; the feel of the school; confidence in the academy within its local context.
Safeguarding	Culture, training, DSL capacity, audit actions, curriculum safeguarding, online safety, safer recruitment signals, local risks and safeguarding champion assurance, assurance of safeguarding culture and lived experience.
Named champions	Safeguarding, SEND, H&S & Pupil Premium. Champions provide focused local assurance, including testing policy implementation, practice and lived experience; they do not manage the area operationally.
Escalation	Escalate anything material, repeated, unresolved, reputational, outside school capacity or inconsistent with Trust expectations through defined governance and executive routes.

10. Implementation actions for 2026-27

No.	Action	Lead	Timing
1	Rename Local Academy Committees to Local Academy Committee s across governance documentation.	Governance Professional	By July 2026 review / 2026-27 Charter update
2	Update the governance structure diagram so Local Academy Committees feed to the Trust Board, with dotted working lines to the Executive Team.	Governance Professional / CEO	Governance Charter refresh
3	Adopt a five-meeting Local Academy Committee cycle and update agenda templates around Standards, Stakeholders and Safeguarding.	Governance Professional	For 2026-27 cycle
4	Remove local policy approval tasks where the policy is already approved by Trustees or a Board Committee; Local Academy Committees note, localise and monitor implementation.	Governance Professional / Committee Chairs	For 2026-27 cycle
5	Run mandatory joint governance training for Members, Trustees and Local Academy Committees to reset culture, vision and expectations.	Chair / CEO / Governance Professional	Late September or early October; 5.00-7.00pm proposed
6	Strengthen clerk understanding of the Scheme of Delegation, risk registers, escalation routes and action logs.	Governance Professional	Six-month objective
7	Create revised Local Academy Committee Terms of Reference based on local insight, not duplicated operational compliance.	Governance Professional / CEO	Autumn 2026

11. Suggested annual review questions

Theme	Question
Clarity	Do all trustees, committee members, Local Academy Committee chairs, Headteachers, clerks and executives know where decisions sit?
No duplication	Are Local Academy Committees adding local intelligence rather than repeating Executive or Board Committee scrutiny?
Assurance quality	Are papers concise, evidence-rich and exception-led? Are we seeing signal rather than volume?

Theme	Question
Escalation	Have any red handles been used? Did the escalation route work quickly and clearly?
Stakeholder voice	Can the Board point to how pupil, parent, staff and community voice has influenced decisions?
Risk grip	Does R&A have a clear cross-committee view of risk movement and internal control?
Growth readiness	Does the RACI still work as ILP changes, including school mergers, new schools, revised roles or committee remit changes?
Governance capacity	Does the Governance Professional/team have the time, systems and authority to steward the governance framework well?

12. Source basis and documents checked

- Inspire Learning Partnership Governance Charter including Scheme of Delegation 2025-2026.
- Inspire Learning Partnership Scheme of Delegation 2025-2026.
- Education Performance & Standards Committee Terms of Reference, updated/expanded draft.
- Risk and Audit Committee Terms of Reference and Rolling Programme of Business.
- Business and Finance Committee Terms of Reference.
- People and Culture Committee Terms of Reference and Rolling Programme of Business.
- CST/TGP draft guidance: Governance at Scale, June 2026 consultation version.
- Department for Education, Academy Trust Handbook: effective from 1 September 2025, updated 22 October 2025.
- Internal ILP notes: Revisiting the Scheme of Delegation - Strengthening Governance and Local Insight, 8 June 2026.

Document control: Draft version 0.2 - prepared for internal review. This document should be ratified only after review against the Articles of Association, Funding Agreements, the final 2026-27 Governance Charter, Academy Trust Handbook and updated committee Terms of Reference.

Annex A: Operational financial delegation authority

This annex preserves the operational financial decision rights from the current Scheme of Delegation, but frames them as internal control thresholds beneath the Trust Board's overall accountability. Where Academy Trust Handbook, DfE approval, procurement law or the Funding Agreement require a higher level of approval, that requirement applies in addition. Where ILP sets a lower threshold, the ILP threshold applies as an internal control.

- Business and Finance provides the main assurance route for financial performance, budgets, procurement, estates and value for money.
- Risk and Audit provides independent assurance over internal control, regularity, risk, audit and compliance.
- Academy Committees should not approve procurement or finance decisions; their role is local insight, challenge around value for money at school level, and escalation of weak signals.
- All procurement must comply with the Finance Manual, current public procurement rules, value for money, regularity and propriety.

Financial decision / threshold	Delegated authority	Control note
Goods/services: single items up to £500	Caretaker / Catering Manager / Nursery Manager	Within delegated budget only.
Above £500 to £1,000	Headteacher / Head of School / Director of Finance / Facilities or Site Manager	Within approved budget. At least two quotes where practical.
Above £1,000 to £2,000	Executive Headteacher or Trust Headteacher / Headteacher / Head of School / Director of Finance / Director of Safeguarding and School Operations / Facilities or Site Manager	Within approved budget. Orders up to £3,000 should normally have at least two written quotes where practical.
Above £2,000 to £5,000	Executive Headteacher or Trust Headteacher / Headteacher / Head of School / Director of Finance or designated budget holder	Within approved budget. Orders above £3,000 and up to £15,000 normally require at least three written quotes.
Above £5,000 to £15,000	Director of Finance	Within approved budget. At least three written quotations.
Above £15,000 to £25,000	CEO	Within approved budget. Formal written specification and evaluation criteria expected.
Above £25,000	Trust Board	Within approved budget. Three formal written quotes/tenders as required by Finance Manual.

Above £50,000 and up to public procurement thresholds	Trust Board	Formal tendering and/or approved framework route. Use current thresholds in force at the time.
Above public procurement thresholds	Trust Board, overseen by Director of Finance	Formal procurement route in line with current law/frameworks.
Accepting other than the lowest quotation or tender	Same delegated authority as the value threshold, with Headteacher and Director of Finance advice	Rationale must evidence value for money and be retained for audit trail.

Financial decision / transaction	Delegated authority	Control note
New staff appointment or staffing agency contract	Headteacher / Headteacher and Director of Finance	If within approved budget.
New appointment with additional costs or not in budget	CEO or Trust Board if appointment of CEO	Report anomalies to Board.
BACS and other electronic payments	CEO or Director of Finance	No limit; runs set up by Finance team from authorised invoices.
Bank transfers between ILP accounts	CEO or Director of Finance	Includes investment accounts.
Signatories for grant claims and financial DfE/LA returns	CEO or Director of Finance	Unlimited; one signature or as required by DfE.
Signatories for non-financial DfE/LA returns	CEO / Director of Finance / Director of Safeguarding and School Operations	Unlimited; one signature or as required by DfE/LA.
Virement within budget lines	Headteacher / Headteacher, Director of Finance and budget holder	Report to Board and Academy Committee Chair.
Virement between budget lines	Headteacher / Headteacher and Director of Finance	Report to Board and Academy Committee Chair.
Disposal of assets up to £20,000	Director of Finance and CEO	Finance Trustee/Board reporting route.

Disposal of assets over £20,000	CEO, Trust Board and DfE where required	DfE approval where DfE-funded/LA transferred asset rules apply.
Write off bad debts up to £1,000	Headteacher and Director of Finance	Report to Board.
Write off bad debts over £1,000	Trust Board and Director of Finance, plus DfE approval where required	ILP threshold is an internal control; ATH delegated limits must also be checked.
Write off overpayments to staff up to £1,000	Headteacher and Director of Finance	Report to Board.
Write off overpayments to staff over £1,000	Director of Finance and CEO	Report to Board; check ATH write-off rules.
Purchase or sale of freehold property	Trust Board and Director of Finance, plus DfE approval	Reserved matter / DfE prior approval route.
Leasehold or tenancy agreement exceeding 3 years	Trust Board and Director of Finance, plus DfE approval where required	Current ILP internal threshold is stricter than ATH in some cases; confirm in 2026-27 Finance Manual review.
Guarantees, indemnities and letters of comfort	Trust Board and Director of Finance, plus DfE approval where required	Check ATH delegated authority before agreement.
Ex-gratia payments	Headteacher, CEO and Director of Finance, plus DfE prior approval	ATH requires DfE prior approval for ex-gratia and other special payments.

Annex B: HR levels of authority and people delegations

This annex keeps the current HR Levels of Authority visible alongside the simplified RACI. The main RACI should show governance accountability and assurance. This annex shows who is authorised to participate in appointments and key people decisions. It should be checked against current post titles, the Pay Policy, safer recruitment requirements, employment policies and legal/HR advice before ratification.

- All appointment panels must include at least one panel member who has undertaken safer recruitment training within the previous two years.
- The CEO may nominate an alternative representative where they are unavailable to make up a panel.
- People and Culture provides the strategic assurance route for workforce planning, HR systems, employee relations, culture, wellbeing, DEIB and people-related risk.
- Pay Committee / Trust Board remain the route for pay policy, annual awards and senior pay decisions. DfE approval requirements must be checked for special severance, compensation and confidentiality clauses.

Appointment	Panel / delegated authority
CEO	Trust Board: minimum of 3 Trustees, with non-voting co-optees as required
Director of Finance / CFO / Executive Team posts	Trust Board: minimum of 1 Trustees, plus CEO and others as appropriate
Executive Headteacher / Trust Headteacher / Headteacher / Head of School	CEO and others as appropriate
Other central team positions	CEO, Director of Finance/CFO or relevant Executive Lead
Deputy Headteacher	Executive/Trust Headteacher, Headteacher and others as appropriate
Assistant Headteacher	Executive/Trust Headteacher, Headteacher and others as appropriate
TLR posts	Headteacher, Head of School / Deputy Headteacher / Assistant Headteacher
All other teaching posts	Headteacher, Head of School / Deputy Headteacher / Assistant Headteacher
All support staff posts	Headteacher and relevant line manager / TLR postholder

People / HR decision	Responsible route	Accountable / approval route	Assurance / control note
Recommending each school staffing structure	Headteacher	Executive Leadership	Trust Board by exception
Approving overall school staffing structure	Executive Leadership	Trust Board	P&C receives workforce/risk assurance
HR policies, contracts and equality duty compliance	Executive Leadership / HR	Trust Board, with P&C assurance	School Leadership implements locally
Staff representative bodies, unions and JCC	Executive Leadership / HR	P&C assurance; Trust Board for strategic decisions	School Leadership consulted where school impact
Appraisal of Executive Team	CEO / Chair route as agreed	Trust Board / Pay Committee where pay-related	P&C informed of strategic themes where appropriate
Appraisal of Headteachers, including pay recommendations	Executive Leadership	CEO / Trust Board or Pay Committee route as policy requires	Academy Committee consulted for local perspective where appropriate
Teacher and support staff salary recommendations	School Leadership	Executive Leadership within Pay Policy and budget	Pay/P&C assurance as appropriate
Suspend or dismiss CEO	Trust Board	Trust Board	Members informed where material
Suspend or dismiss Headteachers	Executive Leadership	CEO	HR/legal advice required
Suspend or dismiss teachers and support staff	School or Executive Leadership	Executive Leadership or CEO	In line with HR policy and panel requirements
Pay Policy and annual pay awards	Executive Leadership / Pay Committee	Trust Board	Academy Committees informed only
Additional payments to staff, including redundancy	Executive Leadership / Director of Finance / HR	Trust Board; DfE approval where required by ATH (over £50k)	Check special severance/compensation rules before commitment
Statutory HR and employment documents in each school	School Leadership	Executive Leadership	Academy Committee seeks local assurance; P&C monitors implementation

Ratification note: This annex intentionally separates operational authority from governance assurance. It should sit behind the simple RACI as a controlled operational appendix, reviewed annually and after any significant change to central team roles, school leadership structures, procurement thresholds, DfE guidance or employment legislation.

Appendix 4: Trustee Role Profile

Trustee Role Profile

Overview of Organisation and Role

About Inspire Learning Partnership

Inspire Learning Partnership have a shared aim of raising the educational outcomes of all children within the Trust. Never forgetting that children only get one chance at education we are driven by the commitment to improve children's life changes. Alf organisations within the Inspire Learning Partnership work together to provide high quality learning experiences for all their pupils in order that we transform lives and build futures.

It is led and managed by Primary School specialists with a wide range of school experience working in contextually different schools. It was founded because of our strong moral purpose to support schools to reach the outstanding level of education provided to some children but not all. It has at its core an understanding of the pressures of school leadership and how schools without effective leadership can become vulnerable to having little say in their strategic future. The Inspire Learning Partner provides a model in which schools cannot merely survive but thrive in the everchanging landscape of strategic school leadership. It does so in a way that enable schools join the Trust to share their expertise, their vision and directly influence the future direction of the Trust.

Our mission to transform lives and build futures is achieved through improving the educational outcomes for all children within the Trust. In doing so we will improve the quality of teaching, we will improve the curriculum, and we will improve the quality of leadership; all of these will enable children to achieve higher and go on to their next stage of education fully prepared and excited about their future learning. The Inspire Learning Partnership will consider wider outcomes for the children than the narrow easily measurable academic levels; clearly, they play an important part of a child's education, but we want to develop children who are independent and creative thinkers, resilient learners who are able to collaborate effectively with a growing sense of awe and wonder about their world and a developing emotional intelligence. The children in our Trust will develop these skills because they will be surrounded by adults with these skills.

Purpose of the Inspire Learning Partnership Board of Trustees

Inspire Learning Partnership is a multi-academy trust with several layers of governance.

Members, the Trust Board, the Executive Leadership Team and the Local Academy Committees. This reflects the academy trust's status as an education organisation, registered company and unregistered charity.

The Trust Board have three strategic responsibilities:

- Setting the vision, ethos and direction (i.e. the strategy) of the Trust;
- Holding the Executive Team to account as they deliver the strategy; and
- Overseeing the financial performance of the organisation and making sure its money is well spent.

ILP Governance Charter including Scheme of Delegation
Inspire Learning Partnership is a charitable company limited by guarantee registered in England and Wales with company number 9202445

In addition to these, Trustees are responsible for:

- Ensuring compliance with statutory regulations; and
- Setting the risk management strategy, reviewing the strategic risk profile and decision-making processes and reviewing the effectiveness of the risk management arrangements
- Strategic and statutory responsibility for safeguarding arrangements within the Trust
- Health and Safety
- Approval of staffing structures
- Ensuring that the Trust does not pay any cyber ransom demands

Board Ethos

The Board is committed to an ethos of transparency and inclusion. The Board adhere to the Seven Principles of Public Life — Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership.

Responsibilities

All Trustees are asked to meet the following responsibilities:

- To uphold the Board's ethos and values
- To champion the Trust Strategy
- To follow the duties held by academy trustees
- To make sufficient time available to exercise their duties
- To follow up promptly on all actions and requests
- To offer support and challenge to the Executive team
- To support risk management, safeguarding and data protection
- To use appropriate channels for communication and data sharing
- To promote and support the academy trust externally
- To share contacts and opportunities from within their network

Person Specification

Eligibility

Trustees must meet the eligibility criteria for academy trustees. Any trustee must be at least 18 years old and not be disqualified according to Charity Commission guidelines. These include unspent convictions for the specific offences, as well as financial and non-financial legal reasons.

General Experience, Knowledge and Skills

- Commitment to the vision and mission of Inspire Learning Partnership A willingness to bring your skills, perspective and experience to help our organisation develop.
- Ability to contribute to analysis and decision making.
- Excellent interpersonal and relationship skills.
- Strong judgement and analytical skills.
- Willingness to work within the governance framework within which academy trusts operate.

We are committed to an ethos of equity, diversity and inclusion throughout our organisation. We would particularly welcome applications for the Trustee role from candidates from under-represented backgrounds.

Specific Experience, Knowledge and Skills

Academy Trust Boards work best as a collective decision-making body when a range of skills and perspectives are represented.

Inspire Learning Partnership is committed to an ethos of diversity and inclusion throughout our organisation. We would particularly welcome applications for Trustee roles from candidates from under-represented backgrounds.

Trustee Commitment

Voluntary nature of Trustee role

The role is not accompanied by a financial remuneration, although reasonable travel expenses may be claimed in line with the Trustee Expenses Policy.

Appointment Term

Trustees are invited to serve an initial serve of four years, with the potential for a second term of four years if agreed as part of the Trustee term renewal process.

Time commitment

The Board of Trustees meets seven times per year. Trustees are also invited to join Committees of the Board in line with interest and skill sets.

Meetings are usually held in person at the Trust Head Office but can be held via video call if circumstances require.

Appendix 5: Risk and Audit Committee Terms of Reference

Audit, Risk, Business & Finance Committee

Terms of Reference and Rolling Programme of Business
Inspire Learning Partnership

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1. Purpose of the Committee

The Audit, Risk, Business & Finance Committee provides assurance and scrutiny to the Trust Board in relation to financial performance, financial sustainability, risk management, internal control, internal scrutiny, audit, estates, health and safety, procurement, information technology, data protection, compliance and value for money.

The Committee supports the Trust Board in discharging its responsibilities for the stewardship of public funds, effective risk management, regulatory compliance and the long-term sustainability of the Trust.

The Committee provides a single, integrated view of financial, operational and strategic risk, ensuring that emerging risks, assurance findings and compliance matters are appropriately scrutinised, challenged and escalated to the Trust Board.

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2. Membership

Voting members:

- 3 Trustees appointed by the Board, independent of day-to-day financial operations

Non-voting attendees:

- CEO (attends all meetings in an advisory capacity)
- Director of Finance – The Director of Finance will attend all meetings except where matters relating to their own performance, remuneration or conduct are being discussed.
- Director of Safeguarding and School Operations (as required)
- Internal and external auditors (for relevant items)

Membership principles:

- Only Trustees may be voting members
- Executive leaders attend in an advisory capacity and do not vote

ILP Governance Charter including Scheme of Delegation
Inspire Learning Partnership is a charitable company limited by guarantee registered in England and Wales with company number 9202445

- Staff with financial responsibilities may attend for information but are not members
- The Committee will undertake an annual review of member skills and training needs to ensure appropriate expertise in risk, audit, finance, compliance and governance
- At least one Committee member should have recent and relevant accountancy, auditing or assurance experience. Other members should receive appropriate financial training.

The Board may appoint a Digital Link Trustee to support strategic oversight of digital and technology standards.

This structure ensures appropriate independence in line with the Academy Trust Handbook.

3. Quorum

- 2 Trustees
- one of whom must be the Committee Chair

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4. Committee Chair

- Must be a Trustee
- Must not be the CEO or Chair of the Trust Board
- Elected annually by the Committee

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5. Responsibilities of the Committee

The Committee provides assurance to the Board across the following areas:

- Financial strategy and sustainability
- Budget setting and monitoring
- Financial controls and value for money
- Risk management
- Internal scrutiny
- Internal control
- External audit
- Estates and asset management
- Health and safety
- Cyber security and digital standards
- Data protection and GDPR
- Regulatory compliance
- Business continuity and resilience
- Sustainability and climate action planning

The Committee will consider, monitor, review, approve or recommend to the Board the following matters:

A. Financial Oversight and Sustainability

- Scrutinise the annual budget and three-year forecast before recommendation to the Trust Board.
- Monitor management accounts, reserves, cash flow and financial sustainability.
- Review financial performance and budget variances.

- Monitor value for money and benchmarking outcomes.
- Monitor delivery of Integrated Curriculum and Financial Planning (ICFP).
- Review procurement activity and contract management.
- Seek assurance that public funds are used effectively and in accordance with Managing Public Money.
- Monitor arrangements relating to executive pay, severance payments and other transactions requiring DfE approval.

B. Risk Management

- Oversee the Trust's Risk Management Framework
- Review and challenge the Trust-wide risk register
- Monitor management of key risks across the full operations of the Trust including financial, operational, educational, estates, safeguarding, cyber and reputational risks
- Ensure risk mitigation plans are in place and implemented
- Review risk reports from the Executive Leaders
- Consider risks linked to strategic opportunities, partnerships or growth
- Monitor emerging and horizon-scanning risks.
- Escalate significant risks to the Trust Board.
- Ensure effective risk reporting across all Board Committees.

C. Internal Scrutiny

- Approve the annual programme of internal scrutiny.
- Ensure internal scrutiny is independent and risk-based.
- Monitor completion of recommendations.
- Review annual assurance reports.
- Commission additional assurance reviews where required.
- Ensure findings can be provided to DfE where required.

D. External Audit

- Oversee the external audit of the Annual Accounts
- Review audit scope and plans
- Review annual accounts before Board approval.
- Review management letters and responses.
- Monitor implementation of recommendations.

- Review auditor independence and effectiveness.
- Recommend appointment or reappointment of auditors to Members and the Trust Board as appropriate.

E. Internal Control and Compliance

- Review the effectiveness of internal control systems
- Review financial procedures and delegation arrangements
- Monitor fraud prevention and whistleblowing arrangements.
- Monitor compliance with the Academy Trust Handbook.
- Monitor compliance with DfE reporting requirements.
- Review governance publication requirements.
- Review conflicts of interest and related party transaction arrangements.
- Monitor compliance with procurement requirements including supply staffing, energy and management information systems requirements.
- Monitor compliance with annual publication requirements, including the trust's statement on the distribution of funding across schools.

F. Estates, Health & Safety and Sustainability

- Monitor estates strategy and asset management planning.
- Review the condition of the estate.
- Monitor major capital projects.
- Monitor health and safety performance.
- Review business continuity arrangements.
- Review climate action planning and sustainability priorities. Receive annual assurance regarding the Trust Sustainability Strategy and Climate Action Plan, including progress against agreed objectives and statutory requirements.
- Monitor implementation of DfE Estate Management Standards
- Receive annual assurance against the DfE Estate Management Standards and seek assurance that identified priorities and actions are being appropriately monitored and implemented.

G. Digital, Cyber and Data Protection

- Monitor cyber security and resilience.
- Receive annual assurance against the DfE Digital and Technology Standards and seek assurance that digital infrastructure, cyber security, filtering and monitoring arrangements remain effective.

- seek assurance that filtering and monitoring arrangements meet statutory requirements and are fully effective across the Trust.
- Review GDPR and data protection assurance.
- Monitor IT strategy and major digital risks
- Seek assurance that the Trust complies with the Academy Trust Handbook prohibition on paying cyber ransom demands

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H. Business Continuity and Operational Resilience

- Review business continuity arrangements.
- Monitor operational resilience.
- Review emergency planning arrangements.
- Monitor significant incidents and lessons learned.
- Seek assurance that critical services can continue during disruption.

I. Cross-Committee Assurance

- Receive escalated risk and assurance matters from the Education Performance & Standards Committee and the People & Culture Committee.
- Maintain oversight of Trust-wide risk themes.
- Ensure alignment between educational, operational, workforce and financial risks.
- Provide the Trust Board with a consolidated view of assurance across the Trust.
- Avoid duplication of committee oversight and assurance activity.

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6. Key Themes for Committee Monitoring

The Committee structures its monitoring around four themes:

1. Clarity – Headline Risk Measures

Key indicators including financial resilience, compliance, audit outcomes, estates condition, cyber security and safeguarding-related operational risks.

2. Goals and Gaps

Comparison of expected standards with current performance and identification of gaps.

3. Key Actions

Monitoring the implementation and impact of mitigation actions and audit recommendations.

4. Impact Assessment

Evaluating anticipated and actual impact to determine if further action or escalation is required.

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7. Standing Governance Responsibilities

- Approve minutes and monitor matters arising
- Monitor Committee attendance
- Record declarations of interest
- Review the Risk and Audit Dashboard and supporting assurance reports
- Conduct an annual review of Committee effectiveness
- Conduct an annual review of these Terms of Reference
- Conduct an annual review of the Rolling Programme of Business
- Provide:
    - a termly report to the Trust Board
    - an annual report to Members at the AGM
- Ensure Committee members complete annual training in line with Trust requirements and expectations set out in the Handbook

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8. Rolling Programme of Business

December Meeting

Primary Focus: Annual Accounts, External Audit and Year-End Assurance

External Audit

- Audit findings
- Draft Annual Accounts
- Regularity statement
- Management letter and management responses
- Recommendation to the Trust Board
- Auditor performance and independence review

Internal Scrutiny

- Annual internal scrutiny report

- Progress against previous recommendations
- Review of assurance findings
- Internal scrutiny action plan

Financial Performance

- Prior year financial outturn
- Review of reserves position
- Cash flow position
- Financial benchmarking and value for money review
- Trust financial health dashboard

Risk Management

- Annual review of the Trust Risk Register
- Review of key strategic risks
- Financial risks
- Estates risks
- Safeguarding-related operational risks
- Cyber security risks
- Workforce risks

Compliance

- Academy Trust Handbook compliance update
- Governance publication compliance
- Review of statutory returns and submissions
- Conflicts of interest register review
- Annual funding distribution statement compliance review – must be published on the website by 31 January each year

Digital, Cyber and Data Protection

- Annual DfE Digital and Technology Standards assurance report
- Filtering and monitoring assurance
- Cyber security annual update and key risks

Standing Items

ILP Governance Charter including Scheme of Delegation
Inspire Learning Partnership is a charitable company limited by guarantee registered in England and Wales with company number 9202445

- Minutes
- Declarations of interest
- Attendance
- Matters arising
- Committee assurance report to Trust Board

January Meeting

Primary Focus: Financial Sustainability, Budget Monitoring and Operational Assurance

Financial Oversight

- Management accounts
- Budget monitoring
- Variance analysis
- Three-year forecast update
- Reserves strategy review
- Cash flow projections
- Going concern assessment
- Financial sustainability review

Procurement and Value for Money

- Procurement compliance review
- Significant contracts and tenders
- Related party transactions
- Value for money review
- Benchmarking comparisons

Estates and Sustainability

- Estates condition update
- Capital projects update
- Asset management planning
- Estate Management Standards review

ILP Governance Charter including Scheme of Delegation
Inspire Learning Partnership is a charitable company limited by guarantee registered in England and Wales with company number 9202445

- Sustainability and Climate Action Plan update

Risk Management

- Updated Trust Risk Register
- Emerging risks and horizon scanning
- Review of mitigation actions
- Cross-committee risk escalations

Compliance

- Website compliance review
- Funding agreement compliance
- Procurement Act compliance review

Standing Items

- Minutes
- Declarations of interest
- Attendance
- Matters arising
- Committee assurance report to Trust Board

March Meeting

Primary Focus: Internal Control, Business Continuity and Compliance

Internal Control

- Internal control assurance report
- Financial controls review
- Scheme of Delegation compliance
- Fraud prevention arrangements
- Whistleblowing arrangements

Internal Scrutiny

- In-year scrutiny reports
- Progress against recommendations
- Review of future scrutiny priorities

Digital, Cyber and Data Protection

- Cyber security assurance
- GDPR and data protection update
- IT resilience review
- Digital and Technology Standards progress update (exceptions only)

Business Continuity and Health & Safety

- Business continuity arrangements
- Operational resilience review
- Health and safety performance
- Critical incident review
- Estates compliance assurance

Compliance

- Regulatory compliance review
- DfE policy updates
- Academy Trust Handbook compliance review

Standing Items

- Minutes
- Declarations of interest
- Attendance
- Matters arising
- Committee assurance report to Trust Board

June Meeting

Primary Focus: Budget Approval, Strategic Planning and Future Assurance

Financial Planning

- Recommended annual budget
- Three-year financial forecast
- Funding assumptions
- Integrated Curriculum and Financial Planning (ICFP)

- School resource allocation review
- Financial risks for the forthcoming year

Internal Scrutiny

- Approve next year's internal scrutiny programme
- Review effectiveness of current programme
- Scrutiny provider review
- Annual assurance mapping review

Strategic Risk Review

- Summer update of the Trust Risk Register
- Review of risk appetite
- **Deep dive into:**
    - Financial sustainability
    - Estates and asset management
    - Cyber security and digital resilience
    - Safeguarding-related operational risks
    - Workforce risks

External Audit Planning

- External audit plan for the forthcoming year
- Audit timetable
- Audit readiness review

Governance Requirements

- Annual committee effectiveness review
- Committee skills audit and training review
- Review of Terms of Reference
- Review of Rolling Programme of Business

Standing Items

- Minutes
- Declarations of interest
- Attendance

- Matters arising
- Annual assurance report to Trust Board

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9. Document Control

Agreed by the Committee: DATE
Ratified by the Trust Board: DATE
Next review due: DATE

Appendix 6: People & Culture Committee Terms of Reference

PEOPLE AND CULTURE COMMITTEE

TERMS OF REFERENCE

- To support and challenge the Trust to become the employer of choice by:
- Ensuring that rigorous and transparent employee policies, procedures and systems, in line with relevant employment legislation, are in place and are kept under review, including but not limited to recruitment, terms and conditions of employment, induction, pay, pensions, promotion, training, grievances, discipline, capability, performance development framework, employee relations and succession planning;
- Identifying external and internal developments and drivers which are relevant to the Trust's success to help inform its strategic people priorities;
- Having oversight of the Trust People Strategy including;
    - Annually reviewing existing talent, producing a robust succession plan and high potential list ensuring the Trust has top talent in critical roles and internal talent pipelines are being developed with a focus on enhancing capability.
    - To encourage innovation with respect to the Trust's employment policies;
    - To review and develop the Trust's approach to the systems for performance management and reward;
    - To monitor and evaluate the Trust's staff development policies and to promote relevant developmental opportunities for staff;
    - To oversee the staff consultative process with the recognised trade unions and to advise ILP Trust Board accordingly;
    - To keep under review arrangements for monitoring staff attitudes and opinions;
    - In collaboration with the Education and Standards Committee to sponsor programmes of action in support of EDI;(Equality, Diversity and Inclusion) To serve as an escalation point for major operational risks that are unable to be effectively managed/resolved within the relevant sub-area of HR;
    - To refer matters to the ILP Trust Board or other committees as appropriate;
    - To recommend major decisions relating to the HR portfolio to the ILP Trust Board

Approved by the committee: 12.11.2025

Ratified by Board of Trustees on: 08.12.2025

Next Review Date: July 2026

Appendix 7: Education Performance and Standards

Education Performance & Standards Committee

Terms of Reference

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1. Purpose of the Committee

The Education Performance & Standards Committee provides assurance to the Trust Board on the quality of education across all ILP schools. The Committee scrutinises pupil outcomes, curriculum quality, teaching and learning, safeguarding-related compliance, leadership capacity and the impact of the Trust's improvement strategies.

As a small trust of five schools, the Committee applies proportionate, high-quality, evidence-informed oversight that maintains clarity of accountability while supporting the Executive to secure sustained improvement.

The Trust Board remains jointly and collectively responsible for educational performance. These Terms of Reference outline the specific functions delegated to this Committee.

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2. Membership

- **2 Trustees** (voting members)
- **CEO** (ex-officio, voting)
- **Executive Headteacher / Headteacher Lead for Learning and Teaching/Director of Safeguarding & School Operations** (non-voting)
- **Other senior leaders** may attend by invitation (non-voting)

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3. Quorum

- **2 Trustees**
- one of whom must be the **CEO or their appointed representative**

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4. Committee Chair

- The Chair must be a **Trustee** and is elected annually by the Committee

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5. Responsibilities of the Committee

The Committee is responsible for oversight of the Trust's:

- Provision of Education
- Educational Standards
- Educational Performance
- Strategic Themes and KPIs
- Education Risks from the Trust's Risk Management Framework
- Education Policies delegated through the Trust's Policy Framework
- Educational Leadership and Academy Governance

Within these areas the Committee will consider, determine, monitor, review, approve or recommend to the Trust Board the following:

A. Provision of Education

- Ensure delivery of an effective broad and balanced curriculum in each school within available resources
- Scrutinise Trust- and school-level strategies and school improvement plans, informed by feedback and outcomes from the Trust Executive and Local Academy Committees and hold Local Academy Committees to account for their delegated responsibilities Review pupil admissions patterns and contextual trends across the Trust
- Scrutinise exclusions (fixed-term and permanent) and monitor patterns, proportionality and equity

B. Educational Standards

- Review annual outcomes, trends and lessons learned across EYFS, Phonics, KS1 and KS2
- Evaluate the Executive Team's assessment of school performance including improving or declining trajectories
- Agree or comment on Trust performance targets including Phonics, KS2 and attendance
- Monitor Trust-wide attainment, progress and projections ensuring alignment with **Vision 2030** and the **BHAG (90% ARE by 2030)**
- Scrutinise the impact of funded strategies including Pupil Premium, Recovery Funding and Sports Premium
- Review the attainment and progress of all pupil groups including SEND and disadvantaged pupils
- Monitor Trust-wide approaches to inclusion, SEND, attendance, behaviour, suspension and exclusion trends, and equality of opportunity.

C. Educational Performance

- Review outcomes and findings from internal reviews, external peer reviews, Ofsted inspections, DfE or RISE Adviser visits and other quality assurance processes
- Scrutinise the quality of teaching, learning and assessment using triangulated evidence
- Monitor the impact of interventions at Trust and school level with a focus on early intervention and inclusion

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D. Strategic Themes and KPIs

The Committee oversees educational performance against ILP's strategic priorities and Vision 2030 including:

Big Move 1: Securing the Highest Outcomes for All

(teaching and learning, assessment, curriculum and adaptive pedagogy)

Big Move 2: Being the Employer of Choice

(CPD, coaching, staff pathways and wellbeing influences on educational quality)

Big Move 3: Fulfilling Potential and Influencing the System

(external partnerships, hubs and system leadership)

Big Move 4: Securing a Brighter, Greener Future

(eco-curriculum (within PSHE) and pupil leadership where relevant to education)

Big Move 5: Serving Our Communities

(attendance, enrichment, cultural capital, early help and family partnerships)

The Committee will:

- Monitor KPIs associated with these strategic priorities
- Identify strong practice and support its dissemination across ILP schools

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E. Education Risks

- Review education-related risks at every meeting using RAG-rated analysis
- Monitor risks related to:
    -
    - Inclusion
    - Curriculum and teaching
    - Achievement
    - Attendance and behaviour

    - Personal development and well-being
- Early years Agree mitigating actions with the Executive Team for any school at risk
- Identify "Great Schools" and ensure their effective practice is shared across the Trust

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F. Education Policies

- Approve education-related policies delegated to the Committee through the Trust's Policy Framework including:
    - Curriculum
    - Assessment
    - SEND
    - Behaviour
    - Equal Opportunities
- Monitor implementation and impact across all schools

G. Educational Leadership and Academy Governance

- Have delegated responsibility for **Principal** appointments, leadership induction, succession planning and leadership capacity
- Monitor the educational impact of any staffing restructures
- Review governance effectiveness at academy level including Local Academy Committees
- Monitor the impact of any formal governance interventions such as Transformation Boards
- Evaluate leadership capacity and its contribution to improving standards

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H. Compliance and Safeguarding-Linked Education Matters

- Monitor compliance with statutory curriculum requirements including RSE and online safety
- In conjunction Local Academy Committees ensure all school websites meet statutory requirements through regular spot checks
- Monitor attendance strategy, targets and patterns across the Trust
- Review safeguarding training compliance where it relates to curriculum or educational provision

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I. Professional Development

- Review performance management processes for teaching staff
- Monitor the Trust-wide CPD offer and its impact on practice

- Review the contribution of ILP's People Strategy, DEIB framework and leadership development pathways
- Monitor the effectiveness of the Executive Team's support in driving school improvement

---

7. Key Themes for Committee Monitoring

To strengthen strategic oversight the Committee will structure its monitoring and challenge around the following themes:

1. Clarity – Headline Measures

Maintaining a clear view of core education indicators including attainment, progress, attendance, behaviour, curriculum quality, teaching quality and inclusion

2. Goals and Gaps

Confirming Trust and school-level goals including Vision 2030 milestones, reviewing current performance, identifying gaps and challenging variance

3. Key Actions

Monitoring implementation and effectiveness of Trust and school-level improvement actions, interventions, leadership support and CPD

4. Impact Assessment

Evaluating anticipated and actual impact, identifying variance and determining whether further action, support or challenge is required

---

8. Standing Governance Responsibilities

- Approve minutes and monitor matters arising
- Monitor attendance at Committee meetings
- Record declarations of interest
- Review the Management Information Pack (Education Dashboard)
- Conduct an annual review of:
    - Committee effectiveness
    - Terms of Reference
    - Rolling Programme of Business
- Provide:
    - A termly written report from the Committee Chair to the Trust Board
    - An annual report to Members at the AGM

Approved by the committee: 20.11.2025

Ratified by Board of Trustees on: 08.12.2025

Next Review Date: July 2025

Appendix 8: Local Academy Committee Constitution and Terms of Delegation

Local Academy Committee Constitution and Terms of Delegation

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1. Status and Purpose

The Local Academy Committee ("the Committee") is a committee of the Trust Board established in accordance with the Trust's Governance Charter, Scheme of Delegation and Articles of Association.

The Committee exists to ensure governance remains close to the point of impact, providing local insight, stakeholder voice and contextual understanding that strengthens Trust-wide assurance and accountability.

The purpose of the Committee is to provide assurance to the Trust Board through the Trust's three assurance pillars:

- Standards
- Safeguarding
- Stakeholders

The Committee provides assurance through insight, triangulation and local intelligence which complements the scrutiny undertaken by Trust Board Committees.

Local Academy Committees provide assurance through insight; Trust Board Committees provide assurance through scrutiny.

The Committee does not manage the operational running of the Academy. Responsibility for operational leadership remains with the Headteacher and executive leaders.

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2. Constitution

The Committee is established by the Trust Board and operates under delegated authority from the Board.

The Committee shall:

- Operate in accordance with the Trust's Governance Charter and Scheme of Delegation.
- Act at all times in the best interests of the Trust and its pupils.
- Support the Trust Board through the provision of local assurance and strategic challenge.
- Exercise only those powers specifically delegated by the Trust Board.

The Trust Board may amend, remove or vary these arrangements at any time.

3. Membership

The membership of the Committee shall be determined by the Trust Board and should reflect a balance of:

- Parent voice
- Staff voice
- Community representation
- Skills, knowledge and experience relevant to governance

All members are appointed as Local Academy Committee Members of the Trust Board Committee regardless of their route to appointment.

Membership Principles

Members:

- Act collectively in the interests of all pupils and the Trust.
- Support and challenge appropriately.
- Maintain confidentiality where required.
- Avoid conflicts between personal interests and governance responsibilities.
- Contribute to effective assurance and accountability.

Parent and staff members are not appointed to represent stakeholder groups. Their role is to contribute objectively to governance, assurance and decision-making.

Ex-Officio Attendees

The following may attend Committee meetings:

- Headteacher
- Chief Executive Officer or representative.

Should the Chief Executive Officer attend or a representative they are not part of the quoracy of the meeting.

Other Attendees

The Committee may invite:

- Senior leaders
- Trust representatives
- Professional advisers
- Subject specialists

to attend meetings when appropriate.

Membership and skills shall be reviewed annually.

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4. Chair and Vice-Chair

The Trust Board shall appoint a Chair in accordance with the Trust's governance arrangements.

The Chair:

- Must not be employed by the Trust.
- Leads the work of the Committee.
- Ensures meetings remain focused on strategic assurance.
- Ensures alignment with the Trust's Standards, Safeguarding and Stakeholders framework.
- Acts as the principal link between the Committee and the Trust Board.
- Supports effective challenge and accountability.

The Vice-Chair shall undertake these responsibilities in the absence of the Chair.

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5. Meetings and Quorum

The Committee shall meet five times each academic year.

Additional meetings may be arranged where necessary.

A meeting shall be quorate when at least:

- Three Local Academy Committee Members are present;
- One is the Chair or Vice-Chair; and
- One is a non-staff member.

The Clerk shall support the Committee and maintain accurate records of proceedings.

6. Delegated Authority

The Committee acts on behalf of the Trust Board within the scope of authority delegated to it.

The Committee is authorised to:

- Seek assurance regarding Standards, Safeguarding and Stakeholder engagement.
- Receive reports and information from academy and Trust leaders.
- Escalate concerns and risks to the Trust Board.
- Monitor local implementation of Trust policies and Trust strategy.

- Provide contextual intelligence and local insight.
- Support effective stakeholder engagement.
- Maintain oversight of local risks and emerging issues.

The Committee shall not:

- Exercise powers reserved to Members or Trustees.
- Direct or manage academy operations.
- Exercise financial authority unless specifically delegated.
- Employ, discipline or manage staff.
- Establish local policies where policy responsibility is reserved to the Trust Board.

---

7. Standards, Safeguarding and Stakeholders Assurance Framework

The Committee provides assurance through the triangulation of:

- Policy (Trust expectations)
- Practice (school implementation)
- Experience (stakeholder voice)

The Committee focuses on local intelligence, context and lived experience.

Standards

The Committee will:

- Seek assurance regarding the quality of education.
- Consider pupil outcomes and performance information.
- Review behaviour, attendance and inclusion.
- Consider pupil, parent and staff experience.
- Identify gaps between reported performance and lived experience.
- Escalate concerns where further scrutiny is required.

The Committee will not duplicate scrutiny undertaken by the Education Performance and Standards Committee.

Safeguarding

The Committee will:

- Seek assurance that safeguarding arrangements are effective.

- Consider safeguarding culture and awareness.
- Review evidence from policy, practice and stakeholder feedback.
- Assure itself that pupils feel safe.
- Challenge where concerns or inconsistencies arise.
- Escalate safeguarding concerns through established reporting routes.

The Committee's focus is on safeguarding culture, behaviour and experience, not solely compliance.

Stakeholders

The Committee will:

- Seek assurance that stakeholder voice is effectively gathered and acted upon.
- Consider pupil, parent, staff and community feedback.
- Promote inclusion, belonging and community confidence.
- Identify emerging concerns and reputational risks.
- Ensure stakeholder engagement supports Trust priorities.

Stakeholder voice is recognised as a formal component of the Trust's assurance framework.

Integrated Assurance

The Committee will:

- Consider themes across Standards, Safeguarding and Stakeholders.
- Identify emerging risks and patterns.
- Provide holistic assurance using a range of evidence sources.
- Highlight gaps between Trust expectations and local experience.

Community Engagement

The Committee will:

- Promote positive relationships between the academy and its community.
- Act as ambassadors for the Trust.
- Understand local context and community needs.
- Provide insight regarding culture, inclusion and community confidence.

8. Risk Management and Escalation

The Local Academy Committee forms part of the Trust's risk and assurance framework.

The Local Academy Committee will review local risks, emerging concerns and weak signals and seek assurance that these are reflected appropriately within the Trust's risk reporting arrangements.

The Register will:

- Identify local and emerging risks.
- Capture issues arising through the three assurance pillars.
- Support effective monitoring and escalation.
- Provide assurance that appropriate mitigations are in place.

The Committee does not manage operational risks directly but assures itself that risks are being recognised, mitigated and escalated appropriately.

The Committee shall escalate:

- Significant safeguarding concerns.
- Serious stakeholder issues.
- Reputational concerns.
- Risks requiring Trust-level intervention.

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9. Governance Responsibilities

At each meeting the Committee shall:

- Approve minutes.
- Review actions and matters arising.
- Receive declarations of interests.
- Monitor attendance and participation.
- Receive safeguarding updates.
- Review local risks and emerging issues.
- Consider assurance across the three assurance pillars.
- Identify matters requiring escalation.

The Committee shall also:

- Undertake an annual self-evaluation.
- Review its effectiveness.
- Review these Terms of Delegation annually.
- Ensure members undertake appropriate training.
- Submit assurance reports to the Trust Board.

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10. Annual Cycle of Business

The Committee shall meet five times per academic year:

- Autumn Term 1
- Autumn Term 2
- Spring Term 1
- Spring Term 2
- Summer Term 2

The Committee's work will be structured around four key assurance questions:

Clarity

What is happening across Standards, Safeguarding and Stakeholders?

Goals and Gaps

Where is there a gap between Trust expectations and lived experience?

Actions

What actions are being taken to address identified issues?

Impact

What difference is this making for pupils, staff and the wider community?

At every meeting the Committee shall consider:

- Standards
- Safeguarding
- Stakeholders

Schedule 1: Delegated Responsibilities Matrix

Schedule 2: Membership, Appointment and Attendance Requirements

Schedule 3: Code of Conduct for Local Academy Committee's

Schedule 1: Delegated Responsibilities Matrix

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1. Purpose

This Schedule sets out the delegated responsibilities of the Local Academy Committee and should be read alongside the Inspire Learning Partnership Governance Charter, Scheme of Delegation, Articles of Association and all Trust policies.

The Local Academy Committee exercises only those responsibilities delegated to it by the Trust Board and provides assurance through the Trust's three assurance pillars:

- Standards
- Safeguarding
- Stakeholders

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2. Nature of Delegation

The Committee's role is primarily one of:

- Assurance
- Monitoring
- Challenge
- Escalation
- Stakeholder engagement

The Committee does not undertake operational management of the Academy and does not exercise any power reserved to the Members, Trustees, Trust Board Committees, Chief Executive Officer or Headteacher.

---

3. Delegated Responsibilities

The Committee shall:

Standards

- Seek assurance regarding the quality of education, curriculum delivery and pupil outcomes.
- Review local performance information and emerging trends.
- Consider attendance, behaviour and inclusion through a local lens.
- Provide challenge where performance concerns are identified.
- Escalate significant concerns to the Trust Board and Executive Team.

Safeguarding

- Seek assurance that safeguarding arrangements are effective and embedded.
- Monitor safeguarding culture and stakeholder confidence.
- Consider safeguarding reports presented by leaders.
- Ensure safeguarding remains a standing item at each meeting.
- Escalate concerns immediately through Trust reporting arrangements.

Stakeholders

- Seek assurance that stakeholder voice is effectively gathered and acted upon.
- Review pupil, parent, staff and community feedback.
- Monitor community confidence and reputation.
- Support meaningful engagement between the Academy and its communities.
- Escalate emerging concerns and reputational risks.

Risk

- Review and monitor the Local Risk Register.
- Seek assurance that risks are appropriately identified and mitigated.
- Provide challenge regarding risk management arrangements.
- Escalate significant risks requiring Trust intervention.

Governance

- Monitor attendance, training and effectiveness of Local Academy Committee Members .
- Review committee effectiveness annually.
- Submit assurance statements to the Trust Board.
- Monitor compliance with governance requirements.

---

4. Reserved Matters

The Committee may not:

- Amend Trust policies.
- Approve Trust budgets.
- Appoint or dismiss staff.

- Enter into contracts on behalf of the Trust.
- Exercise any authority specifically reserved to Members, Trustees or Trust Board Committees.
- Direct the operational management of the Academy.

Schedule 2: Membership, Appointment and Attendance Requirements

1. Membership

Membership of the Local Academy Committee shall be determined by the Trust Board.

The Committee should collectively reflect:

- Knowledge of the local community.
- Educational understanding.
- Relevant professional skills and experience.
- Parent and staff perspectives.
- Diversity of thought and experience.

All appointed individuals shall serve as Local Academy Committee Members and act in the best interests of the Trust as a whole.

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2. Appointment

Local Academy Committee Members shall be appointed in accordance with the Trust's Governance Charter, Scheme of Delegation and any relevant appointment procedures adopted by the Trust.

Parent Local Academy Committee Members

Parent Local Academy Committee Members shall normally be elected by parents of registered pupils at the School.

Where the number of nominations received is equal to or fewer than the number of vacancies available, nominees may be appointed without the need for a ballot, subject to ratification by the Local Academy Committee in accordance with the Trust's governance arrangements.

Staff Local Academy Committee Members

Staff Local Academy Committee Members shall normally be elected by eligible staff employed at the Academy.

Where the number of nominations received is equal to or fewer than the number of vacancies available, nominees may be appointed without the need for a ballot, subject to ratification in accordance with the Trust's governance arrangements.

Co-opted Local Academy Committee Members

The Headteacher shall identify and encourage suitable candidates to apply to become Local Academy Committee Members.

Applicants will be asked to complete an application form outlining the skills, experience and attributes they can bring to the role.

Applications will be submitted to the Trust Board, which is responsible for approving all appointments.

In making appointments, the Trust Board will seek to ensure that each Local Academy Committee has an appropriate balance of skills, experience, local knowledge and stakeholder insight.

Eligibility

Prior to appointment, all Local Academy Committee Members must:

- Be eligible to serve in accordance with relevant legislation and Trust requirements.
- Complete a declaration of interests.
- Undertake any required suitability and safeguarding checks.
- Agree to comply with the Trust's Code of Conduct and governance expectations.

---

3. Term of Office

The term of office for Local Academy Committee Members shall be determined by their category of membership as follows:

- The Chief Executive Officer shall serve as an ex-officio member for the duration of their appointment and therefore has an indefinite term of office.
- The Headteacher of the Academy shall serve as an ex-officio member for the duration of their appointment and therefore has an indefinite term of office.
- Co-opted Local Academy Committee Members, including the Chair and Vice-Chair, shall serve a four-year term of office.
- Parent Local Academy Committee Members shall serve a four-year term of office.
- Teaching Staff Local Academy Committee Members shall serve a two-year term of office.
- Support Staff Local Academy Committee Members shall serve a two-year term of office.

Upon expiry of a term of office, a Local Academy Committee may be re-elected or re-appointed, subject to the relevant appointment or election process and the needs of the Local Academy Committee.

Where a Local Academy Committee lor ceases to hold the position by virtue of which they serve (for example, a staff member leaving employment or a Headteacher leaving post), their membership of the Committee shall automatically cease from that date.

A casual vacancy arising during a term of office may be filled in accordance with the relevant appointment or election process. Any individual appointed to fill such a vacancy shall normally serve a full term from the date of appointment.

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4. Resignation

A Local Academy Committee lor may resign at any time by providing written notice to the Chair and Clerk.

The resignation shall take effect from the date agreed by the Trust Board or from the date specified in the written notice.

5. Removal from office

The Trust Board may remove a Local Academy Committee lor where it considers it appropriate to do so, including where an individual:

- Fails to comply with the Code of Conduct.
- Has a conflict of interest that cannot be effectively managed.
- Brings the Trust into disrepute.
- Becomes disqualified from governance service.
- Fails to attend meetings without good reason.

---

6. Attendance

Local Academy Committee Members are expected to:

- Attend all scheduled meetings wherever possible.
- Read papers in advance of meetings.
- Contribute constructively to discussions.
- Undertake agreed governance visits and activities.
- Participate in required induction and training.

Failure to attend three consecutive meetings without the consent of the Committee may result in the matter being referred to the Trust Board for consideration.

---

7. Training and Development

All Local Academy Committee Members shall:

- Complete Trust governance induction.
- Undertake safeguarding training as required by the Trust.
- Participate in ongoing governance development.
- Maintain sufficient knowledge and understanding to fulfil their role effectively.

---

8. Declaration of Interests

Local Academy Committee Members must:

- Complete an annual declaration of interests.
- Declare any pecuniary or non-pecuniary interests.
- Declare conflicts arising during meetings.
- Withdraw from discussions where a conflict of interest exists.

9. Code of Conduct

See Schedule 3: Local Academy Committee Code of Conduct

10.Vacancies

The Committee may continue to operate where vacancies exist, provided meetings remain quorate.

Any vacancy shall be reported to the Trust Board and filled in accordance with the Trust's appointment procedures.

Schedule 3: Local Academy Committee Code of Conduct

Local Academy Committee Code of Conduct

Purpose

The Local Academy Committee is appointed by the Trust Board to support effective governance by providing local insight, stakeholder voice and contextual understanding.

Local Academy Committee Members play an important role within the Trust's assurance framework by helping Trustees understand the lived experience of pupils, families, staff and communities, and by providing assurance through the Trust's three assurance pillars:

- Standards
- Safeguarding
- Stakeholders

As Local Academy Committee Members, we recognise that we are part of a wider Trust governance structure and that our role is to provide assurance, challenge constructively, identify emerging risks and support the continued success of every child and young person within Inspire Learning Partnership.

Our Standards of Conduct

Local Academy Committee Members are expected to uphold the highest standards of integrity, conduct and public service. In carrying out our role, we will model the values of Inspire Learning Partnership and demonstrate the Seven Principles of Public Life (the Nolan Principles).

These principles underpin all governance activity and should guide our decisions, behaviours and interactions with others.

- **Selflessness**

  We will act solely in the interests of pupils, families, communities and Inspire Learning Partnership. We will not use our position to gain financial or personal benefit for ourselves, our family, friends or associates.

- **Integrity**

  We will act with honesty and integrity, avoiding situations where our personal interests, relationships or loyalties could improperly influence our judgement or decision-making.

- **Objectivity**

  We will make decisions fairly, impartially and on merit, using evidence, professional judgement and the best interests of children and young people to guide our actions.

- **Accountability**

  We accept responsibility for our decisions, actions and conduct. We will submit ourselves to appropriate scrutiny and will be open to challenge from fellow Local Academy Committee Members , Trustees and stakeholders.

- **Openness**

  We will be transparent in our governance role and will be prepared to explain our decisions when appropriate. Information will only be withheld where confidentiality, safeguarding or legal requirements necessitate it.

- **Honesty**

  We will be truthful in all our dealings and will declare any interests, relationships or circumstances that might influence, or be perceived to influence, our judgement.

- **Leadership**

  We will lead by example, promoting the highest standards of governance, ethical conduct and professional behaviour. We will actively encourage others to uphold these principles and the values of Inspire Learning Partnership.

Living Our Values

As Local Academy Committee Members we recognise that governance is about more than compliance; it is about culture, relationships and trust.

We will therefore:

- Put children and young people first.
- Act with kindness, professionalism and respect.
- Promote inclusion, belonging and equality of opportunity.
- Welcome constructive challenge and diverse perspectives.
- Work collaboratively for the benefit of all schools within the Trust.
- Speak positively about the Trust and its schools whilst using appropriate governance channels to raise concerns.
- Champion continuous improvement and excellence.
- Maintain public confidence in the integrity of the Trust and its governance.

By accepting appointment as a Local Academy Committee Member, we agree to uphold this Code of Conduct and to conduct ourselves in a manner that reflects both the values of Inspire Learning Partnership and the Seven Principles of Public Life.

Our Role

As Local Academy Committee Members, we understand that:

- We are appointed to act in the best interests of the Trust and its pupils.
- We are not representatives of any particular group, even where elected by parents or staff.
- We have no authority to act individually unless specifically authorised to do so.
- We operate collectively as part of a committee of the Trust Board.
- We contribute local insight, stakeholder voice and contextual understanding.
- We provide assurance rather than operational management.
- We support and challenge school and Trust leaders appropriately.
- We identify, monitor and escalate risks where appropriate.

We will always respect the distinction between governance, assurance and operational leadership.

Commitment

We recognise that being an Local Academy Committee lor requires commitment, preparation and active participation.

We will:

- Attend meetings regularly and punctually.
- Read papers in advance of meetings.
- Contribute constructively to discussions and decision-making.
- Ask questions that support effective assurance and accountability.
- Participate in visits, training and development activities where appropriate.
- Maintain sufficient knowledge of education, safeguarding and governance matters to fulfil our responsibilities effectively.
- Notify the Chair and Clerk promptly if unable to attend a meeting.

Conduct and Behaviour

We will:

- Act with courtesy, professionalism and respect at all times.
- Listen to differing views and consider alternative perspectives.
- Challenge constructively and respectfully.
- Treat all individuals fairly and without discrimination.
- Promote positive and productive working relationships.
- Support collective decisions once made.

- Respect the role of the Chair in leading meetings and maintaining effective governance.

We will not:

- Behave in a manner that could damage the reputation of the Academy, Trust or governance structure.
- Use inappropriate, offensive, discriminatory or intimidating language or behaviour.
- Pursue personal agendas.
- Seek to influence operational matters outside our delegated role.

Working with Others

We will seek to develop positive and effective relationships with:

- Local Academy Committee Members
- Trustees
- School leaders
- Staff
- Parents and carers
- Pupils
- Trust colleagues
- External partners
- The wider community

We recognise that effective governance relies upon trust, openness and mutual respect.

Confidentiality

We understand that effective governance depends on trust and appropriate confidentiality.

We will:

- Respect the confidentiality of discussions and papers where required.
- Maintain confidentiality relating to pupils, families, staff and other individuals.
- Exercise discretion when discussing Trust or Academy matters outside meetings.
- Use information only for the purpose for which it was provided.
- Comply with all relevant data protection requirements.

We will not disclose confidential information unless authorised or required to do so by law.

Conflicts of Interest

We will act at all times in the best interests of Inspire Learning Partnership and its pupils.

We will:

- Declare all relevant interests and connections.
- Complete annual declarations of interests.
- Declare any actual, potential or perceived conflicts as soon as they arise.
- Withdraw from discussions or decisions where a conflict exists.
- Avoid situations where personal interests could influence judgement.

We recognise that transparency protects both individual Local Academy Committee Members and the Trust.

Social Media and Public Conduct

When using social media, online platforms or engaging with the wider community, we will:

- Act professionally and responsibly.
- Protect confidential information.
- Respect collective decisions.
- Avoid commenting on matters that are confidential, contentious or subject to formal processes.
- Avoid presenting personal views as those of the Trust or Academy unless authorised to do so.

We recognise that our conduct outside meetings can affect the reputation of the Trust.

Safeguarding

As Local Academy Committee Members , safeguarding is everyone's responsibility.

We will:

- Maintain an awareness of safeguarding responsibilities.
- Undertake required safeguarding training.
- Ensure safeguarding remains a key area of assurance.
- Act immediately if concerns are raised about the safety or welfare of a child or young person.
- Promote a culture where children feel safe, heard and valued.

Collective Responsibility

We recognise that governance is a collective endeavour.

We will:

- Support the effectiveness of the Academy Committee.

- Respect collective decisions once made.
- Work collaboratively with fellow Local Academy Committee Members .
- Focus on what is best for children, young people and the wider Trust community.
- Take responsibility for our own development and contribution.

Breaches of the Code

Where concerns arise regarding the conduct of an Local Academy Committee lor, these should normally be raised with the Chair.

Concerns relating to the Chair should be raised with the Vice-Chair and/or the Trust Governance Professional.

The Trust Board may investigate alleged breaches of this Code and determine any appropriate action in accordance with the Governance Charter and Trust governance procedures.

Annual Declaration

To ensure the highest standards of governance, all Local Academy Committee Members are required to review this Code of Conduct annually and confirm their agreement to comply with its requirements.

Each Local Academy Committee lor must formally acknowledge their acceptance of this Code through GovernorHub (or any replacement governance platform designated by the Trust) at the beginning of each academic year and upon appointment.

By confirming acceptance, Local Academy Committee Members agree to:

- Uphold the values of Inspire Learning Partnership.
- Act in accordance with the Seven Principles of Public Life (the Nolan Principles).
- Comply with the requirements set out in this Code of Conduct.
- Maintain the highest standards of integrity, professionalism and behaviour in their governance role.
- Act at all times in the best interests of the Trust and its pupils.

Failure to complete the annual declaration may be referred to the Chair and Trust Governance Professional and may be taken into consideration as part of the Trust's governance compliance and effectiveness arrangements.

Declaration of Acceptance

By recording my acceptance on GovernorHub, I confirm that I have read, understood and agree to comply with the Inspire Learning Partnership Local Academy Committee Code of Conduct.

Appendix 9: Role Specification – Local Academy Committee SEND Champion

Role Specification

Local Academy Committee SEND Champion

As an Local Academy Committee lor you will have accepted and signed the Local Academy Committee lor Code of Conduct.

By agreeing to take on the role of SEND Local Academy Committee lor you are required to confirm your understanding of, and accept the expectations of, the role.

Purpose

To understand, challenge, monitor and review SEND provision across the school.

Specific Responsibilities

- Be the lead person on the AC, who understands the requirements of the SEND Code of Practice, including the 'The Children and Families Act 2014' and in doing so, champions the legal compliance and culture of inclusion for all.
- Support the work of the SENCO to be assured that the school meets its statutory duties and has a consistently effective and inclusive culture.
- To seek assurance by meeting with the SENCO and any other relevant other staff at least termly.
- To monitor the deployment of resources allocated to SEND.
- Report back to AC meetings in order to facilitate the scrutiny and impact of the schools' work on SEND and ensure compliance with statutory duties. Ensure that any SEND note of visits are received by the AC and that the SEND action plan is reviewed termly.
- Ensure that any deficiencies in SEND are brought to the AC for discussion and seek appropriate assurance that staff are taking action.
- Seek assurance that the localised Trust SEND, accessibility and equalities policies, are being followed in practice.
- In liaison with the SENCO, seek assurance that the training programme for staff, AC members and volunteers (as applicable), reflects the needs of the school and statutory regulations.
- To know what systems are in place in the school for identifying pupils with SEND and evaluating their progress and attainment
- Ensure that attainment and progress data for pupils with SEND, is received and analysed by the AC on a termly basis to identify trends and areas for action.
- To know how the interventions and additional resources impact on the outcomes for pupil, so that academic progress is accelerated and there are no gaps in attendance
- To be assured that the school has effective protocols for involving the pupil, their parents/carers in planning and evaluating interventions and support given.
- To ensure the school revises and updates the school's SEND information report to reflect the changing nature of SEND cohorts and this report is ratified annually by the full AC and made available on the school website.

The SEND champion should only have access to anonymised pupil, staff and parent information. They seek assurance that systems are in place and are compliant – they do not undertake any checks themselves.

Appendix 10: Role Specification – Local Academy Committee Health & Safety Champion

Role Specification

Local Academy Committee Health & Safety Champion

As an Local Academy Committee lor you will have accepted and signed the Local Academy Committee lor Code of Conduct.

By agreeing to take on the role of Health and Safety Local Academy Committee lor you are required to confirm your understanding of and accept the expectations of the role.

Purpose

To support and seek assurance that the school has all processes and paperwork in place to ensure total compliance with government legislation and also adherence to Trust expectations set out in the Trust Health and Safety Statement.

Specific Responsibilities

- Seek assurance that the Headteacher/ Site Manager and/or Caretaker are undertaking termly health and safety inspections of premises.
- Attend appropriate training (and INSET days on invitation).
- Keep up to date with current legislation relating to health and safety matters received in school or other publications.
- Assist in monitoring and reviewing of the school's health and safety policy and ensure this is completed annually.
- See assurance that risk assessments are carried out as set out in the health and safety policy and that they are reviewed annually and are fit for purpose.
- Ensure that health & safety orders are received by the Local Academy Committee and are considered as part of the safeguarding culture and compliance of the school
- Report back to the Local Academy Committee following focused visits to school using agreed protocol on visit.

Appendix 11: Role Specification – Local Academy Committee Pupil Premium Champion

Role Specification

Local Academy Committee Pupil Premium Champion

As an Local Academy Committee lor you will have accepted and signed the Local Academy Committee lor Code of Conduct.

By agreeing to take on the role of Pupil Premium Local Academy Committee lor you are required to confirm your understanding of and accept the expectations of the role.

Purpose

To understand relevant school pupil performance data that shows progress of different groups over time and to the hold the school to account for ensuring that all available funding is used effectively to close the attainment between children who are in receipt of pupil premium funding and those who are not.

Specific Responsibilities

- Be familiar with the concept of the pupil premium; what it is, why it has been set in place, how it is allocated, how it is calculated, which groups of pupils attract the premium.
- Know basic pupil premium facts for the school; how many pupils attract the premium, how this figure compares with other local and similar schools, how the money is spent.
- Understand relevant school pupil performance data that shows progress of different groups over time and make comparisons with other groups.
- Seek assurance that pupil premium funding is having an impact on the required group of pupils. Improving their outcomes in the widest sense.
- Report back to the Local Academy Committee of the school's use of the pupil premium

Appendix 12 Role Specification – Local Academy Committee Safeguarding and Child Protection Champion

Role Specification

Local Academy Committee Safeguarding and Child Protection Champion

- Be the lead person on the Local Academy Committee who understands the safeguarding requirements of Keeping Children Safe in Education and in doing so, champions the culture of safeguarding by ensuring that every aspect of school life is viewed through a safeguarding lens.
- Support the work of the designated safeguarding lead to be assured that the school has a consistently effective safeguarding culture. This must include ensuring that the school provides help and support to meet the needs of children as soon as problems emerge.
- Seek assurance by meeting with the designated safeguarding lead and any other relevant other staff at least termly. Ensure that through these meetings, the DSL has sufficient time and resource to undertake their role.
- Report back to AC meetings to facilitate the scrutiny and impact of safeguarding and ensure compliance with statutory duties. Ensure that safeguarding note of visits are received by the Local Academy Committee and the safeguarding action plan is reviewed termly.
- Ensure that safeguarding deficiencies are brought to the AC for discussion and seek appropriate assurance that staff are taking action.
- Seek assurance that the localised Trust safeguarding and child protection policy is being followed in practice.
- In liaison with the DSL, seek assurance that the training programme for staff, AC members and volunteers, reflects the needs of the school and statutory regulations.
- Ensure that the safeguarding and Prevent training for all AC members is up to date.
- Seek assurance that the Trust audits (and LA s175 where applicable) are completely accurately and submitted by the DSL on time. Keep AC members aware of the safeguarding risks to children in the school.
- Ensure that the AC review the effectiveness of the web filtering and monitoring arrangements on a termly basis and the effectiveness of the online safety curriculum and risk assessment on an annual basis to seek assurance that the digital standards are being met and that children are protected from maltreatment within or outside the home.
- Seek assurance that effective safer recruitment and induction processes are in place and sufficient AC members are safer recruitment trained.
- Ensure that all AC members are clear on the process for managing low-level concerns and allegations against adults, in line with Trust policy. *Note - There is no role for any member of the AC in this process.*

- Seek assurance that the single central record (SCR) is checked monthly by the Headteacher and that any actions are followed up with expediency. *Note – the AC champion should only view the checking tab NOT the SCR.*
- Ensure that safeguarding data is shared with and analysed by the AC on a termly basis to identify trends and areas for action.

The safeguarding champion should only be provided with anonymised pupils, staff and parent information. They seek assurance that systems are in place and are compliant and do not undertake checks themselves. Further guidance can be provided by the Trust DSL.