

The Role of the Local Governing Body (LGB) – Guidance

March 2018

The Members

Multi-Academy Trust's (MATs) like Reach South are publically funded charitable companies. MATs are exempt charities, which means that they do not have a charity number but they do have a company number. Nevertheless, a MAT is a publically funded charity.

As a charity its founding Members established the MAT. There must be a minimum of 3 and a maximum of 5 Members. The Members cannot receive any payment from the Trust. Their purpose in establishing the charity is to fulfil the charitable objects set out in our articles of association, which is broadly to advance education in England through establishing and operating academies.

Having established the MAT, the Members ensure that it meets its charitable objects and fulfils its statutory and regulatory obligations by appointing a Board of Trustees to govern the charity. The Members do not interfere with the way that the Board runs and govern the Trust, though they could remove the Board if it failed to operate the Trust in accordance with its articles of association or its master funding agreement with the secretary of state. The Members may be considered as the guardians of the constitution.

The Board of Trustees

The Board of Trustees is accountable for all aspects of the Trusts strategic intentions, its vision and values, its operations, the welfare and safety of all of its pupils, staff, volunteers, and visitors. The Trustees are held to account for the proper financial management of the MAT and the educational outcomes of all of its pupils. Trustees cannot receive any form of payment for their work as a Trustee. Their work is charitable and motivated by contributing to the public good.

In order to fulfil their obligations to ensure that the MAT is managed in accordance with its charitable objects and the regulatory framework put in place by the Government, the Trustees appoint an Executive to manage the MAT. The Executive must include a Chief Executive Officer (CEO) and Chief Financial Officer (CFO). The CEO is also the 'Accounting Officer' and in that role has a personal accountability to parliament for the appropriate management of the Trust as set out in our funding agreement with the Secretary of State. In order to distinguish between the voluntary leadership and governance role of Trustees rather than the salaried leadership and management role of the Executive Team, Trustees are some times referred to as non-executives on the Board.

Reach South Academy Trust is a growing and complex organisation that is geographically dispersed. In order to effectively govern such a large organisation the Board has established a number of sub-committees. These sub-committees act on

behalf of the Board and with clear terms of reference. Local Governing Bodies are examples of key sub-committees of the Trust Board.

The Executive

The Board appoints an executive team to manage the Trust. The executive team, lead by the CEO, has delegated responsibility to manage and operate the Trust. In order to do this the Board delegates a range of authorities to the CEO including the management of the Trust’s finances and the appointment of all staff in our schools and central teams.

The CEO and the executive team will directly appoint and performance-manage the most senior posts in the Trust, such as Headteachers. However, they will also establish an organisational structure and delegate some of their functions to other managers. For example, while the CEO will be directly involved in the appointment of all Headteachers, the responsibility for recruiting and managing the rest of the academy staff is delegated to the Headteacher.

There is no distinction between the staff employed in our academies or our central teams. All staff are employed by Reach South and are ultimately accountable to the CEO.

Governance and Management

An effective MAT is one that has effective governance and effective management working together in the best interests of our Trust, our pupils and our staff. This requires clarity of the difference between governance and management and how they work together in the best interests of the Trust.

Area of Governance	Role of LGB	Role of Academy SLT	Role of Trust Executive	Role of Trust Board
Values and Ethos	<p>To champion the Reach South values and ethos in the academy.</p> <p>To determine the educational values and ethos of the academy ensuring that they are</p>	Lead the academy to secure the ethos and values set by the LGB within the framework of the wider Trust.	<p>Lead the Trust to secure the ethos and values set by the Board.</p> <p>Take account of the LGB’s views of the effectiveness of the Headteacher in</p>	<p>Set the values and ethos for the Trust.</p> <p>Hold the executive to account for securing the values and ethos of the Trust.</p>

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	<p>consistent with the Trust's.</p> <p>Hold the SLT to account for securing the values and ethos of the academy.</p>		<p>securing the values and ethos of the academy in their formal performance management.</p>	
Developing Vision and strategic intent	<p>Provide support and challenge to the SLT in developing a vision and strategic intent for the Academy.</p>	<p>Provide a lead in developing the vision and strategic intent for the Trust that secures full LGB and Trust executive approval.</p>	<p>Provide a lead in developing the vision and strategic intent for the Trust that secures full Board approval.</p> <p>Provide support and quality assurance to each Principal in developing a vision and strategic intent for each academy that is consistent with the Trust's wider vision.</p>	<p>Provide support and challenge to the executive in developing a vision and strategic intent for the Trust.</p>
Overview and scrutiny	<p>To take an overview and scrutinise the effectiveness of the SLT in securing: high educational outcomes for all pupils; sustainable,</p>	<p>Ensure that governors are fully supported and have access to high quality information and data so that they can</p>	<p>Ensure that Trustees are fully supported and have access to high quality information and data so that they can</p>	<p>To take an overview and scrutinise the effectiveness of the executive in securing: high educational outcomes for</p>

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	prudent and efficient use of public resources compliant with regulatory requirements; the welfare and safety of pupils, staff and all visitors to the academy.	carry out their overview and scrutiny role effectively.	carry out their overview and scrutiny role effectively.	all pupils; sustainable, prudent and efficient use of public resources compliant with regulatory requirements; the welfare and safety of pupils, staff and all visitors to our academies.
Champions of the academy	Champion the Trust, academy and the SLT.			Champion the Trust and the executive.
Performance Management	Contributes to the performance management of the Principal by the Trust Executive.	Directly performance manages the academy staff.	Directly performance manages the academy principals taking account of the views of the LGB.	Directly performance manages the CEO and contributes to the performance management of the executive.
Policies	Hold the SLT to account for the implementation of Trust wide policies. Set academy level policies as delegated by the Trust.	Manage the implementation of Trust and LGB policies in the academy.	Support Trustees with policy formation securing the necessary expert advise where necessary.	Set the policy framework for Trust. Hold the Executive to account for the implementation of Trust policies.

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			<p>Manage the implementation of policies on behalf of the Board.</p> <p>Hold to account and provide support for Principals in ensuring effective implementation of policies in academies.</p>	<p>Hold LGBs to account for the implementation of Trust policies in each individual academy.</p> <p>Delegate to LGBs the authority to set policies that may be determined locally.</p>
<p>Pupils and parents</p>	<p>To review attendance and pupil absences.</p> <p>To monitor the impact of the pupil premium in the Academy.</p> <p>To monitor the impact of other ring fenced grants such as the Sports Premium.</p> <p>To adopt the Trust Complaints policy.</p> <p>To ensure effective arrangements are in place for pupil support</p>	<p>To ensure that the academies strategies for pupil attendance and pupils educational outcomes are effective.</p> <p>To ensure that the LGB has all data and information that it needs to hold the school to account for the impact of pupil attendance and performance</p>	<p>To ensure that individual academy strategies for pupil attendance and performance are consistent with the wider Trust strategy.</p> <p>To ensure that academy SLT has the appropriate support in place to deliver impact in terms of pupil outcomes.</p> <p>To provide the</p>	<p>To review attendance and pupil absences across the Trust.</p> <p>To monitor the impact of the pupil premium in the Trust.</p> <p>To monitor the impact of other ring fenced grants such as the Sports Premium.</p> <p>To ensure LGBs have effective arrangements</p>

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	<p>and representation at the Academy.</p> <p>To implement a means whereby the Academy can receive and react to pupil and parental feedback.</p> <p>To appoint a Governor with responsibility for SEN and inclusion.</p> <p>To review and maintain the academy's SEN policy.</p> <p>To provide oversight of the implementation of the policy within the Academy and compliance with the Disability Discrimination Act requirements.</p>	strategies.	formal performance management of the academy SLT.	<p>are in place for pupil support and representation at each Academy.</p> <p>To ensure LGBs have a means whereby the Academy can receive and react to pupil and parental feedback.</p>
Community Engagement	To establish and maintaining a relationship with the members of the local community.	To support the LGB in maintaining a relationship with the wider community.	To support the Trust Board in establishing community engagement through LGBs.	To establish community engagement through LGBs
Curriculum and	To approve the curriculum	To lead and be	To lead and be	To approve the

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Standards	<p>proposed by the Headteacher (to the extent that it is consistent with the Trust-wide policy)</p> <p>To review the impact of the academies strategies on pupil outcomes.</p> <p>To ensure effective processes are in place for monitoring the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the Academy.</p> <p>To monitor the KPI figures reported from the Headteacher relating to standards.</p> <p>To support and challenge the Headteacher in the development of the academy development plan.</p> <p>To monitor and approve the</p>	<p>accountable for the impact of the academy's curriculum and pedagogy on pupil outcomes.</p> <p>To have strategies that deliver impact for reducing the effect of social disadvantage or special educational needs on individual pupil outcomes.</p>	<p>accountable for the impact of the Trust's curriculum and pedagogy on pupil outcomes.</p> <p>To hold Principals to account through formal performance management for pupil's educational progress.</p>	<p>curriculum framework proposed by the CEO that provides the boundaries within which individual academy curriculum will be developed.</p> <p>To review the impact of the Trust's strategies on pupils educational outcomes.</p> <p>To ensure effective processes are in place for monitoring the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the Trust.</p> <p>To monitor the KPI figures reported from the CEO relating to</p>

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	Academy Development Plan.			standards. To monitor and approve the Trust Development Plan.
Safe-guarding	To review and maintain a safeguarding and child protection policy for the Academy (consistent with the Trust-wide policy). To ensure the completion of the single central record.	To review and maintain a safeguarding and child protection policy for the Academy (consistent with the Trust-wide policy) and to ensure the completion of the single central record on behalf of the LGB.	To review and maintain a safeguarding and child protection policy for the Trust and to ensure the completion of the single central records on behalf of the Board.	To review and maintain a safeguarding and child protection policy for the Trust. To ensure the completion of the single central records.
Behaviour	To review and maintain a behaviour policy for the Academy. To convene a committee to review the exclusion of a pupil by the Headteacher.	To develop, implement, review and refine the academy's behaviour policy to deliver effective outcomes.	To support, challenge and hold to account the academy SLT for positive behaviour in each academy.	Review and monitor the effectiveness of the LGB behaviour policies across the Trust.
Finance	To approve the annual budget for the Academy for submission to the Trust	The SLT will plan, manage and monitor the academy budget in	The Accounting Officer and Chief Financial Officer will	To plan, deploy, monitor and manage the Trust's

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	<p>Board.</p> <p>To monitor the Academy's delegated budget and ensure that any variances are reported to the Trust Board for approval.</p> <p>To ensure proper financial controls are in place at the Academy.</p> <p>To maintain a register of LGB members' business interests.</p> <p>To ensure provision of free school meals to those pupils meeting the criteria.</p> <p>To enter into contracts up to the limits of delegation and within an agreed budget.</p> <p>To support the Trust Board in its monitoring and evaluation of the delivery of any central services or function</p>	<p>accordance with the Trust's scheme of delegation and all regulatory requirements.</p> <p>The SLT will comply with the requirements of the Trust's Chief Financial Officer in the management of resources.</p> <p>The SLT will provide reports to the LGB in order that the LGB can provide overview and scrutiny of the academies financial management on behalf of the Board.</p>	<p>deploy, monitor and manage the Trust's finances in accordance with the approved budget and all regulatory requirements.</p> <p>The Chief Financial Officer will ensure that each academy has a delegated budget and will ensure that the academy plans and utilises its budget in a manner that is consistent with the scheme of delegation.</p>	<p>financial resources in accordance with the Trust's Funding Agreement with the Secretary of State.</p> <p>To have in place a financial scheme of delegation for academies to operate within.</p>

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	provided or procured by the Academy Trust.			
Admissions	<p>To undertake consultation, publish admissions and determine arrangements as required in accordance with the School Admissions and Appeals Codes.</p> <p>To make arrangements for determining admissions and hearing admission appeals.</p> <p>To ensure effective arrangements are in place for pupil recruitment.</p> <p>To contribute to the development of the Academy prospectus.</p>	<p>To manage and undertake admissions related procedures on behalf of the LGB and the Board.</p> <p>To ensure that the LGB has full support for any appeals processes.</p>	To manage and undertake admissions related procedures on behalf of the Board.	To undertake consultation, publish admissions and determine arrangements as required in accordance with the School Admissions and Appeals Codes.
Staffing	To participate in the process to appoint the Headteacher as requested by the Reach South Executive Team (acting with the delegated	<p>To appoint all staff in the academy.</p> <p>To ensure that the Trust's HR policies are implemented.</p>	To appoint all staff in the Trust to deliver a sustainable and effective operating model for the Trust.	<p>To appoint the CEO and Executive.</p> <p>To set HR policies for the Trust.</p> <p>To provide</p>

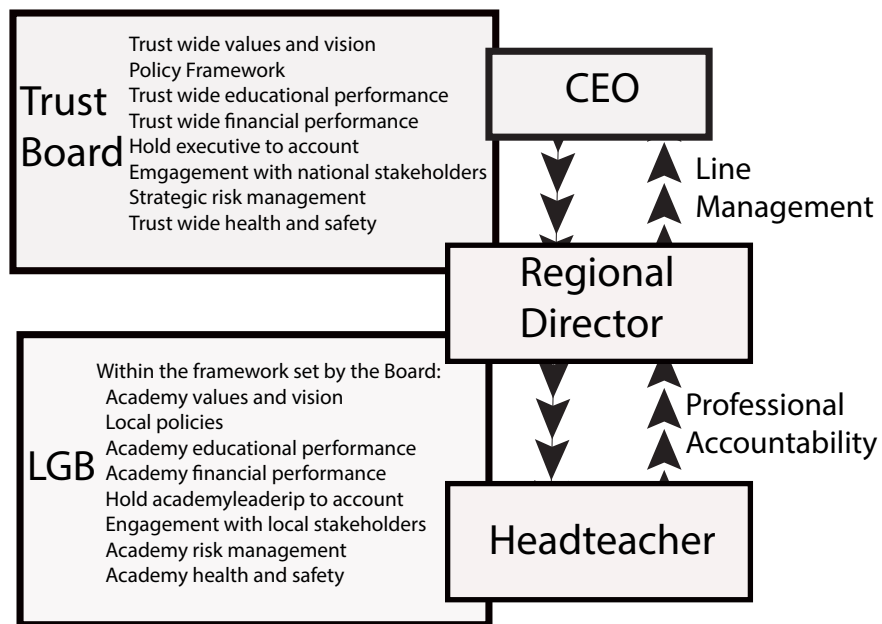
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	<p>authority of the Trust Board).</p> <p>To support the Headteacher in the development and review (from time to time) of an appropriate staffing structure for the Academy and for the appointment of Academy staff to ensure that the Academy is fully staffed in accordance with that structure.</p> <p>To ensure that the Trust's policies on all HR matters are implemented in the Academy.</p> <p>To monitor the implementation of the Trust's policies at the Academy for HR matters including the appointment, induction and performance management of staff, pay review process and procedures for dealing with disciplinary matters,</p>	<p>To be responsible for the professional development of academy staff.</p> <p>To work with local trade unions in the implementation of Trust HR policies.</p>	<p>To delegate to Academy Principals the authority to appoint academy staff.</p> <p>To work with national trade unions in the agreement and implementation of HR policies.</p> <p>To hold the SLT responsible for effective staff management in each academy.</p>	<p>overview and scrutiny of the effectiveness of the Executive and academy LGBs in securing sustainable and effective staffing.</p>

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	grievances and dismissal.			
Information and data	To ensure the effective implementation of the data protection policies and procedures in the Academy.	To ensure the effective implementation of the data protection policies and procedures in the Academy on behalf of the LGB.	To ensure the effective implementation of the data protection policies and procedures in the Trust on behalf of the Board. Delegate to academies and hold them to account for data protection and management in the academy.	To ensure the effective implementation of the data protection policies and procedures in the Trust.
Health and Safety	To review the risk register of the Academy and prepare the Risk report for the Trust Board. To adopt a health and safety policy for the Academy (in line with the Trust-wide policy). To review the implementation of the above policy and ensure that	To ensure that all procedures, processes, resources, delegations and staff development are effective to identify, prioritise and manage risk within the academy. To take professional responsibility for the health	To ensure that all procedures, processes, resources, delegations and staff development are effective to identify, prioritise and manage risk. To take professional responsibility for the health and welfare of pupils, staff,	To review the risk register of the Trust and receive and take account of the Risk report from the LGBs. To adopt a health and safety policy for the Trust. To review the implementation of the above policy and ensure that

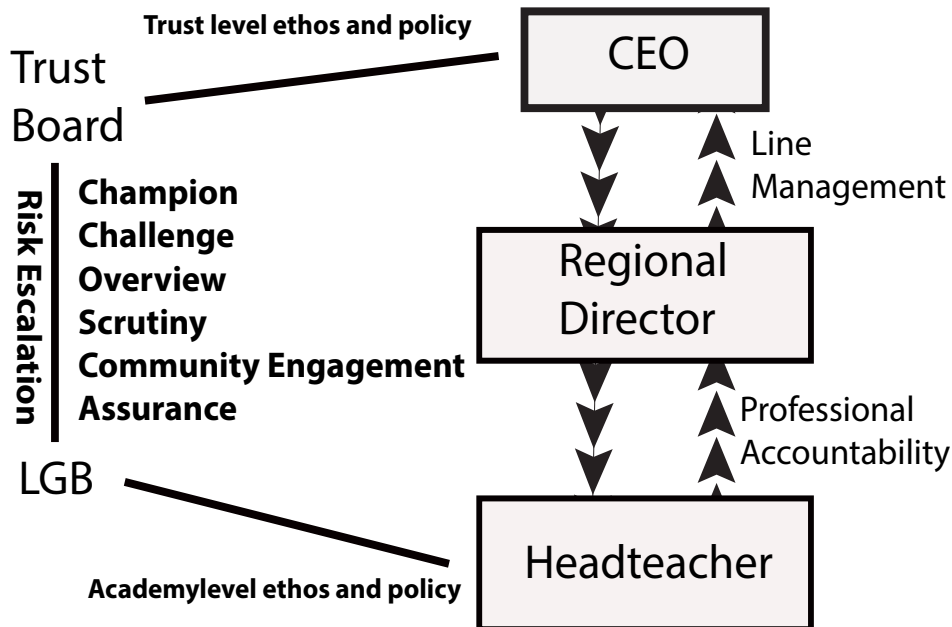
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	<p>appropriate risk assessments are being carried out in the Academy.</p> <p>To provide overview and scrutiny of the frequency of site inspections carried out by the Academy SLT and Trust Executive and of the findings and actions being taken by the management of the academy or the Trust. To take account of the professional findings of the site inspections in the academies risk register and in considering the need to escalate risks to the Trustee's R&A committee in terms of any health and safety issues and the security of premises and equipment.</p>	<p>and welfare of pupils, staff, volunteers and visitors to the academy, which include ensuring that the effective monitoring of delegations is in place across the Trust.</p>	<p>volunteers and visitors to the Trust, which include ensuring that the effective monitoring of delegations is in place across the Trust.</p>	<p>appropriate risk assessments are being carried out in the Trust.</p> <p>To ensure site inspections are carried out and to review any health and safety issues and the security of premises and equipment</p>

Working with the Trustees and Executive

The LGB will work closely with the Trust Board and the Executive Team and shall promptly implement any advice or recommendations made by the Regional Board or the Executive Team in respect of standards and performance, particularly where areas of weakness have been identified (either internally within the Trust or by Ofsted).



The focus of the LGB is the governance of the academy on behalf of the Trustees.
What does it mean though to govern the academy on behalf of the Trustees?



1. The LGB and its Chair are not the managers of the academy Principal and SLT.
 - a. The Trust CEO will ensure that the Principal is professionally line managed and performance managed.
 - b. The Principal is the line manager and performance manager of the rest of the SLT.
 - c. The LGB will contribute to the performance management of the Principal by the Executive.
2. The LGB are the champions of the Academy and the Principal.
 - a. The LGB will promote the Trust and the academy with the wider community.

- b. The LGB will identify mechanisms to engage with pupils, parents and the wider community and take feedback from them.
3. The LGB seeks reassurance that can confidently champion the Principal and SLT through robust over-view and scrutiny.
 - a. Over-view and scrutiny is through a systemic and focused interrogation of pupil performance data and context so that the LGB is able to challenge the impact of the academy on pupils' outcomes.
 - b. The LGB will expect to be provided by the SLT with all of the necessary data and information that they require to assess the impact on pupils and different groups of pupils (particularly those from disadvantaged backgrounds).
 - c. It is not for the LGB to tell the SLT how to do their job; it is for the LGB to expect the SLT to demonstrate how the way they do their job has the expected positive impact on pupil progress.
4. The LGB will scrutinise the proposed financial budget submitted by the Principal to: satisfy them that it both addresses the development priorities of the academy; and is sustainable and cost effective. If satisfied that the proposed budget meets the above criteria they will recommend it to the Board.
5. The LGB will monitor the budget to review:
 - a. That financial expenditure and income remains within the limits of the approved budget;
 - b. That use of resources is being prioritised to impact positively on pupil outcomes.
6. The LGB will provide over-view and scrutiny of the effective management and deployment of staff.
7. The LGB will provide over-view and scrutiny of the health and safety of pupils and adults in the academy.
8. The LGB will consider the risks at the academy and hold the SLT to account for the assessment and management of risks. The Chair will liaise directly with the CEO where they have concerns that risks of any type represent a serious concern. The Chair will liaise directly with Trustees where they consider it necessary to escalate an academy risk to Board level.

What is Expected of the Chair?

- The Chair has a unique position and relationship with the Principal. The Chair has a non-executive leadership role.
- The Chair is expected to be a confidant for the Principal; and in return should expect the Principal to take them into their confidence on both a formal and informal basis.
- The Chair's private conversations with the Principal will be confidential.
- The Chair should be the champion of the Principal; but also in private providing the challenging questions and seeking assurances.
- The relationship is a partnership; but not an emotional one.
- The Chair's primary motivation in managing their relationship with the Principal is securing the best interests of the academy and the Trust.
- The Chair will want to secure the Principal's welfare and be considerate of their workload and stress levels.
- If the Chair has concerns about the Principal's performance or welfare they will discuss it confidentially with the Principal; if appropriate they will confidentially escalate that concern with the Regional Director/CEO.
- The Chair's focus will be:
 - Pupil's educational progress,
 - Differences in educational performance of different groups of children and what is being done about it,
 - Safeguarding and welfare of pupils,
 - Safeguarding and welfare of staff,
 - Contribution and effectiveness of wider SLT.