

Committees of the Trust Board

THE AUDIT AND RISK COMMITTEE

The role of the audit and risk committee is to report to and advise the Board on the adequacy of the Trust's internal control framework, including both financial and non-financial controls and its risk management arrangements. Its specific responsibilities within this remit are to:

- Oversee and approve the Trust's arrangements for internal scrutiny in accordance with the principles set out in the current Academy Trust Handbook ensuring that risks are properly addressed through that scrutiny
- Maintain oversight of the Trust's strategic risk register approving any changes to its analysis of risk on a termly basis. Ensure the risk register is presented to the full Board at least annually
- Consider outputs from other assurance activities by 3rd parties, including ESFA financial management and governance reviews, funding audits and investigations
- Commission internal reports and other assurance reviews as considered necessary,
- consider their outputs, and take the appropriate action, including referring to the resources committee or Board where expenditure is required. E.g. in relation to health and safety, safeguarding and other due diligence
- Review the audit findings and actions taken by the Trust's managers in response to both internal and external scrutiny, ensuring that recommendations are addressed or the rationale for not doing so is robust. Authorise relevant management responses to internal scrutiny
- Annually review and consider the quality of external audit with a view to advising the Board and academy Trust members about the auditor's reappointment, dismissal or retendering
- Report back to the full Trust Board on:
 - The implications of the statutory annual report and financial statements on the overall financial health of the Academy and;
 - Whether the Trust Board should approve the statutory annual report and financial statements for submission to the Education & Skills Funding Agency (ESFA) and Companies House
- Ensure the annual report and financial statements are produced in accordance with the Academies Accounts Direction
- Ensure overall statutory compliance
- Determine audit and risk related policies as detailed in the Trust policy schedule.

RESOURCES COMMITTEE

The role of the resources committee is to strategically oversee all financial matters, ensuring that these resources are focussed towards maximising the quality of education provided to pupils. Its specific responsibilities within this wider remit are:

- To review and interrogate the annual Trust budget and 3 year plans and report back to the Board on:
 - The implications of the budget on the Trust's overall financial health of the Trust and;
 - Whether the Board should approve the annual budget and 3 year plan for submission to the Education & Skills Funding Agency (ESFA)
- To regularly review the management accounts and benchmarking reports, reporting material variances to budget or other concerns back to the Trust Board
- Approval of unbudgeted expenditure outside that delegated to the Trust executives within the finance policy, escalating to the Trust Board where appropriate
- Ensure statutory compliance in regard to all functions within the remit of this committee
- To approve finance policies as detailed in the Trust's policy schedule document and monitor compliance with and impact of these policies

STANDARDS COMMITTEE

The role of the standards committee is to maintain oversight of the quality of education and pastoral care provided across the Trust at a strategic level. It's specific responsibilities within that remit are:

- Agree Trust level targets for pupil academic and non-academic outcomes and monitor progress towards these targets, paying particular attention to outcomes for those pupils in vulnerable schools and groups vulnerable to underachievement
- Monitor the extent to which the Trust's curriculum and teaching and learning strategy is effective in meeting the Boards intent and supporting targeted outcomes
- Monitoring the effectiveness of pastoral care including safeguarding
- Determine the Trust's policies related to education matters as detailed in the Trust policy schedule

PEOPLE COMMITTEE

The role of the people committee is to provide oversight, act as a sounding board and make strategic recommendations to the board with regard to people related priorities across the trust. It is delegated to take decisions in respect of:

- Approving people related policies falling outside the executive team's delegated remit.
- Approving trust organisational leadership change proposals
- Shortlisting of candidates for the appointment as either trustees or Members
- Approving the appointment of LGB chairs and if necessary confirm the suspension or removal of local governors

EXECUTIVE PAY COMMITTEE

The executive pay committee is delegated to determine annual pay awards for the following employees based on the recommendations arising from their appraisals: Trust Leader; CFO; Trust Education Leaders; Regional Education Leaders.

LOCAL GOVERNING BODIES (Academy Committees)

The LAC role is predominantly a monitoring one, drawing on a local community perspective to bring an additional layer of localised support and scrutiny to that provided by executive leaders.

LACs have no actual decision-making authority save with regard to their own governing arrangements, (where not prescribed within the Trust Governance Framework) and in respect of panel decisions in the case of pupil disciplinary panels or local complaints.

LAC members may make recommendations to headteachers or other education leaders, but are not line managers and do not have authority to direct their action. This is reserved for the executive chain.

The LAC is delegated to:

- Appoint local governors and ensure that elected roles are filled
- Remove governors if required
- Ensure the roles of chair, vice chair, safeguarding governor and SEND governor are filled. (The Trust Board has a right to override these role allocations if deemed necessary)
- Determine its own monitoring arrangements within the framework of the Trust provided work plan
- Arbitrate on exclusions and complaints as detailed in the relevant policies

LACs are expected to:

- Act as champions of the children within the school(s) and the wider Inspire Partnership Academy Trust, and as advocates of, and ambassadors for, the schools and the Trust
- Both collectively and as individual governors, get to know the school(s) and how it/they are led and managed, sufficiently well to carry out the committee's role
- Advise and provide supportive challenge to headteachers and executive leaders when the local vision, ethos, strategic aims, targets and strategies for improvement are being developed within the framework of the parameters set by the Trust
- Receive reports, usually within the framework of the annual work plan, but commissioning specific content where appropriate, and provide supportive challenge on:
 - how the school is fulfilling the Trust and school ethos, vision and strategy through the implementation of the development plan. This is likely to include information

about the quality and breadth of curriculum; outcomes for all pupils, including those who are disadvantaged or otherwise vulnerable to underachievement; and the quality of leadership, teaching and support, together with improvement actions being taken and the impact of these

- safeguarding (including health and safety, and safeguarding of adults) attendance, behaviour and inclusion and review the effectiveness of provision to support vulnerable pupils, including those vulnerable to exclusion;
 - pupil and parent engagement and satisfaction; staff engagement, absence, turnover, satisfaction and wellbeing
 - how the school is responding to audits and/or reviews, for example teaching and learning safeguarding, health and safety where recommended actions are within the scope of local school leadership
- Triangulate a sufficient quantity of the information provided to be assured of its accuracy, through agreed focused monitoring visits, carried out in line with the Trust's visit protocol, the receipt of reports and evidence from alternative sources (e.g. public data; school improvement adviser and other credible persons) and stakeholder voice
 - Provide measured, constructive, supportive challenge to headteachers, executive leaders and Trustees in pursuit of the highest standards across all aspects of the Inspire Partnership Trust
 - Collaborate with other local academy committees /hubs, executive leaders and the Trust Board, willingly sharing practice/resources/information and both providing and receiving support in order to maximise governance effectiveness
 - Be engaged, as requested by relevant leadership, in recruitment processes, in particular for senior leader and headteacher appointments. While this process will normally be led by the Trust leader/executive leaders/headteacher as appropriate, it will be normal practice for at least one non-staff local governor to be invited to sit on the panel recruiting to headteacher/head of school or deputy headteacher appointments (or equivalent)
 - Be engaged in the appraisal process of the headteacher(s)/head(s) of school. The appraisal will normally be conducted by the Trust Leader or relevant executive leader but the views of the LAC will normally be canvassed, usually in discussion with the chair, prior to appraisal being undertaken. A representative of the LAC may be invited to attend the appraisal meeting
 - Monitor local compliance with Trust policies. Where statutory policies/procedures have not yet been developed by the Trust Board, the LAC should in liaison with executive leaders as appropriate, ensure local policies are in place and are reviewed in line with DfE guidance
 - Form any panels required to consider pupil disciplinary matters or parental/community complaints or admission appeals where necessary. Individual LACs may draw on governors from other LACs to form panels. Where applicable, the chair of any panel will represent the LAC at any subsequent stage, for example, independent review
 - Be prepared for and participate in the Ofsted inspection process and follow up

- Where appropriate and in consultation with executive leadership, establish transformation committees to support rapid improvement in schools which are deemed to be significantly underperforming or at risk of being so
- Take responsibility for the LACs own self-evaluation and for planning and putting in place the necessary recruitment, training and development to improve its effectiveness and sustainability
- Ensure all governors have been subject to the appropriate recruitment safeguarding training and maintain an up to date register of interests and eligibility to serve as a governor
- Report to the Trust Board termly (3 times per year) on LAC capacity and activity successes, concerns and needs