



AGB
Terms of Reference
2024-2025



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1. Purpose of the Academy Governing Body

The role of the Academy Governing Body (AGB) is to maintain strong oversight and compliance with the responsibilities delegated by the Trust Board and as set out in the Scheme of Delegation.

The AGB is a subcommittee of the main trust board with delegated responsibility within the three core functions of governance:

- Ensuring clarity of school vision, ethos and strategic direction
- Holding school leaders to account for the educational performance of the school and its pupils and the effective and efficient performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent

This document should be read in conjunction with the Scheme of Delegation.

2. Composition

The AGB will have 10 governors:

- 2 Parent Governors who are elected by the parents and via a ballot process
- 2 Staff Governors who are elected by the staff and via a ballot process. Staff governors will not hold a position of Chair, Vice-chair or Link Governor.
- 5 Trust Appointed governors, these are members from the community, often referred to as community governors, and are appointed by the Trust.
- The Headteacher becomes an ex-officio governor who is automatically appointed due to their position in the school and will remain so for the duration of their time in the role. They are in addition to the 9 governors and will also be listed on GIAS (Get Information About Schools).

All governors are required to have an enhanced Disclosure and Barring Service (DBS) check.

All governors are required to complete forms annually – Code of Conduct, Declaration of Pecuniary and Personal Interest and Skills Audit. They are also required to complete annual safeguarding training and keep updated with any changes to Keeping Children Safe in Education.

Any visits into school will require completion of a Governor Visits Record Form.

All governors have a term of office of 4 years.

All governors and the headteacher will have voting rights in any meeting and count towards quorum. Quorum is 50% of the total number of persons on the board, rounded up.

3. Frequency of Meetings and Proceedings

- Meetings will be held 6 times per year, once per half-term.
- A register of attendance will be kept and published annually.
- A Chair and a Vice-chair will be elected at the first meeting of the year and remain in position for the year. If the Chair is not present at a meeting, the Vice-chair would stand in as Chair. If they are also absent, another governor can act as a temporary replacement Chair for that meeting, providing that they are not an employee of the school.
- The AGB may invite a person to a meeting to assist or advise on a particular matter. Such persons would not be entitled to vote or count towards quorum.

- Minutes will be taken by the clerk. If the clerk is absent at a meeting, any non-employee governor can clerk for that meeting.

4. Reporting Procedures

Agendas will be agreed in advance by the Chair of the AGB (based on but not limited to the Annual AGB Agenda Plan) and document packs will be prepared and circulated to the committee members 7 days in advance of the meeting.

Minutes will be taken at the meetings by a clerk and once approved in draft by the Chair of the AGB they will be shared with the AGB and also placed in the files area on Teams. The School Business Manager will ensure any actions for the Trust Central Team are communicated.

5. Attendance

Good attendance at meetings is an expectation to maximise the impact of the AGB. Attendance will be recorded in the minutes and will also be published on the school website and according to DfE requirements. If a governor is unable to attend a meeting they should submit their apologies to their clerk, in advance of the meeting, stating their reason for non-attendance.

A Governor shall cease to hold office if he/she is absent without the permission of the Governors from all their meetings held within a period of six months OR if attendance is less than 60% over a 12-month period and the Governors resolve that this office be vacated.

At each meeting, governors will be asked if they have any declarations of interest for this particular meeting and they should declare and then withdraw from the meeting during any discussion to which there is a conflict and they can not vote on the matter.

In addition to attending meetings, governors are actively encouraged to visit school during the day to ensure they can see the school in operation and to help them understand their school. Visits should be recorded on the Governor Visits Record Form that would then be sent to the clerk. Forms are accessible in the files area in Teams or available from the school.

6. Discussion and Decision Making

There is an expectation that all attendees will have read the document pack in advance of the meeting and therefore allowing time for discussion. Governors will be invited to ask any questions but the documents will not be reviewed in detail at the meeting.

All governors will act with integrity, objectivity and honesty during discussions and with the best interests of the Trust, its school and the children they serve.

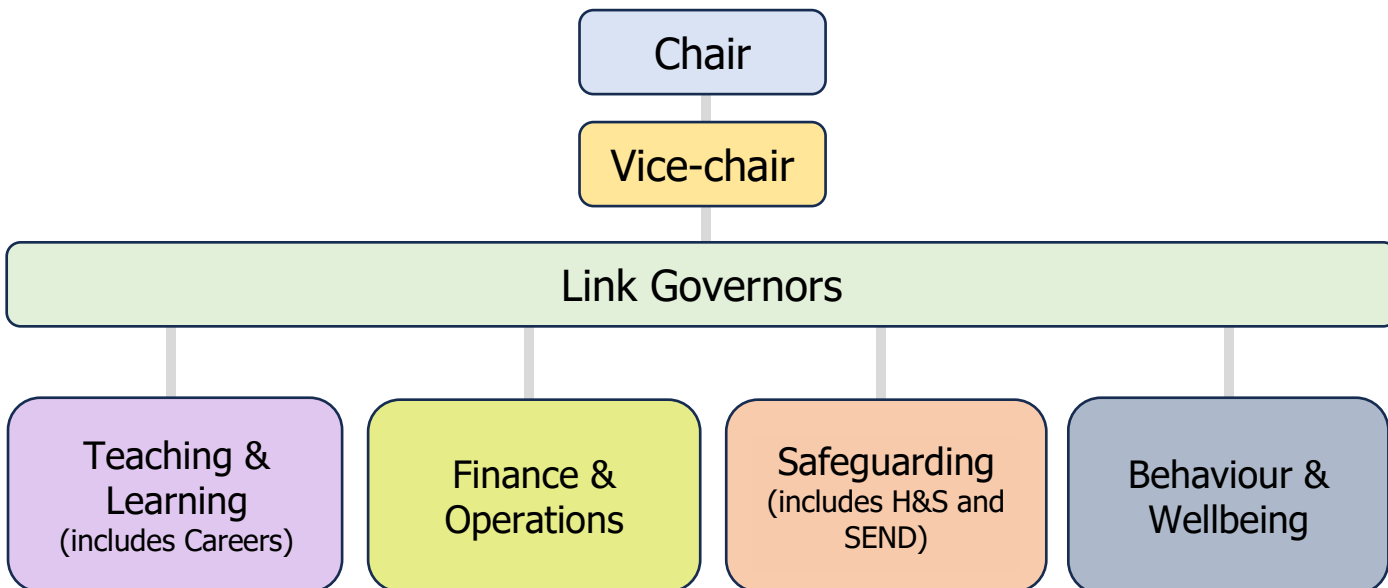
The aim will be to reach a consensus through discussion. If a formal vote is necessary this is usually by a show of hands. If there is a tie, the Chair of the meeting will have second/casting vote, this is in addition to any other vote they are entitled to.

7. Chair's Action

The Chair of the governing body is permitted to act and make decisions in urgent situations, where a delay in taking action or making a decision would cause serious, detrimental effect to the school, a pupil, a parent or member of staff – this is known as 'Chair's Action'. The Vice-Chair is permitted to take the same action, in the absence of chair of the AGB. The Headteacher would be aware of any Chair's Actions and this would be declared and minuted at the opening of the next AGB meeting – Any urgent actions taken by the Chair or Vice-chair.

8. Link Governors

Link governors will be appointed annually at the meeting in September so that they are in place for the full year and can get to work straight away. All schools must appoint a link governor within the areas of Safeguarding, Teaching and Learning, Finance & Operations and Wellbeing and Behaviour.



The Link Governors should be given contact information for the relevant lead in the academy so that they may work together. Link Governors will be expected to complete at least one visit per term and to complete and submit a Governor Visits Record, which will be included in the next AGB meeting pack.

A copy of this document will be shared with new governors and this should also be read in conjunction with the Scheme of Delegation.

Appendix 1. Link Governor Role Descriptions



Teaching & Learning Link Governor Role Description **(`Careers' shown in green text is used by Secondary schools)**

Main purpose of the role

The T&L Link Governor takes a lead for the Academy Governing Body (AGB) on key aspects of curriculum, teaching and learning, undertaking work between AGB meetings and reporting back to other governors.

The Careers Link Governor takes a lead for the Academy Governing Body (AGB) on careers education and guidance, meeting regularly with the designated Careers Leader and reporting back to the AGB to ensure statutory legal requirements are met and the careers provision is contributing to pupil's learning and career decision making.

Link Governors are "paired up" with a member(s) of the school Senior Leadership Team who will help support their work and ensure that they are supported in their thinking and acting in the role.

In addition, link governors also have access to support, advice and guidance from Trust officers such as the School Improvement Team; Clerk; Executive Leadership Team; and the Chief Executive Officer as and when they require it.

Key questions for the Link Governor for Teaching & Learning

The following are intended to be guided points of enquiry for the T&L Link Governor. The list is not exhaustive.

- How is the curriculum designed, implemented and evaluated?
- What is the percentage of SEND pupils in school and what support do they receive?
- How do senior leaders ensure there is consistency in baselining of pupils?
- How are teachers clear about the developmental milestones of pupils at all stages – e.g. EYFS and KS1-KS2, KS3, KS4, KS5
- How is information shared/used effectively at pupils' transition between Key Stages?
- Are there trends of improvement or decline in pupil progress in the various key stages? (Look at groups e.g. boys, girls, Pupil Premium, SEND pupils)
- How are senior leaders confident that assessment of pupil progress and attainment is accurate?
- What action is the school taking to address poor pupil progress quickly, and how can governors support the work of the school in this area?
- How are senior leaders confident that judgments about lesson observations are accurate?
- How do we know pupils are enjoying their learning?
- How are pupils supported to develop social skills in different contexts?
- How are pupils educated about British Values

Key questions for the Link Governor for Careers

The following are intended to be guided points of enquiry for the Careers Link Governor. The list is not exhaustive.

- How do we know the careers support the school offers is effective? What evidence is there for this?
- What evidence is there that all pupils have the opportunity to engage with further and higher education, apprenticeships and other routes to employment? Is the school compliant with Provider Access Legislation?
- How is this LMI (labour market information) being communicated to pupils? What evidence is there that they are using this intelligence to inform their decision making?
- Is there a plan in place to collect, analyse and improve destinations data (including sustained destinations)? How effectively is the data being used to adapt future provision?

- What evidence is there that careers is embedded in the curriculum?
- Is the careers provision sequential, meeting the changing needs of the students as they progress through the school?
- What evidence is there, that every pupil has a meaningful encounter with an employer every year?
- Do all pupils visit a workplace before the age of 16 and then again before 18?
- Does careers guidance advice promote the best interests of the pupils to whom it is given? How do you know?
- How does the school know that our careers education and guidance is accessible to all and has positive outcomes for pupils? What evidence is there of this?



Finance & Operations Link Governor

Role Description

Main purpose of the role

The Finance & Operations Link Governor takes a lead for the Academy Governing Body (AGB) on key aspects of Financial and Operational practices within the school, including providing scrutiny and challenge of budgetary assumptions throughout the school budget setting process (between Jan – March each year) and as part of regular budget monitoring. The Finance & Operations link governor may be required to undertake work between AGB meetings (e.g. when the school is setting its budget) and report back to other governors. The Finance link Governor will receive training to ensure they have an understanding of the financial cycle and the legal requirements of the school in relation to accountability and spend. They will oversee the financial performance of the school, making sure its money is well spent. It is important in all schools that the AGB provides robust governance to ensure the viability and efficiency of the school through effective business and financial planning.

The ultimate responsibility and accountability for data protection compliance sits with governors and trustees. The F&O Link Governor should have specific knowledge of data protection relevant to their role to ensure compliance with legislation and the ability to respond to any changes, working closely with the Data Protection Officer (DPO).

Link Governors are “paired up” with a member(s) of the school Senior Leadership Team, in particular the School Business Manager who will help support their work and ensure that they are supported in their thinking and acting in the role.

In addition, link governors also have access to support, advice and guidance from Trust officers such as the School Improvement Team; Clerk; Executive Leadership Team; and the Chief Executive Officer as and when they require it.

Key questions for the Link Governor for Finance & Operations

The following are intended to be guided points of enquiry for the Link Governor. The list is not exhaustive.

- Are other (similar) schools buying things cheaper or getting better results with less spending per pupil?
- If the cost of energy seems high compared to similar schools, are there opportunities for investment in energy-saving devices to reduce the cost?
- If spend on learning resources seems high compared to similar schools, are there opportunities for collaborating with other local schools to bring costs down?
- If your spending on staffing is higher than other similar schools, are these schools achieving more in terms of pupil progress? If so what might be learnt from them about how they deploy their workforce?
- If the spend on teaching assistants is higher than other schools, is the board sure that they are being used effectively and efficiently to support pupil outcomes?
- Are resources allocated in line with the school’s strategic priorities?
- Does the school have a clear budget forecast, ideally for the next three years, which identifies spending opportunities and risks and sets how these will be mitigated?
- How will teacher performance affect pay increments going forward?
- Whether any teachers or school leaders are likely to resign (and the impact on recruitment spending)
- Is the school making best use of its budget, including in relation to planning and delivery of the curriculum?
- Are the school’s assets and financial resources being used efficiently?
- How can better value for money be achieved from the budget?

- Is the school ensuring it gets the best deal available when buying goods and services in order to reinvest savings into teaching and learning priorities?
- Is the school taking advantage of opportunities to collaborate with other schools to generate efficiencies through pooling funding where permitted, purchasing services jointly and sharing staff, functions, facilities and technology across sites?
- Has a Data Protection audit been completed within the last two years, and are all actions completed?
- How many Subject Access Requests have been received, and was the policy followed correctly?
- Is the school following the Records Management Policy and are documents been disposed of correctly?



Safeguarding Link Governor

Role Description

Main purpose of the role

The Safeguarding Link Governor takes a lead for the Academy Governing Body (AGB) on key aspects of safeguarding practice within the school, undertaking work between AGB meetings and reporting back to other governors.

Health and Safety is part of the role of the Safeguarding Link Governor. The link governor should take the strategic lead on the governing board's health and safety responsibilities, holding school leaders to account.

Link Governors are "paired up" with a member(s) of the school Senior Leadership Team who will help support their work and ensure that they are supported in their thinking and acting in the role.

In addition, link governors also have access to support, advice and guidance from Trust officers such as the School Improvement Team; Clerk; Executive Leadership Team; and the Chief Executive Officer as and when they require it.

Key questions for the Link Governor for Safeguarding

The following are intended to be guided points of enquiry for the Link Governor. The list is not exhaustive.

- Has the school displayed around school the DSL?
- Has the school got an up to date policy and has this been ratified with the AGB?
- Is there an up to date Prevent policy in place and has this been ratified with the AGB?
- How many concerns about or allegations against other staff members, including the Headteacher, have been made?
- Did the school inform the designated officer of all allegations of abuse made against staff?
- Have there been any allegations made by children against other children?
- Are the CPOMS records up-to-date?
- Are there any safeguarding concerns around School or grounds that need addressing?
- Is the Single Central Record up to date and compliant? (Termly checks of the SCR should be made).
- Has a Health and Safety audit been completed within the last two years, and are all actions completed?
- How many serious accidents or near misses have occurred in the last two years and what action has been taken?



Wellbeing & Behaviour Link Governor

Role Description

Main purpose of the role

The Wellbeing Link Governor takes a lead for the Academy Governing Body (AGB) on key aspects of pupil and staff (including volunteers) wellbeing - including a focus on vulnerable pupils and LAC as well as behaviour and attendance - undertaking work between AGB meetings and reporting back to other governors.

Link Governors are "paired up" with a member(s) of the school Senior Leadership Team who will help support their work and ensure that they are supported in their thinking and acting in the role.

In addition, link governors also have access to support, advice and guidance from Trust officers such as the School Improvement Team; Clerk; Executive Leadership Team; and the Chief Executive Officer as and when they require it.

Key questions for the Link Governor for Wellbeing and Behaviour

The following are intended to be guided points of enquiry for the Link Governor. The list is not exhaustive.

- Has the school attended all LAC reviews?
- Has a Looked After Child's e-PEP been updated this term?
- How routinely does the school consult with parents and carers?
- How inclusive is this consultation?
- What trends are there in relation to pupil absence?
- What action is the school taking to address poor attendance, and how can governors support the work of the school in this area?
- What trends are there in regards to behavioural incidents?
- What action is being taken to address this i.e. change in curriculum planning; new interventions; change in staffing' staff training etc.?
- What additional steps does the school take to engage parents/carers of the most vulnerable learners?
- What is the relationship between the most vulnerable learners and those eligible for pupil premium?

Staff

- Does the academy have a plan for the mental health and welfare of staff?
- What is the data for staff absence and how does this relate to previous years and national picture?
- What is the academy doing to address staff workload?
- What is the date on staff recruitment and retention?

Appendix 2. Code of Conduct Form



Code of Conduct 2024 - 2025

This document sets out the expectations of and commitment required from Trustees of Leger Education Trust and individual Academy Governing Bodies. These will provide the basis to:

- Enable the MAT/AGB to carry out its work within the Academy and the community
- Support our vision of 'Truly great students in truly great schools'.

Strategic Functions:

Leger Education Trust has established a commitment to truly great students in truly great schools. The Directors of the Trust have ultimate responsibility for the Academies, largely exercised by strategic planning, budget setting and monitoring of performance.

The Academy Governing Body have delegated responsibilities for:

Strengthening the School's strategic direction, by:

- Pursuing the vision, values, and objectives of the Academy
- Agreeing an appropriate School Improvement Plan with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Monitoring progress towards targets
- Contributing to the performance management of the Headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity, by:

- Adopting an annual financial budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

Individuals on Academy Governing Body/Trust Board agree to the following:

Role & Responsibilities

We understand the purpose of the AGB/MAT board and the roles of the CEO, Executive Headteachers and Headteachers.

- We accept that we have no legal authority to act individually, except when the Academy Governing Body/Trust board has given us delegated authority to do so, and therefore we will only speak on behalf of the Trust/Academy Governing Body when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the boards or its delegated agents. This means that we will not speak against majority decisions outside meetings. This includes following and adhering to a social media policy.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the Academy and the local community will reflect this.
- In making or responding to criticism or complaints affecting the Academy we will follow the procedures established by the Trust/Academy Governing Body
- We will actively support and challenge the CEO, Executive Leadership Group and Academy Leaders.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the Trust Board / Academy Governing Body, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the Academies well and respond to opportunities to involve ourselves in Academy activities.
- We will visit the Academies, with all visits arranged in advance with the staff and undertaken within the framework established by the Trust/Academy Governing Body and agreed with the CEO, Executive Leadership Group/Headteachers.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training.

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors.
- We will support the Chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the CEO, Executive Leadership Group, Headteachers, staff and parents, the local authority (when appropriate) and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside the Academy.
- We will exercise the greatest prudence at all times when discussions regarding the Academy's business arise outside of meetings.
- We will not reveal the details of any vote of the Boards.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the business of the boards in a Declaration of Personal of Business Interests, and if any such conflicted matter arises in a meeting, we will offer to leave the meeting for the appropriate length of time.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the Trust as a whole and not as a representative of any group, even if elected to the governing body.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the Chair and the Chair will investigate; the Trust/Academy Governing Body will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.

- Should it be the Chair of the Academy Governing Body that we believe has breached this code, the matter will be referred to the Trustees.

The Seven Principles of Public Life

(The Seven Principles of Public Life are a useful summary of expectations. These were originally recommended by the Nolan Committee: The Committee on Standards in Public Life, established in 1994).

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.

All members of both Leger Education Trust and Academy Governing Bodies MUST sign this Code of Conduct

Adopted by Leger Education Trust: December 2018

Date reviewed: February 2024

I have read and agree to this Code of Conduct:

Signed: _____

Print Name: _____

Date: _____

Appendix 3. Declaration of Pecuniary and Personal Interest Form

Name:	
Home Address:	
Personal E-mail Address:	
Contact Number:	
School/Trust:	
Position:	

I declare that as a Governor/Trustee of Leger Education Trust that I hold the following personal and/or pecuniary interest(s):

Pecuniary interests Please provide details of the interest, if you do not have any please state 'NONE'	
Directorships, partnership and employment with businesses:	
Please state business name, nature of interest and provide the date this interest began in the end column:	Date From
Link to other educational institutions and charities (including trusteeships and governorships):	
Please state establishment name, nature of link and provide the date this interest began in the end column (for each link):	Date From
Your personal relationships with Trustees or members of staff (including but not limited to, a child, parent, spouse or civil partner):	
Please state name of Trustee or staff member, nature of relationship, nature of interest and provide the date interest began in the end column:	
Relevant interests of close relatives:	

Please state: Name of relative, nature of relationship, nature of interest and provide the date the interest began in the end column:	Date From
Please provide details of any gifts or hospitality offered to you by external bodies while acting in your position as a governor/trustee and whether this was declined or accepted in the last 12 months:	
Please provide details of any contracts offered by you for the supply of goods and/or services to the trust/school:	
Please provide details of any other conflict and confirm the date when this conflict started:	Date From

To the best of my knowledge the information supplied above is correct and complete. I understand that it is my responsibility to declare any conflict of interest/loyalty, business or personal that relates directly or indirectly, to myself or any relation in any contract or matter comes under consideration. I understand that I must withdraw from any meeting during the discussion of such contract or matter and must not vote in respect of it.

I agree to review and update this declaration annually and give consent for the information provided to be used in accordance with the Leger Education Trust's Conflicts of Interest Policy.

Signed: _____

Date: _____

Appendix 4. Trust Schedule

Leger Education Trust Schedule 2024-2025														
TRUST MEETINGS			AGBs	TRUST QUALITY ASSURANCE		EXECUTIVE / ACADEMY						TRAINING		
Term	Board of Trustees Meetings	Chairs Forum	AGB Meetings	Educational Quality Assurance	Operational Quality Assurance	Executive Leadership Group (Tuesdays)	Trust Operations	Champions Meetings	Trust Headteacher Board	Trust Training & Driver Group Meetings	Curriculum Driver Groups	Performance Management	Trustee / Training	Governor
	5pm	5pm	Various			10am	9.30am	Various	8am	Various	Various		4pm	
1	Thursday 26th Sept Trust Board Meeting in person		W/C 16th Sept	Trust Scorecard W/C 16th Sept 24 Spa Review 25th Sept 24 Student Surveys W/C 30th Sept 24 Parent Surveys W/C 14th Oct 24	Financial Audit Oct 24	3rd Sept 17th Sept 1st Oct 15th Oct	Wednesday 18th Sept	Sustainability 30th Sep Wellbeing 1st Oct	Wednesday 2nd Oct	SEND Fri 13th Sept 8am-10am + Attendance Wed 11th Sept 10.30am-11.30am + Safeguarding Thurs 10th Oct 8.30am-10am	DT Catch up 12/9 + English Reading 19/9 + Maths 26/9 + English Writing 10/10 + Writing Moderation 21/10 + CD Overview 5/11 + Science 7/11 + EYFS 14/11	Complete Performance Reviews by Thursday 17th Oct for Teaching Staff	Thurs 5th Sept New Governors Induction + Thurs 3rd Oct Professional IQ	
2	AGM Thursday 12th Dec 5.00pm (Members to attend 5.00pm - 6.00pm and meet separately at 4.30pm - 5pm) in person	Tuesday 19th Nov	Pay Committees W/C 4th Nov & AGB W/C 18th Nov	Vege College Review 5th Nov 24 Trust Scorecard W/C 25th Nov 24 Berburgh Review 27th Nov 24 SEND Audit TBC	External Review of Governance Autumn Term Website Audit Dec 24	5th Nov 19th Nov 3rd Dec 17th Dec	Wednesday 20th Nov	Sustainability 9th Dec Wellbeing 10th Dec	Wednesday 18th Dec			AGB Pay Committee W/C 4th Nov & Trust Pay Committee Thurs 28th November	Thurs 7th Nov Exclusion Panels	
3	Thursday 23rd Jan Standards & Outcomes Virtual - Thursday 6th Feb Finance & Operations followed by Audit Committee Virtual		W/C 13th Jan	Staff Survey 6th Jan 25 Castle Hills Review 22nd Jan 25 New Road Review 30th Jan 25 Parent Surveys W/C 3rd Feb 25	Health & Safety Audit Jan 25	7th Jan 21st Jan 4th Feb	Tuesday 14th Jan		Wednesday 29th Jan	SEND Fri 10th Jan 8am-10am + Attendance Wed 15th Jan 10.30am-11.30am + Safeguarding Thurs 23rd Jan 8.30am-10am + Transition Feb 5th	Science 30/1 + Writing Moderation 3/2 + EYFS 13/2 + Maths 27/2 + CD Overview 4/3 + Reading 6/3 + Writing 13/3	Complete Support Staff Reviews and Teaching Staff PQ Meetings by Friday 7th Feb	Thurs 9th Jan TBC	
4	Thursday 20th Mar Trust Board Meeting in person	Tuesday 25th Feb	W/C 10th Mar	Safeguarding Audit & Reviews March 25 Trust Scorecard W/C 3rd Mar 25	Data Protection Audit March 25	25th Feb 11th Mar 25th Mar	Wednesday 19th Mar	Sustainability 17th Mar Wellbeing 18th Mar	Wednesday 26th Mar				Thurs 6th Mar Budget Training	
5	Thursday 22nd May Standards & Outcomes Virtual		W/C 19th May	Tornedale Review 12th May 25 Lillemoor Review 14th May 25		15th April 29th April 13th May	Wednesday 14th May		Wednesday 30th April				Thurs 1st May Cyber Security	
6	Thursday 19th June Finance & Operations followed by Audit Committee Virtual - Friday 11th July Annual Conference - Thursday 17th July Trust Board Meeting in person CEO, EDO, EDF, Trustees, Members (1 per year min)	Tuesday 3rd June	W/C 7th July	Wideworth Review 4th June 25 Kirk Smeaton Review 9th June 25 Campsmead Review 10th June 25 Ridgewood Review 10th July 25 Pupil Premium & Sports Premium Audit June 25 Trust Scorecard W/C 29th June 25 Parent Surveys W/C 30th June 25 SEND Audit TBC	Cyber Security External Audit June 25	3rd June 17th June 1st July 15th July	Wednesday 25th June	Sustainability 15th June Wellbeing 17th June	Wednesday 9th July	SEND Fri 6th June 8am-10am + Attendance Wed 11th June 10.30am-11.30am + Safeguarding Thurs 19th June 8.30am-10am	Science 17/4 + EYFS 24/4 + Writing Moderation 19/5 + CD Overview 20/5 + English Reading 5/6 + Writing Moderation 9/6 + English Writing 19/6 + Maths 26/6	PQ Check in for student facing staff by 11th July	Thurs 5th June TBC	
Attendees/Notes		Chairs & Vice Chairs	Castle Hills Mon Camps Tues Infants & Ridgewood Wed Spa, Barn & Torrs Thurs Vege Wed	Specific dates for each audit will be communicated to each Academy well in advance and will be within the month shown above		CEO EDO EDF EDF O&S	CEO, EDO, EDF, IT, Catering, Estates, Sports, SEN	EDO, Champions	CEO, Exec. Heads, Principal, Head of School, DoSs	SENDCO's Attendance Leads/ Leader's/ DoSs/Send & Inclusion Manage	All Driver Groups 2pm-4pm Moderations 4pm-5.40pm CD Overview 8.30am-10am Driver Group Leads		Trustees & Governors, staff where applicable	
Type	TB F2F, Committees Virtual	Virtual	V/F2F			F2F	F2F	V/F2F	F2F	F2F	F2F		Virtual	
No.	30	3	6			Fortnightly	6	4 of each	6		6		6	