Wootton Park Academy Trust

Governance Scheme

of Delegation

FOUNDATION FOR GROWTH

WOOTTON PARK ACADEMY TRUST

'Ipsum quod faciendum est diutius'

September 2025

1. Introduction

Wootton Park Academy Trust (WPAT) was established as a **multi**-academy Trust (MAT) in May 2025. WPAT is currently composed of Wootton Park School, a 4-19 all through school in Northampton and Overstone Gate Primary School.
WPAT has received approval for the pre-opening of an additional school secondary school, Dallington Park School.
To ensure that all our children and young people achieve their full potential, WPAT engages in active and varied collaboration within and beyond the education sector to improve educational outcomes for all learners in our schools.

This plan has been created in accordance with the guidelines of the DfE for MAT Governance, which includes The Academy Trust Handbook (2025). This document demonstrates the governance structure, Scheme of Delegation, and responsibilities of key positions within the Trust. Our robust arrangements regarding responsibility, accountability, and transparency within the organisation are also outlined within this document, ensuring that our governance is fit for purpose and fully satisfies all the requirements of the DfE, ESFA, and company and charity laws, as applicable. OGPS, alongside its own dedicated Parent/Carer Advisory Board (PCCAB), will be fully integrated into the current governance structure and plan, with no further expected changes in the structure.

1.1 The Seven Principles of Public Life

The DfE issued guidelines in 1995 on the Seven Principles of Public Life (the Nolan Principles), which serve as the foundation for the ethical standards of public office. Adhering to these values and principles, WPAT takes great effort to ensure that its business is conducted with the utmost honesty, probity, and transparency and that our members, Trustees, and governors abide by them at all times. We will achieve this by:

- ✓ Carrying out an annual review of structures and processes against these standards and according to the DfE's Academy Trust Handbook and Governance Handbook.

- ✓ Ensuring new members, Trustees and Advisory Boards are aware of the above principles throughout our selection, recruitment, and induction processes.

- ✓ Implementing a culture of supportive challenge within the committee meeting structure and through support for individual members for meeting our exact standards.

- ✓ Implementing governance in a way that meets the transparency objectives required for the expenditure of public funds.

1.2 Definition of Terms

The Trust	**Wootton Park Academy Trust**
Member	The members are the individuals appointed to hold the property of the charity of the Trust. The current members of WPAT will continue in their role and will oversee the new MAT and all schools within it. Most of the powers and responsibilities of the members are currently delegated to the Trust board. The members appoint (and can remove and replace) the majority of directors (members appoint up to 5 directors.)
Trustee	The Trustees will form the board of the Trust and will be referred to as the "Trust Board" to prevent confusion. Trustees will oversee the operation of the Trust on behalf of the members of the Trust. The Trustees will execute all of the responsibilities and powers of the Trust, and will delegate responsibilities and powers to committees which include the local Parent Carer Advisory Boards (PCCAB) of each school according to the scheme of delegation.
Parent Carer Advisory Board	The Parent/Carer Advisory Board (PCCAB) is a representative board of current parents and carers established by the Trust Board to strengthen the voice of Parents/Carers at each school. The PCCAB focuses on communication between the school and the parent/carer body and is consulted on key areas of school operations. The PCCAB's view is represented to the standards & performance committee directly via the PCCAB Chairs and in turn to the Trust Board via the co-chairs of the board. At WPAT, the PCCAB is the analogous body to a Local Governing Board.

2. Vision and Ethos of the Trust

2.1 Vision and Values

WPAT's vision is to build on its existing outstanding all-through free school to create an organisation of outstanding schools in Northampton and the surrounding areas, delivering strong academic achievement, developing strong values and promoting citizenship, community and service. Through tried and tested teaching methods and a commitment to holistic development, we allow each learner to gain the confidence and skills to positively contribute to local communities and to participate in a global society. Our curriculum promotes social mobility and enhances the life chances of all learners, particularly the most disadvantaged.

Academy sponsorship entails major responsibilities in developing, improving and supporting schools by providing the highest quality education. WPAT will eventually establish, sponsor and improve all-through, primary and secondary schools across the East Midlands.

An expanded Trust has the potential to provide benefits in a range of areas, by:

- ✓ Bringing about continual academy improvement
- ✓ Making the most of our resources

- ✓ Running our academies with maximum efficiency
- ✓ Developing our workforce
- ✓ Providing opportunities for learners
- ✓ Becoming a force for good in our community
- ✓ Establishing effective governance and leadership.

Our Trustees, members, governors, and staff uphold equal opportunities for all, which we achieve by:

- ✓ An inclusive ethos of respect, tolerance, and understanding the needs of others
- ✓ The development of learners' self-belief, independence, and life skills in preparation for adulthood
- ✓ Safe, supportive, innovative, and nurturing school environments
- ✓ Promotion of resilience and integrity in everything we do
- ✓ Delivery of creative curriculums that value inclusivity, diversity, and personal progress
- ✓ Highly skilled and experienced staff teams who are advocates for all our learners
- ✓ The promotion of dynamic partnerships – working with parents, agencies, and the wider community
- ✓ The celebration of success and positive outcomes for all.

2.2 Ethos

Our main goal is to ensure our learners are confident, happy, and successful**.** Tolerance, courtesy, understanding and compassion are foundational in our ethos. While our focus is on achievement during their time with us, we will never lose sight of the fact that those in our care are beginning their journey, and that we are educating the successful adults of the future for whatever path they choose. Our learners are encouraged to understand their place in the wider community and the world, and to embrace important skills such as teamwork.

Schools in our Trust will:

- ✓ Develop learners who will help create a better society through the promotion of citizenship, community and service
- ✓ Create a rigorous, broad and ambitious, knowledge-rich academic curriculum supported by high-quality extra-curricular provision
- ✓ Grow a school at the heart of its community, helping to promote cohesion
- ✓ Provide targeted support for every child that needs it, through high-quality classroom teaching and evidence-based targeted support including tutoring
- ✓ Ensure the highest aspirations and ambitions for all

All of these principles are underpinned by our school's core curriculum, governance, leadership, and communications. Our range of staff expertise will be shared across our schools for ensuring that best practices are recognised and made accessible to all.

3. Overview of WPAT Governance

Since 2013, the success of WPAT has been attributed, in part, to robust and effective governing bodies and structures dedicated to upholding and achieving high standards and a culture of high aspiration and success. As evidenced below, governors have a strong understanding of our school and provide outstanding support:

"Trustees play an active role in making sure that the actions taken by the school continue to help all pupils thrive" (Ofsted March 2025)

"Relationships between governors and senior leaders are highly positive and constructive, based on a mutual understanding of support and challenge. Together they uncompromisingly strive for excellence and have a strong vision for the future success of the school (Ofsted July 2019)"

The Trust Board is composed of a range of co-opted Trustees, all of whom will bring a wealth of knowledge from their various fields of expertise and contribute to full Trust meetings and sub-committees.

Trustee and PCCAB visits at WPAT provide opportunities to understand how the schools operate, with specific regard to the scope of provision that comprises the school. The Trust applies this principle to all aspects of its governance whilst acknowledging and agreeing that the three core functions of a governing body as defined in the Governance Handbook:

- ✓ Ensuring clarity of vision, ethos, and strategic direction
- ✓ Holding executive leaders accountable for the educational performance of the organisation and its learners, and the effective and efficient performance management of staff
- ✓ Overseeing the financial performance of the school and making sure public funds are well spent.

The Trust has embraced the DfE's Competency Framework for Governance and is fully aware of the published governor's guidance from the National Governance Association (NGA). This plan establishes the criteria against which governing boards deliver and assess their practice and effectiveness.

3.1 Governance Structure

This plan reflects the structure that WPAT has put in place now it has transitioned from a SAT to a MAT. The Scheme of Delegation clearly defines the tasks and responsibilities of the various levels of governance, as well as the lines of accountability and financial authority at different levels. WPAT's governance is intended to respect the overall responsibility of the Board of Trustees, the line management of Headteachers and Heads of School by the CEO/Executive Principal, and the support and challenge of the Trust's PCCABs.

3.1.1 Members

Members and the Board of Trustees exercise their responsibilities through a committee structure, which oversees all facets of the Trust simultaneously. The CEO acts on behalf of Trustees, guaranteeing effective leadership at all levels to include maintaining development plans, review, and reporting arrangements.

Each school has a PCCAB, which will function in accordance with the authority granted to it by a Scheme of Delegation in the best interest of each provision. The Board of Trustees and sub-committees are obligated to consider and consult the recommendations provided by PCCABs unless reasonable alternatives can be substituted or implementing the recommendations would result in costs that would jeopardise the financial viability of the Trust.

In addition to governance positions, WPAT efficiently manages all other employees within the Trust through its extensive framework for pay and conditions. See the Trust-wide Pay Policy and the Appraisal Policy for further information.

The Members are the individuals appointed to hold the property of the charity of the Trust. Most of the powers and responsibilities of the Members are currently delegated to the Trust Board. The members can appoint (and can remove and replace) up to 5 directors.

As a MAT, we always look to avoid any overlap between the Members and Directors, so to ensure good governance. As a result, the Members will not be Directors and the Directors shall not be Members. The membership of the MAT will consist of five members.

The Trust currently consists of:

- Five Members. The Members have been appointed with relevant skills and experience to facilitate the effective development and operation of the Trust.
- The Members meet at least twice a year, including the Annual Directors Meeting in the autumn term to approve the annual accounts. Additional meetings may be convened to appoint or reappoint directors.

The Members are:

- ✓ Victoria Martin
- ✓ Deborah Mattock
- ✓ Jelena Motte
- ✓ Kelvin Thomas
- ✓ Mary Laing

3.1.2 Trustees

The Trustees form the Board of the Trust and will be referred to as the "Trust Board" to prevent confusion. Trustees will oversee the operation of the Trust on behalf of the Members of the Trust. The Trustees will execute all of the responsibilities and powers of the Trust, and will delegate responsibilities and powers to committees which include the PCCAB of each school according to the scheme of delegation.

The Trustees are appointed to uphold the values and vision of the Trust and provide the skills and experience the Trust Board needs to fulfil its legal responsibilities. The Trust Board will be kept as lean as possible to enable effective decision-making and to effectively identify priorities for the Trust. The Trust Board will rigorously hold to account both the CEO and the PCCAB's for the performance of each academy. The Trust Board will consist of the:

- ✓ Chair of the Trust Board
- ✓ The CEO– ex-officio
- ✓ The Chair of the Audit, Risk and Finance Committee (Lead Finance Trustee)
- ✓ The Chair of the Standards and Performance Committee
- ✓ The Chair of the Governance and Personnel Committee
- ✓ Community Trustee
- ✓ Community Trustee
- ✓ Community Trustee

- ✓ Community Trustee
- ✓ Community Trustee

The Trust has established a clear succession plan to ensure that any personnel changes within the Board do not hinder its ability to govern effectively. Should a vacancy on the Board arise, the Board, CEO, and Executive Team will act promptly to fill the vacancy to prevent any impact on the board's effectiveness.

The process for appointing a replacement Trustee and conducting a recruitment process follows a structured timeline of approximately six weeks:

- ✓ Week 1: Agreement and preparation of recruitment materials.
- ✓ Weeks 2-4: Advertisement of the position across Trust and national networks.
- ✓ Weeks 5-6: Shortlisting and interviews.

There are currently no vacancies on the Trust Board.

3.1.3 Parent Carer Community Advisory Board (PCCAB)

PCCABs are delegated the duties of consulting with the Headteacher / Head of School and Trust Board on the effective management and performance of schools, and are constituted such that they are close to and representative of the communities those schools serve. The members of the PCCABs are referred to as PCCAB members. The Headteacher / Head of School of each school will ultimately be accountable to the Board for the management and performance of each school, but will also be supported in this duty by the PCCABs. The Headteacher/Head of School and/or the Standards and Performance Committee will consult the PCCABs on matters within their remit and will feed their opinions back to the Board, however the PCCABs will not bear final accountability for these matters.

To ensure the voices of all stakeholders in the local community are represented, each PCCAB will be constituted as follows:

- ✓ Chair of the PCCAB
- ✓ Headteacher / Head of School – ex-officio
- ✓ Up to six PCCAB members elected by parents
- ✓ One teaching staff member (elected by teaching staff)
- ✓ One non-teaching staff member (elected by non-teaching staff)
- ✓ Up to two PCCAB members appointed by the Trustees.

PCCAB members are required to meet at least termly to conduct their delegated responsibilities. They primarily work to set and refine each school's vision as an instantiation of the Trust's vision, review and refine school objectives and a school improvement plan (in collaboration with the Standards and Performance Committee) with clear targets and goals, review school financial stability, identify risks to school performance and report them to the Board, and to fulfil statutory obligations surrounding safeguarding, SEND, inclusion and the Prevent Duty.

The Trust Board will establish robust measures for overseeing and assessing the performance of PCCABs. These monitoring measures, agreed in consultation with each Headteacher / Head of School and, as needed, with the Board, aim to evaluate the impact of the PCCABs effectively. Should the PCCABs not fulfil their responsibilities adequately, the Board is prepared to intervene by either fully or partially revoking their delegated authorities. The CEO is ultimately responsible for overseeing the administration of these monitoring and performance management processes and for reporting them to the Trust Board.

The matters on which PCCABs may be consulted by the Headteacher/ Head of School and/or Standards and Performance Committee (their remit) includes:

- ✓ Applying Trust vision and ethos to individual schools
- ✓ Implementing Trust policies and procedures i.e. curriculum policy, behaviour policy, exclusions policy, etc.
- ✓ Scrutinising relevant data regarding behaviour, including suspension and exclusion decisions
- ✓ Act as a point of challenge for decisions taken by the Headteacher/Head of School
- ✓ Establishing a school risk register and conducting regular reviews
- ✓ Agree reporting and monitoring arrangements for school budgets
- ✓ Agree school budget plan to support strategic priorities
- ✓ Assist in monitoring school estates
- ✓ Plan and deliver individual school improvement interventions and strategies
- ✓ Develop stakeholder partnerships across the school and Trust levels
- ✓ Appoint safeguarding link person

Safeguarding is also a crucial function of CPCCABs. Each PCCAB will review safeguarding measures at their school to ensure strict adherence to and compliance with local, Trust, and national safeguarding standards, policies and regulations, primarily through the commissioning of an annual review of school safeguarding and the appointment of a safeguarding link person for each school. This person is responsible for monitoring safeguarding areas including bullying, racist and homophobic incidents, child-on-child abuse, and mandatory training in safeguarding and the Prevent Duty.

WPAT will ensure that recruitment processes are in place so that local PCCAB members represent their communities.

3.1.4 Sub-Committees

The Board of Trustees has established three sub-committees for the purpose of overseeing specific areas of Trust operations and governance, and which are delegated specific powers and responsibilities to perform their delegated duties. The Trust Board may, upon formal approval, amend, adjust, remove from, or add to the sub-committee structure in accordance with Trust governance objectives and evolving needs. The Trust Board undertakes an annual review of the committee structure to ensure effectiveness and alignment with stated Trust goals.

All Committees are appointed by the Trust Board and composed of at least three Trustees. The Trust Board also appoints a Trustee as the chair of each Committee. Meetings for all Committees are held termly and meeting agendas are circulated one week in advance of each meeting.

Audit, Risk, and Finance Committee

The purpose of the Audit, Risk and Finance Committee (ARF Committee) is to oversee and scrutinise the Trust's business and financial planning. Its primary remits are to oversee strategic financial planning, ensure financial risk is assessed, recorded, and mitigated, and ensure the Trust undertakes compliant financial auditing procedures. To achieve these goals, the committee is involved in the development of a financial strategy to suit Trust needs and goals, detailed scrutiny and challenge of Trust budgets and the business aspects of its annual and long-term plans, and assessment of business performance against budgets. It also makes recommendations to the Members regarding the appointment of an external auditor and is

engaged in setting and managing risk appetite through termly scrutiny of the Trust risk register, with evidence of challenge and responses to risks recorded as minutes during ARF Committee meetings. It also ensures the Trust complies with cyber risk management obligations in line with DfE Cyber Security standards, including the requirement not to pay any ransomware demands in the event of a cyber-attack.

The ARF Committee also reviews financial-related Trust policies and statements, including but not limited to:

- ✓ Conflict of Interest Policy
- ✓ Pay Policy
- ✓ Risk Management Policy
- ✓ Charging and Remissions Policy
- ✓ Annual Accounts Statements

Governance and Personnel Committee

The purpose of the Governance and Personnel Committee is to scrutinise and oversee recruitment and succession planning, PCCAB appointments, annual governance reviews and skills audits, due diligence and estates/premises management, and growth planning. To this end, the Committee is involved in the appointment, dismissal, and performance management of headteachers and PCCAB members, agreeing headteacher pay and reward, and developing school staffing structures. It also reviews due diligence arrangements for academies seeking to join the Trust, as well as the Trust's estates arrangements to ensure that all estates and premises are safe, secure, and fit for purpose.

The Governance and Personnel Committee also reviews policies and statements related to its remit, including but not limited to:

- ✓ Pay Policy
- ✓ Terms and Conditions of Employment
- ✓ Disciplinary and Capability Policies and Procedures (for CEO, central team, schools)
- ✓ Estates Policy and Vision

Standards and Performance Committee

The purpose of the Standards and Performance Committee is to provide independent challenge to school leadership on school performance and progress and ensure high standards of teaching and learning. This includes oversight of such areas as educational performance, safeguarding, learner attainment and progress, the quality of school experience for learners, the execution of school improvement plans, and behavioural and attendance data. School Development Plans are a particular focus of this committee, and its remit includes consulting on the development of these plans, reviewing progress against them, and developing and providing targeted interventions and support if progress is not made as expected. These interventions may include resource reallocation and additional professional development to address issues in school improvement. The Committee also commissions the annual review of school safeguarding for each Trust school.

The Standards and Performance Committee also reviews relevant Trust policies and statements, including but not limited to:

- ✓ Admissions Appeals process
- ✓ Complaints Policy
- ✓ Admissions Policy
- ✓ Exclusions Policy
- ✓ Safeguarding Policy
- ✓ Behaviour Policy

- ✓ Attendance Policy
- ✓ School Development Plans

3.1.5 CEO

The CEO serves as the leader of the Executive Team and is delegated significant responsibilities in that capacity by the Trust Board. The CEO is ultimately responsible for the daily strategic operation of the Trust and provides strategic leadership and direction to maintain operational efficiency against Trust goals. They oversee the implementation of the Trust's vision, ethos, strategy, and policies at the Trust level and at the school level through liaison with and performance management of the headteachers.

The main responsibilities of the CEO, which they may choose to delegate to the Executive Team and oversee, include:

- ✓ Ensuring the Trust and its schools consistently provide the highest quality of education and provision for all
- ✓ Developing strategic, operating, and financial plans and policies reflecting Trust vision and ethos for Committee review and Trust Board approval
- ✓ Managing Trust finances as Chief Accounting Officer in accordance with the Funding Agreement and Academy Trust Handbook
- ✓ Assisting the Trust Board in developing the Trust's vision, strategy, and key priorities, as well as applying these to individual schools
- ✓ Developing Trust risk register
- ✓ Appointing and performance managing the CFO and COO and working with them to produce Trust budgets
- ✓ Producing annual reports & accounts in line with the Charity Commission's Statement of Recommended Practice
- ✓ Agreeing monitoring and reporting arrangements for Trust and school budgets
- ✓ Developing Executive Team structure and conducting Executive Team and Headteacher / Head of School performance management through developed performance management structures
- ✓ Reviewing staff appraisal procedures and pay progressions
- ✓ Completing an annual review of the scheme of delegation and local governance
- ✓ Conducting PCCAB performance management
- ✓ Commissioning annual review of school safeguarding
- ✓ Ensuring Trust engagement with stakeholders and Trust communications, are compliant and effective
- ✓ Submitting an annual report on Trust performance to Members
- ✓ Assessing how the Trust is meeting the DfE's digital and technology standards, including working towards the 6 core standards by 2030, in collaboration with the Chief Operating Officer or other relevant central team personnel

The CEO delegates responsibility for the operational and strategic management of individual schools to each headteacher / Head of School, including oversight of school staff performance and the implementation of Trust policies and vision.

The CEO is also responsible for guiding PCCAB development, including ensuring that PCCABs have sufficient support to perform and manage their duties and overseeing the performance management and reporting frameworks for each school.

The CEO is also the Accounting Officer for the Trust and holds ultimate responsibility for the Trust's financial affairs including the maintenance of accurate and compliant accounts. In this capacity, the CEO works closely with the CFO, who executes detailed accounting processes and manages the Trust's daily financial operation. The CEO and CFO are held accountable by the Trust Board through regular and rigorous oversight mechanisms, including the review of year-end

accounts and financial audits. The Trust also develops specific plans for training, upskilling and support for the CEO and CFO so they can remain equipped to meet and mitigate dynamic financial challenges.

3.2 Induction and Training

WPAT values training, as evidenced by its commitment to induction and training for Trustees and PCCAB Members. We will strongly encourage all new Trustees to take advantage of the available support to develop better understanding of their position and responsibilities as directors, and our induction programme will provide all Trustees with training on their responsibilities, as well as the legal framework under which the Trust operates, including the articles, funding agreements, Academy Trust Handbook, Charity Commission and company law. All Trustees will also have the opportunity to expand their knowledge and skills by using a range of online resources and in-person training session. Furthermore, Trustees with specific roles within the Board or Sub-Committees are actively encouraged to pursue specialised training.

All Trustees and PCCAB Members have access to induction packages and continuous training and development. Our induction programme includes training on how to use online platforms, such as the Governor Hub, NGA and National College, which houses all the latest Trust-wide policies and procedures, as well as the online safeguarding training for Directors/Trustees. Trustees in WPAT benefit from further specialised and dedicated support from our Governance Professional, as well as a range of memberships available to them. We enable Trustees to concentrate on supporting and advocating for schools to achieve the best results for children while maintaining their wellbeing by offering close assistance to them.

An annual training and professional development plan for Trustees will be informed by the Trust-wide annual skills audit at all levels of governance. By identifying skills gaps that may exist, this audit will also guide the hiring plan and targeted recruitment to fill gaps either via internal recruitment or sourcing from the local community.

3.3 Independent Challenge

We recognise that conflicts of interest may occur for Board of Trustee members, as well as those serving on Sub-Committees and local PCCABs with regards to:

- ✓ The procurement of services
- ✓ Individual learners, for those working with children and young people
- ✓ The role of community partners and individuals regarding the Trust and each school.

Trustees at all levels have a key responsibility to declare any potential conflicts of interest, including those of a commercial, financial, or personal nature. Trustee induction courses provide training on good governance, guaranteeing all new Trustees understand their responsibility to identify any potential conflict, discuss it with the Chair, declare it, and, as appropriate, abstain from any meetings where the issue related to that interest is being discussed.

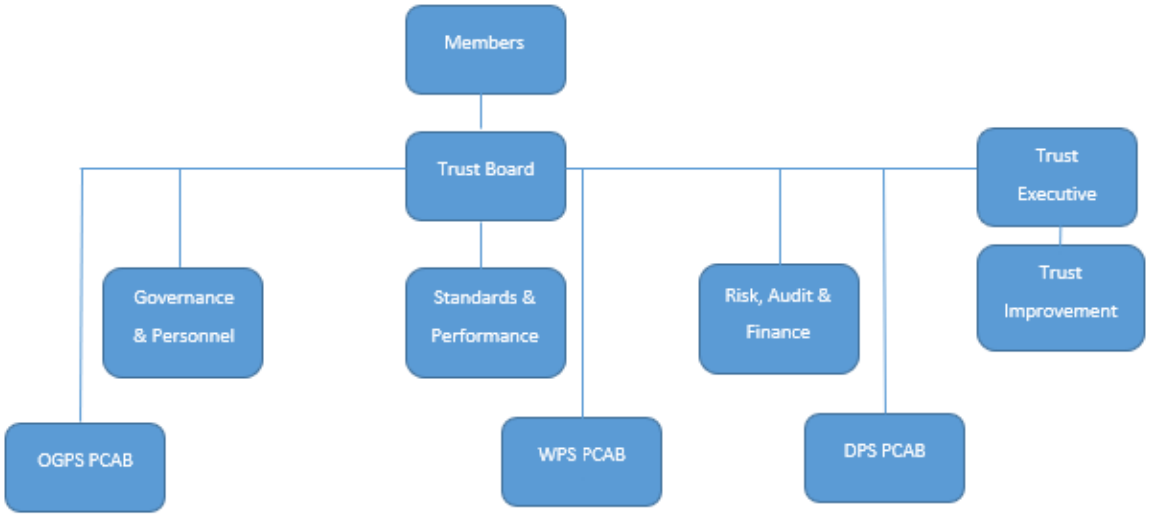
Our robust structures and procedures ensure that the Trust addresses independent challenge in the most appropriate manner. These include, but are not restricted to:

- ✓ Regular governance reviews as recommended by the Academy Trust Handbook
- ✓ Internal and external auditors for financial matters
- ✓ A Trust review by the Regional Director's office (DfE) (CEO and Chair)
- ✓ Each Local PCCAB will have at least two members appointed by the Board and will elect its chair and vice chair.

- ✓ The Chief Finance Officer is precluded from membership of the audit committee, providing reports and information but not joining the substantive meeting.

We are not aware of any particular conflicts of interest involving the establishment or operation of WPAT. If any conflicts of interest do arise, the person in questions must abstain from all votes and discussion associated with that interest.
We do not anticipate any related party transactions connected to the establishment or operation of the new school, and we are dedicated to avoiding such transactions except in the most extraordinary situations, such as a deal that provides truly exceptional value for money. In this situation, the Board of Trustees would be in charge of ensuring that the procedure adheres to the 'at cost' criterion outlined in the Academy Trust Handbook.

3.4 WPAT Governance Structure



3.5 Powers to be exercised by the Members

Please refer to section 3.1.1. (Members).

3.6 Powers to be exercised by the Board of Trustees

Please refer to section 3.1.2 (Trustees) and 3.1.4 (Sub-Committees).

3.7 Powers to be exercised by Parent Carer Advisory Board

Please refer to section 3.1.3 (PCCABs).

3.8 Schedule of Annual and Termly Activities

Members

Term 1	✓ CEO report on key performance indicators of the Academies within the Trust ✓ Highlight any significant issues, concerns or successes ✓ Highlight any significant changes in the risk register of any of the Trust Schools or the Trust itself; any Report on any OFSTED reports or other external reports regarding any of the Academies. ✓ CFO report presenting the Annual Accounts and Auditors Report

	✓ Appointment of the auditors
Term 3	✓ CEO, COO & CFO report on the Trust Board's execution of its key areas of responsibilities ✓ Plans for the Development of the Trust ✓ Feedback from the PCCABs in informing decisions of the Trust Board ✓ Any external reviews of Governance ✓ Any significant change in DfE advice regarding Governance

Trust Board *statutory requirement

Term 1	✓ *Elect a chair & vice-chair of Trust board ✓ *Undertake annual safeguarding training and updates in accordance with the most recent KCSIE guidance ✓ *consult on any proposed changes to admissions arrangements ✓ *Carry out CEO performance management review & pay review ✓ *review draft PP strategy statement ✓ *review and approve SEND information report ahead of publication on website ✓ *Review data on Statutory gender pay gap information to be published when the Trust reaches 250 employees ✓ *Approve annual accounts and recommend the appointment/reappointment of auditors to Members ✓ Evaluate communication methods with other committees and other stakeholders ✓ *Review and publish Trustee attendance for previous academic year ✓ Review and confirm committee structure, membership and terms of reference. Assign/review link Trustee roles ✓ Conduct an evaluation of Trust Board diversity ✓ Review and adopt a code of conduct ✓ Undertake a skills audit and agree development priorities - complete an external review every three years ✓ Agree clerking arrangements ✓ Annual review of scheme of delegation ✓ Discuss & Approve the school/Trust improvement plan ✓ Set objectives for the governing board for the year including vision and values review
Term 2	✓ *Publish admissions arrangements for next offer year ✓ *Review information demonstrating compliance with the Public Sector Equality Duty annually and publish equality objectives at least every four years ✓ *Complete the schools resource management self-assessment checklist (SRMSAC) ✓ Annual review of articles of association ✓ Appraisal of governance professional/clerk ✓ *Review careers programme (statutory in secondary schools)
Term 3	✓ Undertake a strategy review ✓ *Review PE and sport premium spending impact report

	✓ Annual review of learner exclusion/suspension data ✓ Annual review of learner attendance data ✓ Annual review of staff attendance ✓ *Approve the budget for the next financial year ✓ *Review a three-year budget forecast return, to be submitted to the EFSA alongside the budget. ✓ Review stakeholder feedback including learner voice, staff surveys, parent feedback ✓ Annual review of chair and individual governor contributions, Conduct Trust board self-evaluation ✓ Set meeting and AGM dates for next academic year ✓ Agree a schedule of Trustee governance visits ✓ Discuss & evaluate the impact of the school improvement plan ✓ Submit annual report on performance of the Trust to members

Trust Sub-Committees

Term 1	✓ *Elect a chair for each Sub-Committee - ALL ✓ *Annual Schools/Trust Risk register review – RAF ✓ *Agree budget for Trust strategic priorities & monitor– RAF ✓ *Review staff appraisal arrangements across the Trust – GP ✓ Evaluate learner outcomes and performance data from previous academic year - SP ✓ Review estates management strategy and plans – RAF
Term 2	✓ Ensure engagement with stakeholders - SP ✓ Review and agree any staffing structure changes - GP ✓ Review website compliance – RAF ✓ Receive and revaluate financial benchmarking data - RAF ✓ Review a community engagement report – SP
Term 3	✓ Annually report work of sub-committee to the Trust - ALL ✓ Review and monitor learner data, outcomes – SP ✓ Set meeting and AGM dates for next academic year

PCCAB

Term 1	✓ *Elect Chair of each PCCAB, appoint safeguarding link member ✓ *Undertake annual safeguarding training and updates in line with KCSIE ✓ *Annual School Risk register review ✓ *Agree budget for school priorities

	✓ Monitor the application of the Trust vision and values strategy to individual schools ✓ Review school finances and report to the Trust Board ✓ Approve School Development Plan ✓ *Review staff appraisal arrangements ✓ Undertake a skills audit and agree development priorities ✓ Review learner outcomes and performance data for your school and report to Trust board
Term 2	✓ Monitoring learner data for the school to report to Trust Board ✓ Monitor staff wellbeing
Term 3	✓ Review the impact and evaluate the School Development Plan ✓ Continued monitoring of learner data for the school to report to Trust Board ✓ Set meeting and AGM dates for next academic year

To ensure that progress is tracked and reviewed against agreed-upon strategic goals, the following standing item documents are presented in advance of governance meetings:

- ✓ Agendas and supporting documents
- ✓ Minutes of previous meetings
- ✓ Pecuniary Interest forms to be signed annually and a verbal declaration given at meetings.

Chair of Board of Trustees

The Chair must collaborate with the Clerk to ensure that the Board of Trustees fulfil their statutory obligations and responsibilities. This entails holding the Trust's CEO, COO & CFO accountable by ensuring that they provide reports to the Board and distribute management accounts to Chair and Trustees.

Lead Effective Governance

The Chair of the Board of Trustees is responsible for ensuring that the Board meets the highest standards of effective and professional governance. The Chair must guarantee that the Board is provided with a clear direction as they accomplish their core functions. The main goal of the Chair is to serve as a critical friend to the Trust as a whole.

Building the Team

The Chair oversees establishment of a cohesive and skilled team of Trustees, in addition to the recruitment to fill any gaps in skills, expertise, and experience and ensuring high- quality training where gaps exist. The Chair is also responsible for delegating tasks to ensure that all members contribute and share responsibility and that everyone understands what is expected of them.

Improve the Trust

The Chair must be well-versed in and understand all aspects of the Trust. The Chair will ensure that good quality and relevant information, such as financial information, the Trust growth plan, and other strategic information relevant to each school, is available to the executive governors in order to facilitate appropriate decision making.

Lastly, the Chair is in charge of presiding over meetings and ensuring a formal agenda is followed. Meeting should be planned to reflect statutory tasks through the year.

The Chair of the Board of Trustees undertakes their role in accordance with best practice. In particular, they deliver the following:

- ✓ Take the initiative to organise the Board of Trustee's work
- ✓ Delegate roles and ensure other Trustees are fully involved
- ✓ Organise meetings effectively
- ✓ Keep other Trustees fully informed
- ✓ Work with other stakeholders to support Trust development

Vice Chair of the Board of Trustees

The Vice Chair of the Board of Trustees will be prepared to step into the role of Chair at any time. They should be in a position to act as a 'sounding board' for the Chair when required. The Vice Chair:

- ✓ Chairs particular agenda items and/or some full Trust Board meetings
- ✓ Acts as a mentor for new Trustees
- ✓ Is part of the team that undertakes the CEO's annual appraisal (especially when the chair is not involved)
- ✓ Ensures Trustees' participation in and between meetings
- ✓ Is to be seen in school regularly, attending school functions, being accessible to other Trustees, staff and parents and meeting governors from other schools
- ✓ Deputises for the Chair in his/her absence
- ✓ Listens to the chair and is a critical friend to the Chair.

Trustees

Trustees have been and will be selected based on the skills, experience and knowledge they can bring. WPAT will ensure they are given training to fulfil their duties. Trustees will:

- ✓ Ensure clarity of vision, ethos, and strategic direction
- ✓ Hold the PCCAB's to account for the performance of the school and its learners, and the performance management of the school staff
- ✓ Oversee the financial performance of the Trust and make sure its money is well spent
- ✓ Hear certain appeals and grievances in accordance with the Trust's policies
- ✓ Agree the Trust Development Plan

Clerk to the Trustees

The primary responsibility of the Clerk to the Trustees is to advise the Board of Trustees on topics of governance, legislation and procedure. Through clear, unbiased guidance, the Clerk supports the Board of Trustees to understand its role, functions, and legal duties. They must ensure the efficient operation of the Board by:

- ✓ Ensuring effective administrative support to the Board of Trustees and its committees
- ✓ Ensuring the Board of Trustees is properly constituted by advising on membership
- ✓ Managing information effectively in accordance with legal requirements
- ✓ Providing advice to the Board of Trustees
- ✓ Advising the Board of Trustees on governance legislation and procedural matters where necessary, before, during, and after meetings

- ✓ Acting as the first point of contact for Trustees with queries on procedural matters
- ✓ Having access to appropriate legal advice, support, and guidance, and where necessary seek advice and guidance from third parties on behalf of the Board of Trustees
- ✓ Informing the Board of Trustees of any changes to its responsibilities as a result of a change in school status or changes in the relevant legislation
- ✓ Offering advice on best practice in governance, including on committee structures and self-evaluation
- ✓ Ensuring that statutory policies are in place, and are revised when necessary, with the assistance of Trust staff
- ✓ Advising on the annual calendar of Board of Trustees meetings and tasks
- ✓ Sending new Trustees induction materials and ensure they have access to appropriate documents, including any agreed Code of Practice
- ✓ Contributing to the induction of governors taking on new roles, in particular chair or chair of a Sub-Committee
- ✓ Ensure effective administration of meetings

Chair of the Parent Carer Community Advisory Board

WPAT expects that the Chair of the PCCAB will perform the role to the same high standard as the Chair of the Trust. The Chair of the PCCAB will:

Lead Effective Governance

The Chair must ensure that the PCCAB members have a comprehensive understanding of their role in driving school improvement and guaranteeing that the school fulfils its objectives. The Chair evaluates whether the PCCAB members are fulfilling their jobs effectively on a regular basis. The overarching goal of the Chair is to serve as a critical friend to the school.

Build the Team

The Chair oversees the formation a strong team of members, delegating tasks to ensure that all members contribute and share responsibility in the most effective way. The Chair must ensure that skills, knowledge, and experience of individuals are put to good use, and that gaps are filled through training and recruitment.

Develop a Good Working Relationship with the Headteacher / Head of School

As a critical friend to the school, the Chair must offer challenge, support, advice, and encouragement as appropriate. The Chair and Headteacher/Head of School, should meet on a frequent basis, ensuring an effective working relationship with the Headteacher/Head of School.

Improve the School

The Chair must have through knowledge and understanding of the school. The Chair should ensure that good quality and relevant information is available to the PCCAB members, such as exam results, results of lesson observations, Ofsted Reports, and the school improvement plan.

Engage all Stakeholders and Communicate Effectively

The Chair, along with the PCCAB they lead, will direct the creation of, collect, and consider regular reports from the Headteacher/Head of School that make them aware of parent, learner, staff, and local voices. In addition to this formal process, the Chair will encourage parents, children, and the local community to make their voices heard regarding concerns and feedback about the school. The Chair will pass this information to the Trust Board as part of the regular reporting sequence of PCCABs.

Accounting Officer/CEO

WPAT has appointed the CEO as Accounting Officer. The Accounting Officer/CEO will assure Parliament, and the public, of high standards of probity in the management of public funds, particularly:

Regularity

The Accounting officer must address all items of income and expenditure in compliance with legislation, the terms of the Trust's funding agreement, and the Academy Trust Handbook, as well as the internal procedures of the Trust. This includes spending public money for the purposes intended by Parliament.

Propriety

The Accounting Officer must ensure that expenditure and receipts are managed in conformity with the intentions of Parliament and the principles of parliamentary control. This covers standards of conduct, behaviour, and corporate governance.

Value for Money

The Accounting Officer is responsible for ensuring that the Trust achieves the best possible educational and wider societal outcomes within the scope of the Trust's objectives through the economic, efficient, and effective use of resources, the avoidance of waste and extravagance, and prudent and economical administration. A key objective is to achieve value for money not only for the public purse, but in the best interests of taxpayers.

Feasibility

The Accounting Officer must ensure that spending proposals can be implemented along intended timescales, accurately, sustainably, and with the financial resources available. In addition, they must ensure proposals can be implemented without incurring additional wasteful or nugatory spend.

The Accounting Officer is responsible for the Trust's financial affairs, maintaining proper financial records, managing opportunities and risks, and the delivery of the Trust's detailed accounting processes will be delegated to a Chief Financial Officer (CFO) who will act in the capacity of financial director, business manager, or equivalent. Their role is formally monitored, and quality assured by the Board of Trustees, along with the CEO and executive team when working in collaboration. This includes management of procurement processes in line with the above standards concerning the use of public funds, particularly value for money considerations. Internal delegation levels, including delegation of procurement decisions to the board at appropriate thresholds as set out in the Trust's Procurement Policy, shall be applied. This includes a competitive procurement procedure in accordance with the Procurement Act 2023 and Find a Tender service, and the seeking of appropriate due diligence or professional advice where appropriate.

The Accounting Officer also has the personal responsibility, which must not be delegated, for assuring the Board of Trustees that the Academy Trust Handbook and the funding agreement are followed. If, at any time, in the Accounting Officer's judgement, any action or policy being considered by the Board is inconsistent with the terms of the Articles, funding agreement, or the Academy Trust Handbook, the Accounting Officer shall advise the Board in writing.

Finally, the Accounting Officer also has a duty to inform the Board in writing if it appears that the Board is failing to act where required under the terms and conditions of the Academy Trust Handbook or funding agreement, as well as the above standards of probity. They will raise concerns in a timely and appropriate manner to ensure compliance with guidance on managing public funds set out in HM Treasury's Managing Public Money 2025. The Accounting Officer must consider the reasons the Board gives for its decision where the Board decides to move forward, despite the advice of the Accounting Officer. If, after considering those reasons, the Accounting Officer still considers that the action proposed by the Board is in breach of the Articles, funding agreement or the Academy Trust Handbook, the Accounting Officer must immediately and in writing notify ESFA's Accounting Officer.

Novel, Contentious, or Repercussive Transactions

The Accounting Officer will refer novel, contentious or repercussive transactions to the DfE for approval, and no such transaction will be made without DfE approval. Novel transactions are those outside the range of normal business, or about which the Trust has no experience. Contentious transactions are those that may cause criticism of the Trust by Parliament, the public or the media. Repercussive transactions are those likely to set a precedent or cause pressure on other Trusts or the public sector at large to take a similar approach and thereby cause wider financial implications across other parts of government with regard to the use of public funds.

4. Commitment to Transparency

In keeping with our commitment to transparency, WPAT will regularly publish updated information about its governance arrangements, including but not limited to:

- ✓ The structure and remit of the board
- ✓ The structure and remit of our committees, including PCCABs
- ✓ The names of each chair
- ✓ The scheme of delegation
- ✓ Information about all Members, Trustees, the Accounting Officer and all PCCAB members including any material business or pecuniary interests.

In line with our Articles of Association, we will also make sure that the following are made available to anyone who wishes to inspect them:

- ✓ The agenda for every Board Meeting
- ✓ The draft and subsequently the signed minutes for every Board Meeting
- ✓ Any papers considered at a Board Meeting

This will be subject to the exemptions laid out in Article 125.

4.1 Information for Website

In addition to the above, all statutory policy and information requirements, the Trust and it schools shall also make available:

- ✓ Up-to-date details of the structure of the Trust and committees
- ✓ Names of PCCAB members and their roles and responsibilities
- ✓ Annual reports and audited accounts, as well as memorandum and articles of association
- ✓ Annual statement setting out the key issues that have been faced and addressed by the PCCAB
- ✓ Assessment of the impact of the PCCAB on the school
- ✓ Values and ethos
- ✓ Admission arrangements
- ✓ Ofsted reports
- ✓ Exam and assessment results
- ✓ Performance tables
- ✓ Curriculum
- ✓ Information regarding learner premium
- ✓ Special educational needs (SEN) information report
- ✓ Careers programme information.

Appendix 1 – Scheme of Delegation

Delegation Matrix

Wootton Park Academy Trust

Year	2025/2026
Author	Dan Rosser - CEO
Date approved by Trust	September 2025
Review Date	September 2026

The following delegation matrix has been adapted from the NGA guide to developing a scheme of delegation for multi academy Trusts. It provides a matrix that covers statutory and essential responsibilities.

Key	
A - Accountable (and approver)	Answerable for the task being delivered. Delegates the task to those responsible. There should be only one group/person accountable for each task/decision.
R - Responsible	Responsible for the delivery. Does the work to achieve the task. Can be shared between groups/individuals.
C - Consulted	Needs to be involved before the decision is made. Communication is two-way – these are important stakeholders or have relevant specialist knowledge.

		Members	Trust Board (incl. committees)	CEO	Exec Team	Headteacher/ Heads of School	PCCABs
	1. Board Business						
1.1	Appoint/remove Members	*A/R					
1.2	Appoint/remove Trustees	*A/R	*A/R				
1.3	Elect Chair of Trustees		*A/R				
1.4	Appoint and remove Board committee chairs		*A/R				
1.5	Establish and review Trust governance structure		*A/R	C			
1.6	Agree named Safeguarding Trustee		*A/R				
1.7	Agree named SEND Trustee Lead		*A/R				
1.8	Agree named Careers Trustee Lead		*A/R				
1.9	Appoint/remove PCCAB Chairs		*A/R				A/R
1.10	Appoint/remove PCCAB Members		*A/R				A/R

1.11	Appoint Trust governance professional		*A	R			
1.12	Agree PCCAB clerking arrangements		*A/R				R
1.13	Articles of association: review		*A/R				
1.14	Articles of association: ratify	*A/R					
1.15	Agree committee terms of reference		*A/R	C	C		
1.16	Complete annual review of scheme of delegation		*A/R	R	R		
1.17	Complete annual Trust Board Self-Review		A/R				
1.18	Complete review of local governance		A	R		C	C
1.19	Revoke PCCAB delegated authorities if necessary		A/R	C			
1.20	Publish governance arrangements on Trust and schools' websites		*A	R	C	R	C
1.21	Ensure Trust website is compliant and effective		*A	R	C		
1.22	Ensure school websites are compliant and effective		*A	A	C	R	C
1.23	Submit annual report on the performance of the Trust		A	R			
1.24	Commission external review of board effectiveness every three years	C	A/R	C	C		
1.25	Annually report work of PCCAB: submit to Trust and publish		A	C		C	R
	2. Vision and strategy						
2.1	Develop Trust's vision, strategy and key priorities		A/R	R	C	C	C
2.2	Apply Trust vision and strategy to individual schools		A	R		R	C
2.3	Develop Trust-wide policies which reflect the Trust's ethos and values		*A	R	C		
2.4	Draft school level policies				C	A/R	C
2.5	Scrutinise school level policies			C	C	C	A/R
2.6	Approve school level policies		*A/R			C	C
2.7	Establish Trust risk register and conduct regular review		*A	R	C		
2.8	Establish school risk register and conduct regular review					A/R	C

2.9	Ensure engagement with stakeholders		A	R		R	R
	3. Finance and Estates						
3.1	Appoint and remove external auditors	*A/R	C				
3.2	Appoint and performance manage Chief Financial Officer & COO		*A	R			
3.3	Produce Trust's scheme of financial delegation		*A	R	R		
3.4	Receive external auditors report	*A/R			C		
3.5	Action recommendations made by external auditors		*A	R	C	R	
3.6	Produce annual report and accounts in line with the Charity Commission's Statement of Recommended Practice		*A	R	R		
3.7	Submit ESFA required reports and returns		*A	C	R		
3.8	Agree budget plan to support delivery of Trust strategic priorities		A	R	R		
3.9	Agree budget plan to support delivery of school strategic priorities		*A	A	R	R	C
3.10	Monitor Trust budget		*A	C	R		
3.11	Carry out benchmarking and Trust-wide value for money evaluation		C	A/R			
3.12	Agree reporting and monitoring arrangements for Trust and school budgets		*A	R	C	C	C
3.13	Approve Trust-wide estate vision, strategy and asset management plan		*A/R	C	C		
3.14	Monitor school estate to ensure it is safe and well maintained		*A	C	R	R	C

	4. Human resources						
4.1	Appoint and dismiss CEO/accounting Officer		*A	R			
4.2	Performance manage CEO & COO		*A/R				
4.3	Agree CEO pay and reward		*A/R				
4.4	Conduct executive team performance management		A/R	R/C			
4.5	Conduct headteacher performance management		A/R	R/C	C		C

4.6	Agree headteacher / Head of School pay and reward		A/R	C	C		
4.7	Review and agree staff appraisal procedure and pay progression		A/R	R	R	C	
4.8	Develop Executive Team staffing structure		*A/R	R			
4.9	Develop school staffing structure			A	C	A/R	C
4.10	Headteacher / Head of School appointments and dismissal		C	A/R	C		C
4.11	Trust wide pay policy, terms and conditions of employment		*A	R	R		
4.12	Develop disciplinary and capability policies		*A	R	R		
4.13	Implement disciplinary and capability procedures – CEO		A/R				
4.14	Implement disciplinary and capability – central team		A	R			
4.15	Implement disciplinary and capability procedures – schools		A	C	C	A/R	C
4.16	Approval of exit payments/early retirement/pension discretion (above a certain threshold)		*A	R	R		
4.17	Conduct PCCAB performance management		A/R	R	C		

5. Education							
5.1	Approve Trust curriculum/school curriculum and curriculum policy		A	R	R	C	C
5.2	Ensure high standards of teaching and learning		A	R	R	A/R	C
5.3	Delivery of curriculum			A	R	A/R	
5.4	Set targets for Trust outcomes		A	R	R		
5.5	Plan and deliver individual school improvement interventions and strategies			A		A/R	C
5.6	Agree Trust Behaviour Policy		A/R	C	C	C	C
5.7	Implement Behaviour Policy			C		A/R	C
5.8	Review permanent and fixed term exclusions		*A/R			C	C

5.9	Decide exclusions		C			A/R	C
5.10	Agree Admissions Policy		*A	R	R	R/C	C
5.11	Admissions appeal process		*A	R	R	C	C
5.12	Develop Complaints Policy		*A/R	R	C		
5.13	Implement complaints procedures		*A/R (Stage 2+)			A/R (Stage 1)	A/R (Stage 2+)
5.14	Implement complaints procedures if complaint involves headteachers/heads of school		*A/R				R
5.15	Implement complaints procedures if complaint involves CEO		*A/R				
	6. Community						
6.1	Developing stakeholder partnerships across the Trust and schools		A/R	R	C	A/R	C
	7. Safeguarding						
7.1	Complete, maintain and review single School Central Record		C	C	C	A/R	
7.2	Appoint safeguarding link person in school/PCCAB		A			A/R	A/R
7.3	Appoint Trust Safeguarding Trustee		A/R				
7.4	Annual approval of school safeguarding policies and annual review		A/R	C		C	C
7.5	Commission annual review of school safeguarding		A/R	C		C	A/R
7.6	In the event of a pandemic (such as COVID-19), approve Child Protection and Safeguarding Policy appendices		A/R	C		C	