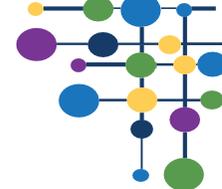


SHARE Multi-Academy Trust

Decision-making and accountability framework



Introduction and summary

This framework describes the tiers of governance and leadership in SHARE Multi-Academy Trust (MAT) and the levels at which different decisions are made. The aim is to provide clearly defined roles, lines of accountability and responsibilities, so that we can run an effective, efficient organisation that focuses on driving up educational standards and financial performance whilst fulfilling our statutory and contractual obligations.

It is not possible to describe every type of decision made in an organisation. Where doubt exists, advice should be sought from the MAT Central Team, who may in turn refer the matter to the Share MAT Trust Board of Directors. (Non-Executive Directors – NEDs).

Tiers of governance and leadership

The tiers of governance and leadership in SHARE MAT are:

Members

SHARE MAT is a charitable company limited by guarantee and regulated by the Department for Education (DfE). Members act in a similar capacity to shareholders and their responsibilities include:

- The Articles of Association, which includes definitions of the trusts' charitable object and governance structure;
- Appointing non-executive directors;
- Appointing the trust's auditors and receiving the annual accounts.

SHARE Multi-Academy Trust Board (The Board)

SHARE MAT is a single legal entity and the board is therefore the legally responsible governing body for all schools in the trust. The board of directors signs off the annual accounts and is responsible for adherence to the trust's funding agreement with the Secretary of State. It is the directors who are therefore responsible for the trust's accountability to Parliament and to the Secretary of State as the Principal Regulator of academies as exempt charities. Their overarching responsibilities are described in the DfE's Governance Handbook:

- Ensuring clarity of vision, ethos and strategic direction;



- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent.

SHARE MAT Central Team

The Chief Executive Officer (CEO) is a member of the board by virtue of his or her position. Working with the MAT Central Team, he/she provides day to day strategic and operational leadership for the trust. The Central Team are accountable to the board for achieving the trust's strategic goals, as well as educational and financial performance.

The CEO is the line manager for Primary Executive Headteachers and Secondary Principals.

Audit and Risk Committee

Trust members, together with suitably qualified, independent people form the Audit & Risk Committee. This group scrutinises all aspects of finance, operations and risk to ensure the trust is fulfilling its statutory duties and is being managed effectively.

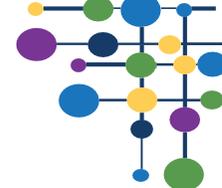
Executive Headteachers and Principals

Executive Headteachers oversee a cluster of schools and Principals lead one school. They are responsible for the day to day management of their assigned school(s). They are accountable to the CEO for the educational and operational performance of their school(s).

Local Governing Bodies (LGB)

Local governing bodies represent and engage with each school's local community. They support and challenge the Executive Headteacher or Principal, scrutinising their decisions and provide strategic input into individual school improvement plans, budgets and trust policy.

The table provided in the next section outlines how the different groups interact in different decision-making areas. It is designed to illustrate the levels of responsibility, rather than provide a comprehensive list.



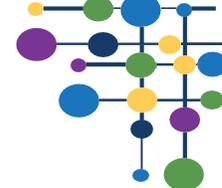
Decision making area	SHARE MAT Board	Central Team	Executive Headteacher / Principal	Local Governing Body
<p>Strategy, vision & goals</p>	<p>Accountable for the trust's vision, values, goals and strategies. Ensure the trust operates in accordance with statutory guidance, Articles of Association and Funding Agreement.</p>	<p>Develop the strategy, vision, values and goals in consultation with other stakeholders. Support Executive Headteachers, Principals and Local Governing Bodies (school leaders) in translating trust-wide goals into school plans. Hold school leaders to account for delivering strategic goals.</p>	<p>Translate trust-wide strategy into school goals and objectives through improvement plans and other strategies. Accountable for delivering the school plan, allocating activities to appropriate personnel, monitoring progress and intervening as necessary.</p>	<p>Support the Executive Headteacher or Principal in writing the school plan. Advise the board and the central team about school and trust vision and goals. Engage with wider stakeholders, especially parents, to promote plans and gather feedback.</p>
<p>Curriculum</p>	<p>Approve curriculum policy, to ensure it fulfils statutory requirements and is in keeping with the trust's vision, values & goals. Agree curriculum-led financial plans, setting parameters for staffing levels and other resources.</p>	<p>Develop curriculum policy. Approve school curriculum plans. Evaluate and propose curriculum-led financial planning parameters, to ensure curriculum objectives are met and good value for money is achieved.</p>	<p>Develop and implement the school's curriculum. Operate within the financial and HR constraints set by the trust's curriculum-led financial planning parameters. Ensure effective provision is made for pupils with special educational needs and/or disabilities, to help overcome any barriers to accessing the full curriculum.</p>	<p>Provide guidance to the Executive Headteacher or Principal about local needs. Help make decisions about local variations to the curriculum, operating within the trust's policies and financial parameters.</p>
<p>Assessment & targets</p>	<p>Approve all school performance targets. Monitor progress against targets and hold trust leaders to account for performance. Hold the central team to account for strategies for improving outcomes for</p>	<p>Set school performance targets in consultation with school leaders. Determine trust policy for assessment and gathering performance data. Monitor progress against targets.</p>	<p>Propose school performance targets. Evaluate progress against targets and take action to improve standards where required. Ensure effective assessment systems are in place and that progress data is</p>	<p>Review progress against school targets and challenge leaders where groups of pupils are not achieving high enough standards. Check strategies for raising the performance of vulnerable groups (PP,</p>



Pupil behaviour, wellbeing & safety, including safeguarding & attendance

<p>vulnerable groups, such as pupils with special needs and/or disabilities (SEN/D) or those who are eligible to receive pupil premium funding (PP).</p>	<p>Hold school leaders to account for progress against targets. Provide support or intervene where there is a risk of underperformance. Agree strategies for raising the performance of groups who are more likely to underachieve, e.g. PP and SEN/D.</p>	<p>provided to the trust central team in line with the common policy. Devise strategies for improving outcomes for vulnerable groups, e.g. PP or SEN/D.</p>	<p>SEN/D) are having a positive impact.</p>
<p>Approve relevant policies, such as safeguarding, exclusion and behaviour. Review overall performance against significant indicators, such as attendance and exclusions. Ensure that safeguarding policy and practice is highly rigorous. Challenge trust leaders where improvements could be made.</p>	<p>Devise all relevant, overarching policies. Review standards in schools to ensure policies are being followed and high standards of behaviour are being secured. Check that safeguarding procedures are rigorous and meet national requirements, intervening where necessary.</p>	<p>Responsible for securing high standards of behaviour, including attendance. Develop, devise and implement strategies to keep children as safe as is reasonably possible in school and beyond. Ensure 'at risk' pupils are supported effectively and cases referred to other agencies, including social services, when required. Ensure all staff receive frequent, good quality training for safeguarding and behaviour. Make decisions about exclusions or other consequences for poor behaviour.</p>	<p>Undertake checks that safeguarding processes are being followed effectively. Advise leaders about behaviour policy and its implementation. Review exclusions through a panel hearing where required or in support of behaviour improvement strategies.</p>
<p>Receive reports on standards of teaching and learning, holding leaders to account for agreed improvement strategies.</p>	<p>Identify and share best practice through training and coaching across the trust. Monitor standards of teaching across the trust, providing support where required.</p>	<p>Responsible for securing high standards of teaching and learning. Develop and implement school teaching & learning strategies. Oversee recruitment, training and support of</p>	<p>Receive reports about teaching and learning quality, training and support. Challenge and support leaders about the effectiveness of strategies.</p>

Teaching & Learning



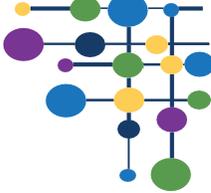
SEND & Equalities

	Intervene to improve standards when required. Maintain an oversight of overall strengths and weaknesses, developing strategies to raise standards across the trust. Hold school leaders to account for standards of teaching & learning.	teachers and other staff responsible for learning. Monitor and evaluate school standards, taking action to improve standards whenever possible.
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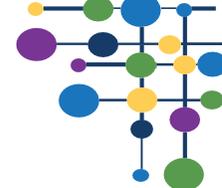
Ensure the trust complies with the SEN Code of Practice and Equalities legislation. Agree improvement strategies where appropriate and hold leaders to account for their implementation.	Check schools fully comply with the SEN Code of Practice and Equalities legislation. Develop common approaches, including policy templates, for SEND and compliance with Equalities legislation. Hold leaders to account for providing effective support for pupils with SEN and/or disabilities. Support the sharing of good practice through training and practitioner networks.	Devise and implement strategies for enabling SEND pupils to have full access to the curriculum and receive high quality support, to help overcome any barriers to learning. Ensure the requirements of the SEN Code of Practice and Equalities legislation are fully met. Ensure suitably qualified and well trained staff are deployed to support pupils with additional needs and that all staff receive appropriate training, guidance and support.	Receive reports on the effectiveness of strategies for supporting pupils with SEND. Check leaders are complying with the SEN Code of Practice and Equalities legislation.
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Parents & community

Engage with parents and communities via local governing bodies, including governor networks. Hold leaders to account for consulting on and publishing relevant policies, including admissions. Ensure parent and community groups are consulted on major decisions.	Check all relevant policies, including admissions, comply with statutory requirements and trust policy. Oversee policy development. Check all policies are published appropriately, e.g. through school websites.	Responsible for managing admissions and checking policies are in place and published on school websites. Lead on parental engagement, including pupil progress reports, parent consultation evenings, open days etc. Lead on community and media engagement.	Consult with parents and local communities, to ensure their views are adequately represented in school and trust decision-making processes. Liaise with directors (trustees), trust and school leaders, to ensure parents and local community views are shared and considered.
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		Support school leaders with media and community engagement. Consult with parents on major decisions.		
Finance	<p>Ensure that all trust money is spent wisely, in accordance with the Funding Agreement and overarching educational aims.</p> <p>Approve the financial scheme of delegation, including levels of delegated authority.</p> <p>Approve the annual trust budget and any subsequent, significant variations.</p> <p>Approve all financial policies.</p> <p>Accountable for complying with statutory requirements, including reporting, budget submissions and financial controls.</p> <p>Hold the CEO, as Accounting Officer, to account for complying with the statutory requirements of the role.</p>	<p>Ensure that: Academy finances are used for the purposes they are supplied for; Proper standards of conduct towards finance are adopted throughout the trust; Value for money is achieved; Proper financial records are maintained; The central team will: Develop all financial policies and ensure they are adhered to; Set budget parameters and targets, such as reserves policies and central charges; Manage internal and external audits; Set and implement budget & financial controls; Determine financial administration systems.</p>	<p>Propose and develop the annual school budget; Ensure school staff engage with trust financial management systems and controls, including internal and external audit; Engage with procurement decisions, up to a limit of £X.</p>	<p>Receive budget reports and question leaders over the use of funds to secure the school's goals. Provide input on some spending decisions, within the trust's agreed framework. Receive internal and external audit reports.</p>
Human Resources	<p>Approve all human resources policies, including disciplinary, grievance, pay, appraisal and equalities.</p> <p>Determine pay scales for central team.</p> <p>CEO appraisal, including targets.</p>	<p>Develop all HR policies and ensure they are applied fairly across the trust.</p> <p>Determine pay scales for all other posts.</p> <p>Recruit for central team, executive principal,</p>	<p>Responsible for human resources matters in school(s), implementing the trust's policies and approaches to fostering strong employee relations and effective staff development. To include</p>	<p>Engage in disciplinary and grievance matters if required.</p> <p>Receive reports on pay, appraisal, training and other HR related matters.</p>



Risk, including health & safety and data protection

	<p>principal and deputy principal posts. Liaise with unions and other professional associations. Oversee HR processes, including recruitment and pre-employment checks, ensuring compliance with trust processes. Ensure good quality record keeping and reporting is in place. Determine approach to other HR matters, such as disciplinary investigations. Provide training, guidance on developing effective human resources strategies. Executive principal / principal appraisal. Monitor and take steps to reduce unnecessary workload across the trust.</p>	<p>appraisal, pay progression and staff professional development. Lead recruitment to positions up to assistant principal level. Oversee disciplinary and grievances. Monitor and take steps to reduce unnecessary workload in school. Ensure pre-employment checks are carried out for all posts below deputy principal level.</p>	<p>Challenge and support the principal on overall approach to HR matters.</p>
<p>Ensure the trust has a coherent, effective approach to risk that is balanced, able to take advantage of opportunities whilst minimising the risk of potential harm. Ensure pupils and employees are well cared for and that any risk of harm to people is reduced as far as reasonably possible. Ensure the trust operates within the law and other statutory guidance.</p>	<p>Ensure that effective risk management is undertaken across the trust. Manage identified risks. Take advantages of opportunities to improve the trust, i.e. adopt a balanced approach to risk. Devise policies and practice to reduce risks, including those to health & safety and a risk register. Manage health & safety across the trust, ensuring potential risks are identified and managed.</p>	<p>Ensure trust policy and practice is adopted within the school or allocated schools. In consultation with the central team, develop and implement action plans for reducing risks, including risks to health & safety. Inform the central team of potential risks, so they can be acted upon appropriately.</p>	<p>Receive risk reports, including health & safety assessments. Monitor approach to risk, including health & safety matters.</p>



**Estates,
Contracts &
Infrastructure**

	Approve health & safety and/or risk related policies.	Devise trust policy and practice, ensuring all relevant laws and statutory guidance are complied with. Ensure external audits are carried out, including fire risk assessments and health & safety checks. Respond to Freedom of Information requests and oversee any issues relating to data breaches.		
	Approve the annual capital investment plan. Approve trust policy towards capital & estates.	Develop the capital invest plan and devise trust policy for managing resources, including buildings. Oversee the trust's approach to significant contracts, including procurement and major contracts, such as catering, ICT purchasing, energy contracts or cleaning. Oversee liaison with third parties, such as PFI management companies.	Engage in capital investment planning. Contribute to decisions about significant contracts. Ensure trust policies are adopted in school(s).	Informed of capital investment plans. Contribute to discussions about capital investment, trust policy and contract management.
ICT	Approve ICT policy and strategy.	Develop ICT policy and strategy across the trust, including acceptable use policies and investment strategies. Oversee significant ICT projects. Ensure suitable support is available in all schools. Manage contracts with third party suppliers.	Contribute to ICT policy and strategy development. Ensure trust policies are adopted in schools, promoting the acceptable use and other relevant policies as required.	Receive reports about ICT strategy and policy. Contribute to discussions about implementation at school level and overall trust policy.