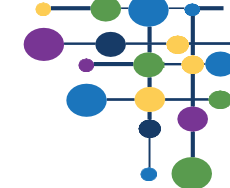


SHARE Multi-Academy Trust

Decision-making and accountability framework

Version	5.0
Name of policy writer	J McNally
Last review date	February 2023
Date of next review	February 2025
Approved by Trustees	21 st March 2024



Summary of changes to this version

- Introduction of Local Advocate Council, rather than Local Governing Body

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 and 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 Trust's Central Business Team, who may in turn refer the matter to the Trust Board of Directors (Non-Executive Directors – NEDs).

Tiers of governance and leadership

The tiers of governance and leadership in SHARE MAT are:

Members

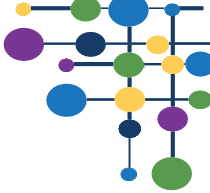
SHARE MAT is a charitable company limited by guarantee and regulated by the Department for Education (DfE). Members act in a similar capacity to shareholders and their responsibilities include:

- 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 trust's Accounting Officer and is therefore personally accountable to Parliament for the trust's finances.

The CEO is the line manager for the central team, including the Chief Financial Officer, the Director of Operations, Executive Principals, and the Director of the Teaching School Hub.

The Executive Business Team comprises of the CEO, the Chief Financial Officer, the Director of Operations, the trust's HR Manager and the Executive PA.

Audit and Risk Assurance Committee

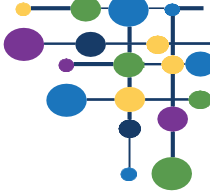
Representatives of the trust members and directors, together with suitably qualified, independent external people form the Audit & Risk Assurance Committee. The majority of the Committee's members must be members or directors of the trust. This group scrutinises all aspects of finance, internal scrutiny, operations and risk to ensure the trust is fulfilling its statutory duties and is being managed effectively.

The Remuneration Committee

This comprises of at least two directors, appointed based on their suitability and expertise in financial and pay matters with support from the trusts' HR Manager as required. The Committee ensures pay ranges for the CEO and Executive Business Team are fair, robust and appropriate.

Executive Principals

These postholders have strategic responsibilities across the trust. They may have an agreed budget for some activities and may provide guidance to principals (headteachers) on spending decisions. These roles are deemed to be part of the MAT central team in this document.



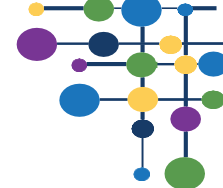
Director of Teaching School Hub

The Director of the Teaching School Hub oversees the Calderdale and Kirklees Teaching School Hub, a partnership of schools across two local authorities. Spending decisions are tightly regulated by the Department for Education but the board retains responsibility for ensuring grants are spent in accordance with their intended purpose. This postholder reports directly to the CEO.

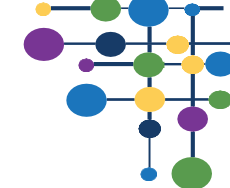
Local Advocate Council or Local Governing Bodies (LGB)

Local Advocate Councils or governing bodies represent and engage with each school's local community, including parents and pupils. The Advocate Council has more flexibility to focus on plans that benefit the local setting, whereas a local governing body is more likely to act as a scrutiny committee. Both groups support and challenge the principal/headteacher/head of school, and can provide feedback to the board on trust policy or individual school improvement plans, budgets and other decisions.

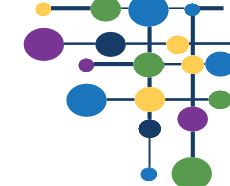
The table provided in the next section outlines how the different groups interact in different decision-making areas. It is designed to illustrate the levels of responsibility, rather than provide a comprehensive list.



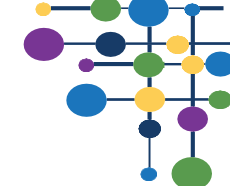
Decision making area	SHARE MAT Board	CEO and Central Team	Principal/ Headteacher/ Head of School	Local Advocate Council or Governing Body
Strategy, vision & goals	Accountable for the trust's vision, values, goals and strategies. Ensure the trust operates in accordance with statutory guidance, Articles of Association and Funding Agreement. Hold the CEO to account for delivering the strategy.	Develop the strategy, vision, values and goals in consultation with other stakeholders. Support principals/headteachers in translating trust-wide goals into school plans. Hold school leaders to account for delivering strategic goals. Determine trust-wide strategies and goals for finance, operations and HR.	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.	Help to develop strategies and goals that benefit the academy's pupils and local community. 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.
Curriculum	Approve curriculum policy, to ensure it fulfils statutory requirements and is in keeping with the trust's vision, values & goals. Ensure the trust's curriculum secures high standards of achievement for pupils and provides good value for money.	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.	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.	Provide guidance to the principal/headteacher/head of school about local needs. Advocate for local variations to the curriculum, where appropriate.
Assessment & targets	Approve all school performance targets. Monitor progress against targets and hold trust leaders to account for performance.	Set school performance targets in consultation with school leaders. Determine trust policy for assessment and gathering performance data. Monitor progress against targets.	Propose school performance targets. Evaluate progress against targets and take action to improve standards where required.	Provide a voice for parents and pupils, to help leaders understand how they can support high levels of engagement and progress.



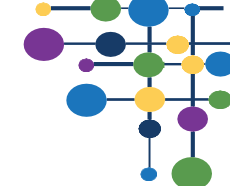
Decision making area	SHARE MAT Board	CEO and Central Team	Principal/ Headteacher/ Head of School	Local Advocate Council or Governing Body
Overcoming disadvantage	Hold the central team to account for strategies for improving outcomes for vulnerable groups, such as pupils with special needs and/or disabilities (SEN/D) or those who are eligible to receive pupil premium funding (PP).	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.	Ensure effective assessment systems are in place and that progress data is 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.	Check strategies for raising the performance of vulnerable groups (PP, SEN/D) are having a positive impact.
Pupil behaviour, wellbeing & safety, including safeguarding & attendance	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. Ensure the trust is fulfilling its statutory obligations, e.g. with safeguarding.	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.	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.	Advise leaders about behaviour policy and its implementation. Review exclusions through a panel hearing, where required, or in support of behaviour improvement strategies.



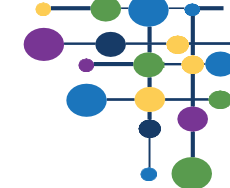
Decision making area	SHARE MAT Board	CEO and Central Team	Principal/ Headteacher/ Head of School	Local Advocate Council or Governing Body
Teaching & Learning	Receive reports on standards of teaching and learning, holding leaders to account for agreed improvement strategies.	Identify and share best practice through training and coaching across the trust. Monitor standards of teaching across the trust, providing support where required. 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.	Responsible for securing high standards of teaching and learning. Develop and implement school teaching & learning strategies. Oversee recruitment, training and support of teachers and other staff responsible for learning. Monitor and evaluate school standards, taking action to improve standards whenever possible.	Advocate for pupils and their parents and the impact of teaching & learning strategies.
SEND & Equalities	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.	Advocate for pupils with SEND or pupils with a protected characteristic and their parents.



Decision making area	SHARE MAT Board	CEO and Central Team	Principal/ Headteacher/ Head of School	Local Advocate Council or Governing Body
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. Support school leaders with media and community engagement. Consult with parents on major decisions.	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. Help ensure the academy is applying any admissions oversubscription criteria fairly. Liaise with the academy leadership team, trust leaders and directors (trustees), to ensure parents' and local community's views are shared and considered.
Finance	Ensure that all trust money is spent wisely, in accordance with the Funding Agreement and overarching educational aims. Approve the financial scheme of delegation, including levels of delegated authority. Approve the annual trust budget and any subsequent, significant variations. Approve all financial policies. Accountable for complying with statutory requirements, including reporting, budget submissions and financial controls.	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;	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 £49,999.	Provide input on some spending decisions, within the trust's agreed framework.



Decision making area	SHARE MAT Board	CEO and Central Team	Principal/ Headteacher/ Head of School	Local Advocate Council or Governing Body
Finance	Hold the CEO, as Accounting Officer, to account for complying with the statutory requirements of the role. The Board approves the cost of living pay increases for all employees annually.	Manage internal and external audits; Set and implement budget & financial controls; Determine financial administration systems.		
Risk, including health & safety and data protection	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. Approve health & safety and/or risk related policies.	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. 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.	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.	Provide feedback to leaders about any concerns about health & safety from a community, parent or pupil perspective.



Decision making area

Estates, Contracts & Infrastructure

ICT

SHARE MAT Board

CEO and Central Team

Principal/ Headteacher/ Head of School

Local Advocate Council or Governing Body

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.
Suggest and support small infrastructure improvement projects.

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.

Contribute to discussions about implementation at school level and how it affects pupils, staff and parents, to support the future development of trust policy.