Curriculum and Standards Committee

Terms of Reference 2026-2027

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LEGAL FORM	COMMITTEE MODEL	EFFECTIVE DATE
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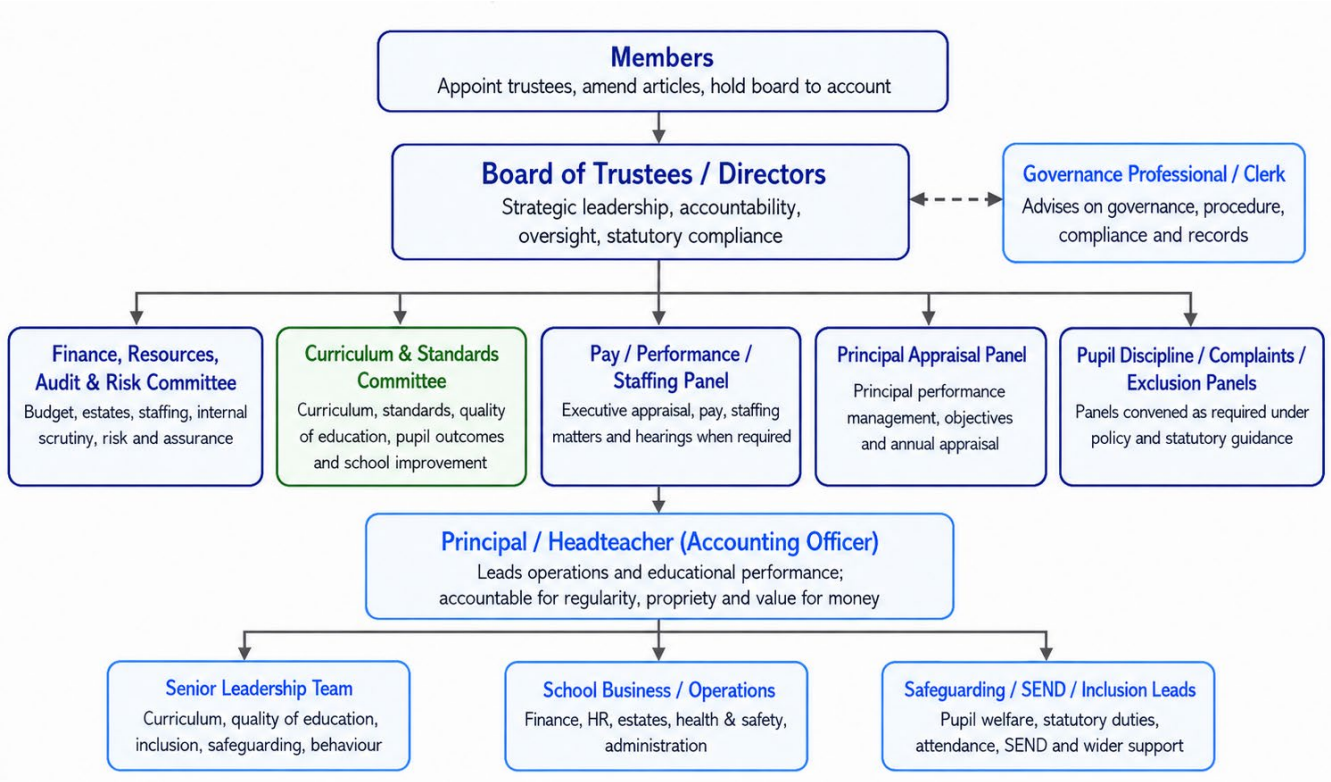
1. Trust Governance Structure, Constitution and Status

1.1 Constitution

The Curriculum and Standards Committee is a committee of the Trust Board of Hadrian Academy Trust, a charitable company limited by guarantee and a single-academy trust. It is constituted by resolution of the Trust Board under the powers in the Trust's Articles of Association.

1.2 Governance structure



1.3 Single-academy trust position

Hadrian Academy Trust is currently a single-academy trust. The Trust Board therefore governs Hadrian Academy directly. There are no local committees or local governing bodies within the Trust governance structure.

2. Governing Hierarchy

The Committee must exercise its functions in accordance with the following hierarchy. Where requirements differ, the higher legal, contractual or Board-approved authority prevails:

1. Applicable legislation and regulation, including company and charity law, education law, the Equality Act 2010, the Children and Families Act 2014, safeguarding law, data-protection law and other duties relevant to pupils' education and welfare.
2. The Trust's charitable objects, executed Articles of Association and current single-academy Funding Agreement, including any valid amendments, notices, directions or consent conditions.
3. The Academy Trust Handbook, the DfE Academy Trust Governance Guide and any DfE conditions, statutory guidance or approval requirements that apply to academy trusts.
4. Statutory and non-statutory education requirements, including the basic curriculum, the Early Years Foundation Stage statutory framework, relevant National Curriculum programmes of study, statutory assessment and reporting arrangements, Keeping Children Safe in Education, Working Together to Safeguard Children, the SEND Code of Practice, attendance and behaviour guidance, relationships and health education requirements and conditions attached to targeted pupil funding.
5. The current Ofsted Education Inspection Framework and the state-funded school inspection toolkit, used proportionately as an assurance and improvement reference rather than as a checklist for inspection preparation.
6. Formal resolutions of the Trust Board, the Scheme of Delegation, Board-approved strategy, academy improvement priorities and policies.
7. These Terms of Reference, the annual Committee work programme and any monitoring protocols approved by the Trust Board.
8. Executive policies, plans, procedures and management arrangements, provided they are consistent with the authorities above.

Delegation permits the Committee to scrutinise, recommend and decide only within its approved remit. It does not remove or reduce the Trust Board's collective legal accountability for educational standards, safeguarding, SEND, equality or the proper conduct of the Trust.

3. Purpose and Intended Outcomes

The Curriculum and Standards Committee is the Trust Board's principal committee for detailed scrutiny, challenge and assurance concerning the quality of education at Hadrian Academy. It supports the Board's strategic leadership, accountability and engagement by maintaining a clear line of sight from the Trust's charitable objects and strategy to pupils' day-to-day educational experience and outcomes.

- Assure the Trust Board that the academy provides a high-quality, ambitious, broad and balanced curriculum for every pupil from the Early Years Foundation Stage to the end of key stage 2.
- Scrutinise the design, sequencing, implementation and impact of the curriculum, including the strength of foundations in communication and language, reading, writing, mathematics and oracy.
- Hold executive leaders to account for the quality and consistency of teaching, assessment, subject leadership and evidence-informed professional learning.
- Monitor pupils' achievement from their starting points, including attainment, progress, depth of knowledge, readiness for the next stage and the quality of work across the curriculum.
- Maintain a sustained focus on inclusion and high expectations for disadvantaged pupils, pupils with SEND, pupils known or previously known to children's social care and pupils who face other barriers to learning or wellbeing.
- Evaluate the educational impact of the Pupil Premium, PE and Sport Premium, and other targeted funding, while referring financial control, affordability and compliance matters to the Finance, Resources, Audit and Risk Committee.
- Monitor implementation and impact of the Trust strategic plan and academy improvement priorities, including Board-approved priorities for curriculum development, adaptive teaching, writing, reading, mathematics, assessment and inclusion.
- Assure the Board that safeguarding, online safety, equality, personal development, wellbeing and preparation for pupils' next stage are embedded effectively through the curriculum and wider educational offer.

- Ensure that the views and experiences of pupils, parents, staff and relevant partners inform strategic evaluation and improvement without replacing leaders' professional accountability.
- Provide the Board with clear evidence of challenge, decisions, recommendations, impact and follow-through, including prompt escalation where standards, statutory duties or pupils' interests may be at risk.

The Committee will operate strategically. It will not direct classroom practice, line-manage staff, conduct an inspection, determine individual staff performance or become involved in individual pupil cases unless anonymised or case-specific information is strictly necessary for a lawful governance decision.

4. Authority, Delegation and Reserved Matters

4.1 Delegated authority

Within its remit, the Committee may investigate any aspect of educational provision, require timely and proportionate information, and obtain explanations from the Principal (Accounting Officer), senior leaders, the SENCO, designated safeguarding lead, subject or phase leaders and other relevant officers. Information requested must be necessary for governance, reliable, accessible and proportionate to staff workload.

The Committee may invite advisers, commission an external review or obtain independent professional advice only where this is permitted by the Scheme of Delegation and within a budget or authority approved by the Trust Board. Any external review must have a clear purpose, scope, reporting route and action process.

The Committee may approve only those policies and decisions expressly delegated to it by the current Scheme of Delegation or a specific Trust Board resolution. These Terms of Reference do not create additional powers or transfer responsibility from the Board.

4.2 Decisions and recommendations within the remit

- Approve the Committee's annual work programme, agenda priorities, information requirements and monitoring schedule, subject to the Board calendar and Scheme of Delegation.
- Approve policies expressly delegated to the Committee and recommend reserved curriculum, standards, SEND, inclusion or pupil-related policies to the Trust Board.
- Require proportionate improvement actions within the Committee's remit, identify owners and deadlines, and determine when sufficient assurance has been received to close those actions.
- Recommend to the Trust Board strategic educational priorities, material curriculum developments, academy improvement priorities and any response required following external review or inspection.
- Refer any matter involving material expenditure, staffing establishment, contractual commitment, legal exposure or risk beyond the Committee's authority to the appropriate committee or the Trust Board.

4.3 Matters reserved to the Trust Board

- The Trust's vision, ethos, charitable objects, strategy and overall educational aims.
- Ultimate accountability for the quality of education, safeguarding, SEND, equality, pupil welfare and compliance with the Funding Agreement and statutory duties.
- Approval of the Trust strategic plan, material academy improvement priorities and any major change to the curriculum model, age range, published admissions arrangements or organisational structure.
- Approval of the annual budget, staffing structure and material resource commitments, informed by recommendations from the relevant committees.
- Appointment, appraisal, pay and, where applicable, disciplinary or capability arrangements for the Principal through the body with delegated authority.
- Approval of the Scheme of Delegation, governance structure and policies or decisions expressly reserved by the Articles, Funding Agreement, Academy Trust Handbook, law or DfE.
- The formal governance response to an Ofsted inspection, serious educational underperformance, a safeguarding failure or regulatory intervention where Board action is required.

4.4 Interfaces with other committees and panels

- Finance, Resources, Audit and Risk Committee: scrutinises affordability, financial control, staffing resources, estates, technology, procurement and risk. This Committee scrutinises educational need and impact and will refer resource implications promptly.
- Pay / Performance / Staffing Panel: considers delegated pay, performance and staffing matters. This Committee may identify strategic capacity or professional-development needs but will not determine individual staff cases.
- Principal Appraisal Panel: determines the Principal's objectives and appraisal within its delegated remit. This Committee may provide relevant, evidence-based assurance but will not conduct or pre-determine the appraisal.
- Pupil discipline, complaints and exclusion panels: determine individual cases under policy and statutory guidance. This Committee may consider anonymised themes and trends for improvement, but not rehear or influence live cases.
- Safeguarding and SEND oversight: the Committee contributes curriculum, inclusion and outcome assurance but does not replace the strategic responsibilities of the full Trust Board or any named lead trustee.

4.5 Monitoring visits, link trustees and working activity

The Committee may request link-trustee monitoring or establish time-limited task-and-finish activity where authorised by the Trust Board. Visits and working activity are evidence-gathering and advisory: they are not inspections, do not confer individual decision-making power and must be conducted under the Trust's agreed visit protocol. Findings must be reported to the Committee or Trust Board for consideration.

4.6 Urgent decisions

These Terms of Reference create no general power for the Committee Chair to act alone. Any urgent action may only be taken through an authority explicitly provided by the Articles of Association or Scheme of Delegation, where delay would cause material detriment and the decision, rationale, advice, conflicts and reporting route are fully recorded.

Urgency arrangements must not be used to approve a material curriculum change, adopt a reserved policy, determine an individual pupil or staff matter, avoid a quorate meeting or bypass any required Board or DfE approval. Any lawful urgent action must be reported promptly to the Committee and Trust Board.

5. Core Responsibilities

5.1 Educational strategy, academy improvement and accountability

- Scrutinise implementation and impact of the Trust strategic plan and academy improvement plan, ensuring priorities are specific, evidence-informed, appropriately sequenced and focused on the most significant barriers to pupils' learning and wellbeing.
- Receive a concise strategic dashboard showing intended outcomes, milestones, responsible leaders, evidence, risks and impact; challenge slippage, weak evaluation or actions that do not address root causes.
- Assess whether leadership capacity, subject and phase leadership, quality assurance and professional learning are sufficient to secure and sustain improvement across the academy.
- Consider relevant external-review, moderation, inspection and partnership evidence, ensuring recommendations are translated into proportionate actions and followed through to demonstrable impact.
- Assure the Trust Board that leaders understand the academy's context, strengths and priorities and are taking timely action in the best interests of pupils.

5.2 Curriculum entitlement, ambition and statutory compliance

- Scrutinise whether the curriculum is ambitious, broad, balanced, coherent and suitable for Hadrian Academy's pupils, while meeting the basic curriculum, Early Years Foundation Stage and other applicable statutory or Funding Agreement requirements.

- Review the intended end points, sequencing and progression of knowledge and skills across subjects, phases and year groups, including how prior learning is revisited and built upon.
- Ensure the curriculum gives appropriate priority to communication and language, phonics and reading, writing, mathematics, science, religious education, relationships and health education, physical education and the full range of foundation subjects.
- Challenge any unintended narrowing of the curriculum, including for lower-attaining pupils, disadvantaged pupils, pupils with SEND or pupils receiving intervention.
- Receive assurance that curriculum documentation and published information are accurate, accessible, current and reflect what pupils are actually taught.
- Monitor significant curriculum changes and recommend material changes to the Trust Board where approval is reserved.

5.3 Quality of teaching, subject leadership and professional learning

- Scrutinise leaders' evaluation of the quality and consistency of teaching across phases, subjects and pupil groups using a balanced range of evidence rather than a single measure.
- Challenge whether teachers have the subject, phase and pedagogical expertise needed to teach the curriculum effectively and to adapt teaching without reducing ambition.
- Review the effectiveness of subject and phase leadership, including curriculum knowledge, quality assurance, action planning and impact on teaching and pupils' learning.
- Assure that professional learning is evidence-informed, aligned to improvement priorities, evaluated for impact and planned with proper regard to staff workload and wellbeing.
- Monitor strategic issues in deployment, recruitment, retention or capacity that affect educational quality and refer staffing or affordability matters to the appropriate committee.
- Avoid involvement in lesson grading, individual teacher appraisal, capability or operational performance management.

5.4 Assessment, information quality and educational performance

- Agree with leaders a proportionate set of quantitative and qualitative indicators that enables the Committee and Trust Board to understand curriculum implementation, pupil learning and improvement impact.
- Receive timely information on attainment, progress and wider educational performance, disaggregated by phase, year group, subject and pupil group where cohort size and data quality make this meaningful.
- Challenge the accuracy, validity and consistency of assessment, moderation and reporting arrangements, including whether assessment information is used to improve teaching and identify gaps promptly.
- Compare performance over time with national, local and similar-school information where available, while understanding small-cohort effects, data limitations and the distinction between attainment and progress.
- Ensure that reports identify significant variation, causal analysis, planned action, responsible leaders, timescales and the impact expected.
- Avoid requiring leaders to create unnecessary data or presentation solely for governance; use information produced through normal school improvement and accountability processes wherever possible.
- Ensure pupil-level information is anonymised or aggregated unless identifiable information is strictly necessary and lawfully shared for a governance purpose.

5.5 Achievement, progress and readiness for the next stage

- Monitor whether pupils know more, remember more and can do more across the curriculum from their starting points, and whether they produce work that reflects appropriate breadth, depth and quality.
- Scrutinise attainment and progress in statutory and non-statutory assessment, including phonics, multiplication and key stage assessments where applicable, alongside wider evidence of curriculum achievement.
- Challenge gaps in achievement between pupil groups and the effectiveness, timeliness and sustainability of actions taken to address them.

- Monitor the impact of interventions and additional support, including whether pupils remain entitled to and participate in a broad curriculum and develop independence over time.
- Assure that pupils develop the knowledge, skills, confidence and learning behaviours needed for successful transition between phases and to secondary education.
- Review transition arrangements and relevant destination or receiving-school feedback to identify strengths and improvement priorities.

5.6 Early Years Foundation Stage

- Receive assurance that the Early Years Foundation Stage meets statutory learning, development and welfare requirements and provides a coherent foundation for key stage 1.
- Scrutinise the quality and impact of the early-years curriculum, adult interactions, continuous provision, communication and language, early reading, writing and mathematics.
- Monitor children's starting points, progress, Early Years Foundation Stage Profile outcomes and readiness for year 1, with appropriate attention to disadvantaged children and children with SEND.
- Ensure assessment is proportionate, supports teaching and transition, and does not create unnecessary workload or reduce time for high-quality interaction.
- Receive assurance on safeguarding, attendance, inclusion, reasonable adjustments, parent engagement and the suitability of the learning environment in early years.

5.7 Inclusion, SEND and equality

- Maintain strategic oversight of the academy's inclusion and SEND arrangements, including the authority, capacity and impact of the SENCO and the effectiveness of whole-school leadership for SEND.
- Scrutinise how quickly and accurately needs and barriers are identified and how effectively the assess, plan, do and review cycle, specialist advice and reasonable adjustments improve learning and wellbeing.
- Monitor access to an ambitious curriculum, participation in the wider life of the academy, progress, achievement, attendance, behaviour, wellbeing and transitions for pupils with SEND.
- Review the SEND Information Report, Accessibility Plan, equality objectives and inclusion strategy or equivalent arrangements, ensuring statutory publication and implementation requirements are met.
- Ensure the academy has high expectations, complies with the Equality Act 2010 and Public Sector Equality Duty, and identifies and addresses any pattern of disadvantage, discrimination, harassment or victimisation.
- Seek assurance that pupils and parents are engaged meaningfully in decisions about support and that external specialists and local-area partners are used effectively.

5.8 Disadvantaged pupils and other barriers to learning

- Scrutinise the pupil premium strategy, including the diagnosis of barriers, use of the best available evidence, implementation quality, staff understanding and impact on pupils' learning and readiness to engage with school.
- Monitor outcomes and experiences for pupils known or previously known to children's social care, looked-after and previously looked-after children, pupils with English as an additional language, mobile pupils and other groups facing barriers.
- Receive assurance that the designated teacher for looked-after and previously looked-after children fulfils the role effectively and works with the designated safeguarding lead, virtual school and other professionals.
- Review the educational impact of targeted grants and recovery programmes, including PE and sport premium where applicable, while the Finance, Resources, Audit and Risk Committee oversees financial control and compliance.
- Challenge low expectations, deficit assumptions or strategies that separate pupils unnecessarily from high-quality teaching and the full curriculum.

5.9 Attendance, behaviour, attitudes, personal development and wellbeing

- Monitor attendance, persistent and severe absence, punctuality and patterns for pupil groups, challenging whether the attendance strategy combines high expectations, early intervention, support and effective partnership with families and agencies.
- Review behaviour, bullying, suspension and permanent exclusion trends, including disproportionality, repeat incidents, reintegration, reasonable adjustments and the impact of preventative action.
- Scrutinise whether the academy establishes a calm, safe and respectful culture in which pupils are able to learn and discrimination, harassment and child-on-child abuse are addressed effectively.
- Monitor the breadth and impact of personal development, enrichment, physical activity, mental-health and wellbeing support, pupil leadership, British values and understanding of protected characteristics.
- Assure that pupils are prepared for the opportunities, responsibilities and experiences of later life and that transition to secondary education is supported effectively.
- Refer individual complaints, exclusions, disciplinary decisions or safeguarding cases to the body with delegated authority; consider only anonymised themes for strategic improvement.

5.10 Safeguarding through the curriculum and online safety

- Receive assurance that safeguarding and child protection are embedded across curriculum planning and the wider educational offer, with pupils taught how to keep themselves and others safe, including online.
- Scrutinise the quality, sequencing and age-appropriateness of relationships and health education, PSHE, online safety, Prevent education, consent, healthy relationships and learning about child-on-child abuse and harmful behaviour.
- Ensure curriculum adaptations reflect the needs and vulnerabilities of individual pupils, including pupils with SEND, while retaining ambition and access.
- Receive appropriate assurance on filtering and monitoring, staff and pupil understanding, the annual effectiveness review and how online-safety learning responds to the academy's context and emerging risks.
- Ensure relevant curriculum and training arrangements are aligned with Keeping Children Safe in Education and the academy's whole-school safeguarding approach.
- Escalate any indication that pupils may be unsafe, safeguarding arrangements are ineffective or leaders are not receptive to challenge; avoid unnecessary access to individual case detail.

5.11 Alternative provision, interventions and external educational provision

- Scrutinise the educational rationale, suitability, safety, registration status and intended outcomes of any alternative provision or off-site education used by the academy.
- Receive assurance on attendance, safeguarding, curriculum entitlement, teaching, progress, qualifications where applicable, wellbeing and reintegration for pupils educated away from the academy site.
- Monitor the impact and value of tutoring, catch-up, intervention and externally delivered programmes, ensuring they address identified needs without creating long-term dependence or curriculum inequality.
- Ensure leaders retain accountability for pupils' education and welfare and review placements in pupils' best interests.
- Refer procurement, contractual, affordability or provider-risk matters to the Finance, Resources, Audit and Risk Committee or Trust Board as required.

5.12 Pupil, parent, staff and community engagement

- Receive evidence showing how leaders seek, analyse and respond to the views and experiences of pupils, including disadvantaged pupils, pupils with SEND and pupils who may be less likely to be heard.
- Monitor the quality of engagement with parents and carers about curriculum, learning, attendance, SEND, transitions and support, including accessibility for different languages, literacy levels and communication needs.

- Consider relevant staff voice on curriculum implementation, professional learning, workload, inclusion and barriers to improvement.
- Review the educational contribution of partnerships with other schools, local authorities, community organisations, cultural and sporting partners and specialist services.
- Require leaders to demonstrate how engagement has informed decisions or improvement, while recognising that strategic decisions remain the responsibility of the Trust Board and executive leaders.

5.13 Policies, statutory information and publication

- Maintain oversight of the policy and publication schedule for matters within the Committee's remit, showing the owner, approval body, legal source, review cycle, publication status and next review date.
- Approve only policies expressly delegated to the Committee and recommend reserved policies to the Trust Board.
- Review, as applicable, curriculum, teaching and learning, assessment, early years, SEND, accessibility, equality, pupil premium, PE and sport premium, relationships and health education, religious education, homework or home learning and remote education arrangements.
- Receive assurance that statutory and DfE-required information within the remit is published accurately and accessibly, including curriculum information, SEND information, accessibility, equality objectives, pupil premium and PE and sport premium reporting and relevant performance information.
- Monitor changes to statutory guidance, DfE requirements and Ofsted inspection materials and recommend amendments to policy, assurance or governance practice where necessary.

5.14 Reporting, escalation and evidence of impact

- Report to the Trust Board after every meeting through approved minutes and a concise assurance report setting out the evidence reviewed, challenge provided, decisions, recommendations, risks, exceptions and actions.
- Escalate immediately any material concern about educational standards, safeguarding, SEND, equality, attendance, curriculum entitlement, data reliability or leadership capacity rather than waiting for routine reporting.
- Maintain an action tracker with owners, deadlines, required evidence and closure decisions; challenge overdue, repeated or ineffective actions.
- Provide an annual summary of educational performance, curriculum assurance, inclusion, improvement impact and the Committee's own effectiveness, identifying priorities for the following year.
- Demonstrate the difference made by the Committee through clearer decisions, improved assurance, timely escalation and measurable benefit for pupils, rather than through the volume of meetings or information received.

6. Membership, skills and independence

6.1 Composition

- The Trust Board will appoint at least five voting Committee members annually and may fill vacancies at any time.
- A majority of the Committee must be Trustees. At least three Trustees must be present for a quorate meeting.
- A non-Trustee may be appointed for specific expertise. Any voting right must be expressly authorised by the Trust Board and permitted by the Articles; Trustees must remain the majority.
- All appointments, voting status, term of office and declared interests must be recorded in Trust Board minutes and the Scheme of Delegation or governance register.

6.2 Chair and Vice-Chair

- The Trust Board appoints the Committee Chair and Vice-Chair annually.
- The Committee Chair must be a non-employee Trustee and should not be the Chair of the Trust Board.
- The Vice-Chair acts when the Chair is unavailable. If both are absent, eligible voting Trustees present may appoint a temporary chair for that meeting, subject to quorum and conflicts.

6.3 Attendees and advisers

- The Governance Professional and or Governance Clerk attends and advises all meetings.
- The Principal and other officers attend to provide information and advice.
- Other employees, advisers or link Trustees attend only for relevant items and do not vote.

6.4 Eligibility, checks and conduct

- Committee appointees must satisfy all eligibility and suitability requirements in the Articles, Academy Trust Governance Guide, KCSIE and applicable law.
- The Trust will complete and record the identity and governance checks required by law, the Articles and KCSIE, including enhanced DBS and section 128 checks where applicable. Right-to-work and overseas checks apply where required for the individual's employment or circumstances.
- All Committee members must comply with the Trust code of conduct, Nolan Principles, confidentiality requirements and declarations of interest.
- Persistent non-attendance, failure to complete required training or breach of conduct will be reported to the Trust Board for review of the appointment.

7. Meetings, quorum and decision-making

7.1 Frequency

The Committee will meet at least three times in each academic year, reflecting the Trust's current curriculum and standards-committee business cycle. Additional meetings may be called by the Chair, the Trust Board, or the Principal where urgent assurance is required.

7.2 Quorum

- The quorum is three voting Committee members, including at least two Trustees, with Trustees forming a majority of voting members present.
- No employee adviser attendee counts towards quorum or votes.
- A member who withdraws because of a conflict is not counted for that item. Quorum must be recalculated before discussion or decision continues.
- If the Articles or Scheme of Delegation impose a higher quorum or additional requirement, that provision applies.
- An inquorate meeting may receive information and develop recommendations, but it may not take a formal decision. Recommendations must be clearly identified as provisional in the minutes.

7.3 Attendance and meeting format

Meetings may be held in person, remotely or on a hybrid basis where the Articles permit and all participants can hear, contribute, access papers securely and vote contemporaneously. Attendance and apologies will be recorded. The Committee Chair will address repeated non-attendance with the individual and report it to the Trust Board.

7.4 Voting and decisions

- The Committee will seek consensus but formal decisions are made by a simple majority of eligible voting members present.
- Abstentions and conflicts will be recorded. Proxy voting is not permitted.
- A tied motion is not carried unless the Articles or Scheme of Delegation expressly provide a casting vote for the Committee Chair.
- Decisions must identify the authority used, options considered, material advice, conflicts, financial implications, risks, equality/safeguarding implications and reasons.
- No decision may be taken by email, portal poll or informal circulation unless the Articles and Scheme expressly authorise a written resolution for that matter. Consultation through GovernorHub does not itself constitute a decision.

7.5 Private sessions

At least annually, the Committee will meet separately with the internal scrutineer and external auditor without executive management present. The Committee may also hold a Trustees-only session where necessary. The Governance Professional/Clerk will remain to advise and minute unless the Committee has a lawful and documented reason for alternative arrangements.

8. Agendas, information, minutes and reporting

8.1 Annual work programme and agenda

- The Committee will approve an annual work programme mapped to the DfE planning calendar, statutory deadlines, audit cycle, risk register, policy schedule, strategic plan and Board meeting calendar.
- The Chair, Principal and Governance Professional will agree each agenda. The Governance Professional retains responsibility for advising whether mandatory or reserved business is included.
- The agenda and papers should be available through the secure governance portal at least seven clear days before the meeting. Late papers must be exceptional, clearly marked and accepted by the Chair.
- Reports must be concise, evidence-based and decision-ready, with recommendations stated clearly.

8.2 Information standards

- Dashboards must use consistent definitions, trends, comparators and thresholds, and identify data limitations.
- Decision papers must state the delegated authority.
- The Committee may defer a decision where information is incomplete, unreliable, late or not independently assured.

8.3 Minutes and action tracking

- The Governance Professional/Clerk will prepare formal minutes recording attendance, declarations, challenge, advice, decisions, reasons, votes, recommendations and actions.
- Draft minutes should be issued to the Chair promptly and normally within fifteen working days distributed to the committee members.
- Actions will identify an owner, deadline and required evidence. Overdue or repeatedly deferred actions will be escalated.
- Confidential matters will be recorded in Part 2 minutes with access restricted on a lawful need-to-know basis. Confidentiality must not be used to prevent the Trust Board from receiving information it needs to discharge collective responsibility.

- Approved minutes and the action tracker will be reported to the next available Trust Board meeting. Any significant audit, risk, safeguarding, solvency or compliance concern must be escalated immediately rather than waiting for routine reporting.

8.4 Assurance report to the Trust Board

After each meeting, the Committee Chair will provide the Trust Board with a concise assurance report covering decisions within delegation, recommendations, key challenges, significant risks, audit findings, overdue actions, compliance exceptions and any matters requiring Board or Member action.

At least annually, the Committee will provide a report on the adequacy and effectiveness of governance, together with its own effectiveness review and priorities for the following year.

9. Conflicts, Confidentiality and Information Governance

9.1 Interests and related parties

- All Committee members and attendees must declare actual, potential or perceived interests annually, whenever circumstances change and at the start of each relevant agenda item.
- The Governance Professional/Clerk will advise on withdrawal, voting, access to papers and quorum. The decision and rationale will be minuted in accordance with the Articles, Academy Trust Handbook and Charity Commission CC29.
- The Trust will maintain a complete, current register covering Members, Trustees, committee members, local governors if any, senior employees and other persons required by DfE.
- The Committee will review related-party processes, the register of interests, gifts and hospitality register and DfE reporting evidence at least annually, and more often where risk warrants.

9.2 Confidentiality and secure handling

- Committee information will be handled in accordance with UK GDPR, the Data Protection Act 2018, Freedom of Information Act 2000, the Trust's retention schedule and confidentiality policy.
- Confidential papers must be shared through the approved secure portal rather than personal email or unsecured storage.
- Personal data and commercially sensitive information will be limited to what is necessary for the governance purpose and protected through access controls, redaction and secure disposal.
- Committee members remain bound by confidentiality after leaving office. This does not prevent protected disclosures, lawful reporting to regulators or access by the Trust Board where required.

10. Training, Evaluation and Review

10.1 Induction and continuing development

- All Committee members will complete induction training.
- The annual skills review will assess educational-impact competence against the Committee's remit and strategic priorities.
- Committee members will complete appropriate continuing development.
- The Trust Board will ensure that the Governance Professional's and Clerk's performance, independence and development are reviewed annually, the Committee may provide evidence about the support it receives.

10.2 Annual effectiveness review

The Committee will review its effectiveness annually, including:

- Delivery of the annual work programme and statutory deadlines.
- Quality and timeliness of papers, challenge, decisions and minutes.
- Educational-impact competence, independence and attendance.
- Quality of risk escalation and assurance to the trust board.

- Alignment of resource decisions with pupil outcomes and the trust strategy.
- Whether the combined committee remains proportionate and effective.

The outcome and improvement actions will be reported to the Trust Board and reflected in the governance statement where appropriate.

10.3 Review of Terms of Reference

The Trust Board will review these Terms of Reference at least annually and sooner if the Trust's structure, Articles, Funding Agreement, Academy Trust Handbook, Scheme of Delegation, Ofsted framework or strategic plan changes materially. Amendments take effect only when approved by the Trust Board.

11. Approval and signatures

These Terms of Reference were approved by resolution of the Trust Board. The signed approval page and the approving minutes form part of the controlled governance record.

Approval record	Completed entry
Trust Board Approval Date	15th September 2026
Effective Date	1st October 2026