



AGB
Terms of Reference
2025-2026



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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 and cyber security 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 which is then shared at the next AGB meeting.

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 cannot 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 on Governorhub 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.

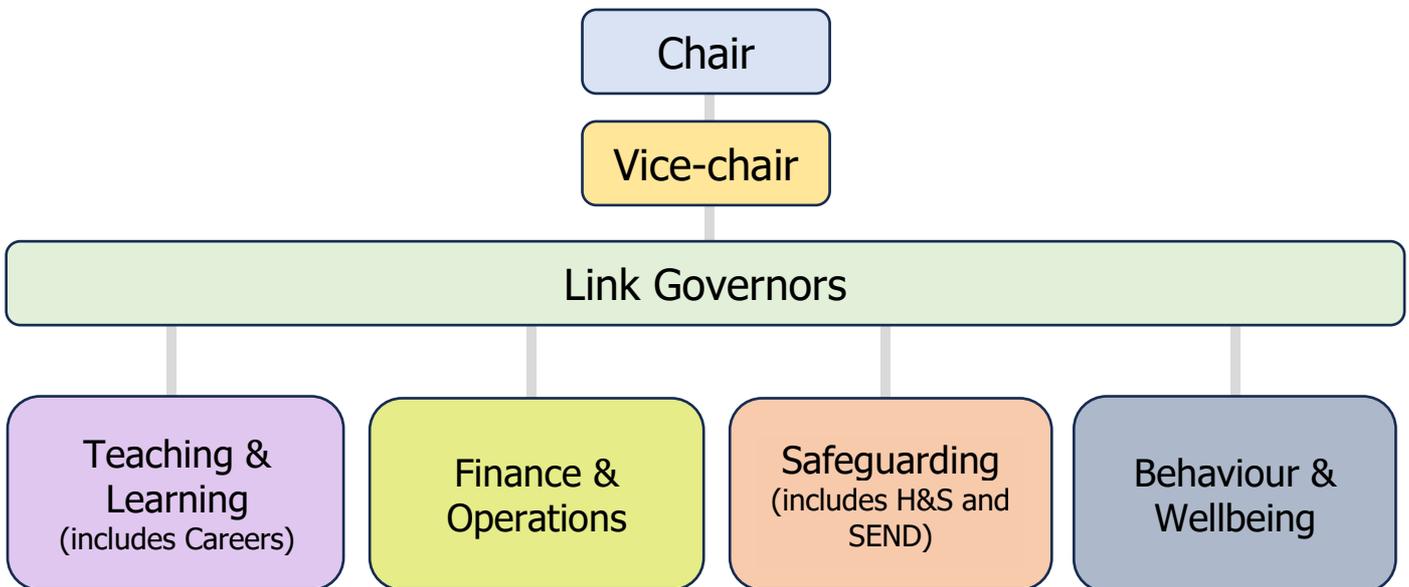
7. Chair's Action

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

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.

This role also covers Careers at Secondary Academies and the 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 relating to Careers

The following are intended to be guided points of enquiry regarding careers. 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 working on their budget with the Headteacher and CFO prior to approval by the Trust Board) 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 details regarding 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 data on staff recruitment and retention?

Code of Conduct 2025 - 2026

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: September 2025

I have read and agree to this Code of Conduct:

Signed: _____

Print Name: _____

Date: _____

Appendix 3. Declaration of Pecuniary and Personal Interest Form

(this will be completed on Governorhub)

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:	Date From
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 2025-2026											
TRUST MEETINGS		AGBs	TRUST QUALITY ASSURANCE		EXECUTIVE / ACADEMY					TRAINING	
Term	Board of Trustees Meetings	AGB Meetings	Educational Quality Assurance	Operational Quality Assurance	Executive Leadership Group	Trust Operations	Trust Headteacher Board	Trust Training & Driver Group Meetings	Curriculum Driver Groups	Performance Management	Trustee/ Governor Training
	Spm	Various			10am	9.30am	8am	Various	Various		4pm
1	<p>Thursday 25th Sept Strategic Session 1.00pm-4.00pm followed by Trust Board Meeting in person</p> <p>Thursday 15th Oct Standards & Outcomes Virtual</p>	<p>W/C 22nd Sept</p>	<p>PP & Sports Premium Audit: Sept 25 Trust Scorecard: W/C 8th Sept 25 Castle Hills Acad Review: 24th Sept 25 Spa Acad Review: 30th Sept 25 Student Surveys: W/C 29th Sept 25 Parent Surveys: W/C 13th Oct 25 Orchard Acad Review: 13th Oct 25 Ridgewood Review: Oct 25</p>	<p>Financial Audit: Oct 25</p>	<p>(Tuesdays) 2nd Sept 16th Sept 30th Sept 14th Oct</p>	<p>Wed 17th Sept</p>	<p>Wed 1st Oct</p>	<p>Attendance: Wed 10th Sept 10.30am-11.30am SEND Fri 12th Sept 8am-10am Safeguarding: Thurs 13th Nov 8.30am-10am</p>	<p>Middle Leaders: 11/9 English Reading: 18/9 Maths: 25/9 Writing: 02/10 Moderator/Facilitator Training: 05/11 DfES: 11/11 Science: 19/11 Writing Moderation: 24/11 Curriculum Overview: 04/12</p>	<p>Complete Performance Reviews by Thursday 16th Oct for Teaching Staff</p>	<p>Thurs 4th Sept New Governors Induction Thurs 2nd Oct Governorhub (by Governorhub)</p>
2	<p>Thursday 27th Nov Finance & Operations and Audit Virtual</p> <p>AGM Thursday 11th Dec: 5.00pm (Members to attend: 5.00pm - 6.00pm and meet separately at 4.30pm - 5pm) in person</p>	<p>Pay Committee: W/C 3rd Nov & AGB: W/C 17th Nov</p>	<p>Moss Road Acad Review: 2nd Dec 25</p>	<p>External Review of Governance: Autumn Term Website Audit: Dec 25</p>	<p>4th Nov 18th Nov 2nd Dec 15th Dec</p>	<p>Wed 19th Nov</p>	<p>Wed 17th Dec</p>	<p>Safeguarding: Thurs 13th Nov 8.30am-10am</p>	<p>AGB Pay Committee: W/C 3rd Nov & Trust Pay Committee: Thurs 27th November</p>	<p>Thurs 6th Nov & Thurs 13th Nov Effective Challenge *These sessions will be in person at 5pm - you will have a choice of other date*</p>	
3	<p>Thursday 22nd Jan Standards & Outcomes Virtual</p> <p>Thursday 5th Feb Finance & Operations followed by Audit Committee Virtual</p>	<p>W/C 19th Jan</p>	<p>Staff Survey: 5th Jan 25 Trust Scorecard: W/C 5th Jan 25 Bamburgh Acad Review: 21st Jan 25 Kirk Smeaton SEND Review: 2nd Feb 25 Parent Surveys: W/C 2nd Feb 25 Carnpoint Safeguarding Review: 4th Feb 25 Spa SEND Review: 11th Feb 25 Vega Safeguarding Review: 23rd Feb 25 Vega College Review: 26th Feb 25</p>	<p>Health & Safety Audit: Jan 25</p>	<p>6th Jan 20th Jan 3rd Feb</p>	<p>Wed 14th Jan</p>	<p>Wed 26th Jan</p>	<p>Attendance: Wed 14th Jan 10.30am-11.30am SEND Fri 15th Jan 8am-10am Transition: 6th Feb</p>	<p>Curriculum Overview: 06/01 Writing: 15/01 Middle Leaders: 22/01 Moderator/Facilitator Training: 26/01 DfES: 02/02 Writing Moderation: 09/02 Maths: 26/02 Reading: 05/03 Curriculum Overview: 12/03 Science: 26/03 Moderator/Facilitator Training: 25/03</p>	<p>Complete Support Staff Reviews and Teaching Staff PQ Meetings by Friday 6th Feb</p>	<p>Thurs 8th Jan NGA Learning Link (by NGA)</p>
4	<p>Thursday 19th Mar Strategic Session 1.00pm-4.00pm followed by Trust Board Meeting in person</p>	<p>W/C 9th Mar</p>	<p>Littemoor SEND Review: 10th March 25 Tornedale SEND Review: 11th March 25 Orchard SEND Review: 12th March 25 Bamburgh SEND Review: 18th March 25</p>	<p>Data Protection Audit: March 25</p>	<p>24th Feb 10th Mar 24th Mar</p>	<p>Wed 18th Mar</p>	<p>Wed 25th Mar</p>	<p>Safeguarding: Thurs 19th March 8.30am-10.30am</p>	<p>Curriculum Overview: 12/03 Science: 26/03 Moderator/Facilitator Training: 25/03</p>		<p>Thurs 5th Mar Health & Safety</p>
5	<p>Thursday 21st May Standards & Outcomes Virtual</p>	<p>W/C 18th May</p>	<p>Littemoor Acad Review: 15th April 25 Wadworth SEND Review: 22nd April 25 Castle Hills SEND Review: 24th April 25 Moss Road SEND Review: 28th April 25 Tornedale Acad Review: 28th April 25 Trust Scorecard: W/C 4th May 25 Wadworth Acad Review: 5th May 25 Kirk Smeaton Acad Review: 18th May 25</p>		<p>14th April 28th April 12th May</p>	<p>Wed 13th May</p>	<p>Wed 29th April</p>		<p>Writing: 14/04 Writing Moderation: 20/04 Reading: 07/05 DfES: 14/05 Writing Moderation: 06/06 Middle Leaders: 10/06 Science: 25/06 Maths: 09/07</p>		<p>Thurs 7th May To Be Confirmed</p>
6	<p>Thursday 18th June Finance & Operations followed by Audit Committee Virtual</p> <p>Friday 10th July Annual Conference</p> <p>Thursday 16th July Trust Board Meeting in person</p>	<p>W/C 8th July</p>	<p>Orchard Safeguarding Review: 4th June 25 Moss Road Safeguarding Review: 8th June 25 Littemoor Safeguarding Review: 9th June 25 Wadworth Safeguarding Review: 10th June 25 Castle Hills Safeguarding Review: 11th June 25 Carnpoint Acad Review: 16th June 25 Kirk Smeaton Safeguarding: 15th June 25 Parent Surveys: W/C 22nd June 25 Spa Safeguarding Review: 1st July 25 Tornedale Safeguarding Review: 6th July 25</p>	<p>Cyber Security External Audit: June 25</p>	<p>2nd June 16th June 30th June 14th July</p>	<p>Wed 24th June</p>	<p>Wed 8th July</p>	<p>Attendance: Wed 22nd April 10.30am-11.30am SEND Fri 24th April 8am-10am Safeguarding: Thurs 11th June 8.30am-10am</p>	<p>Writing Moderation: 20/04 Reading: 07/05 DfES: 14/05 Writing Moderation: 06/06 Middle Leaders: 10/06 Science: 25/06 Maths: 09/07</p>	<p>PQ Check in for student facing staff by 10th July</p>	<p>Thurs 4th June To Be Confirmed</p>
At Board/AGB	<p>CEO, EDO, EDF, Trustees, Members (1 per year min)</p>	<p>Castle Hills Non Camps: Tues Infants & Ridgewood: Wed Spa, Barn & Toms: Thurs Vega: Weds</p>	<p>Specific dates for each audit will be communicated to each Academy well in advance and will be within the month shown above</p>		<p>CEO EDO EDF DeSAs</p>	<p>CEO, EDO, EDF, IT, Catering, Estates, Sport, SBMs</p>	<p>CEO, Exec Heads, Principal, Head of School, DeSAs</p>	<p>SENDCOs/ Attendance Leads/ Leaders/ DeSAs/Send & Inclusion Manager</p>	<p>All Driver Groups: 2pm-4pm Moderations: 4pm-5.30pm CD Overview: 8.30am-11am Middle Leaders: 9am-12pm & 1pm-4pm</p>		<p>Trustees & Governors, staff where applicable</p>
Type	TR/FZ/Committee Virtual	V/FZ/F			FZ	FZ	FZ	FZ	FZ		Virtual
No.	10	6			Fortnightly	6	6	6	6		6