

## **2025/26 Standing Orders**

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(Scheme of Delegation Separate Document)

## Group Governance Statement

The strategic and operational working relationships between London South East Colleges (LSEC) (the College) and London South East Academies Trust (LSEAT) (the Trust) has been established to optimise collaboration and integration between the organisations. LSEC is the Sponsor of the Trust and supports the Trust with business infrastructure and professional services across a number of business operations.

In May 2023 the College and Trust collaborated to create a Charity Education Foundation Elevare Education Foundation and endorsed a Collaboration Agreement which provides the legal and operating principles under which the Foundation will work and collaborate with its founding members, London South East Colleges and London South East Academies Trust, the Foundation, College and Trust known collective as the Group Organisations.

Since 2018, the College and Trust have operated within a group governance structure that is underpinned by their mutual charitable principles and co-incidence of interest, that benefits the strategic positioning of the Group Organisations as an anchor institutions and place makers within London and the South East.

The development and implementation of Elevare Education Foundation Limited, as a Company Limited by Guarantee a registered charity, is as a charitable foundation created to support and exist alongside the College and Trust.

London South East Colleges (LSEC) (the College) is a multi-campus educational institution, formed from the merger in August 2016 of Bromley College of Further & Higher Education, Greenwich Community College and Bexley College. The college is dedicated to a core role in ensuring that learners in its sub-region of South East London and surrounding areas, have access to high quality, integrated education and training, at all levels and across the maximum range of subjects.

London South East Academies Trust (LSEAT) (the Trust) is a Multi Academy Trust, sponsored by LSEC. The Trust currently comprises 16 schools, mainstream primary, specialist and alternative provision. The Trust aims to provide outstanding education and training for young people, from primary to secondary age, across the region, bringing together specialist provision to provide a real alternative to mainstream education.

Elevare Education Foundation Limited is as a charitable foundation created to support the College and Trust through funding raising, philanthropy, and research and development.

The College, the Trust and the Foundation, (“the Group Organisations”) are closely associated organisations, with complementary public benefit objects and a common mission, comprising a charitable corporate group. (“the Group”).

Each organisation (the College, the Trust and the Foundation) retains the legal status of independent charitable organisations, pursuing their charitable objects for the public benefit, which is subject to distinct regulations, and which is governed by its own Board of Governors and or Trustees (“the Independent Boards”).

The Independent Boards have each determined that, for the benefit of the Learners and by extension for the public benefit and charitable objectives, it is desirable to maximise the strategic and operational integration of the Independent Boards and for this purpose to maximise the alignment of their respective decision making processes, in pursuit of the

common charitable objects of the Group Organisations (subject to their non-delegable primary governance responsibilities and authority; their regulatory obligations; and potential conflict of interest/loyalty management).

The Group Scheme Delegation outlines delegable decisions in accordance with their respective Articles of Association. On this basis, the Independent Boards have determined and agreed to establish the Group joint co-ordinating, governance committee of the Independent Boards.

Governors and Trustees have been appointed to the Independent Legal Boards and the joint co-ordinating committees, ensuring that a balanced combination of Governors and Trustees are represented on the each of these, as defined by the relevant Articles of Association and the Group Organisation Scheme of Delegation.

Duties, roles and responsibilities of Governors and Trustees are defined in the Group Code of Conduct and aligned to the AOC Code of Good Governance for English Colleges (LSEC) and the DfE Governance and Academies Handbooks (LSEAT) and the Charity Governance Code (LASER).

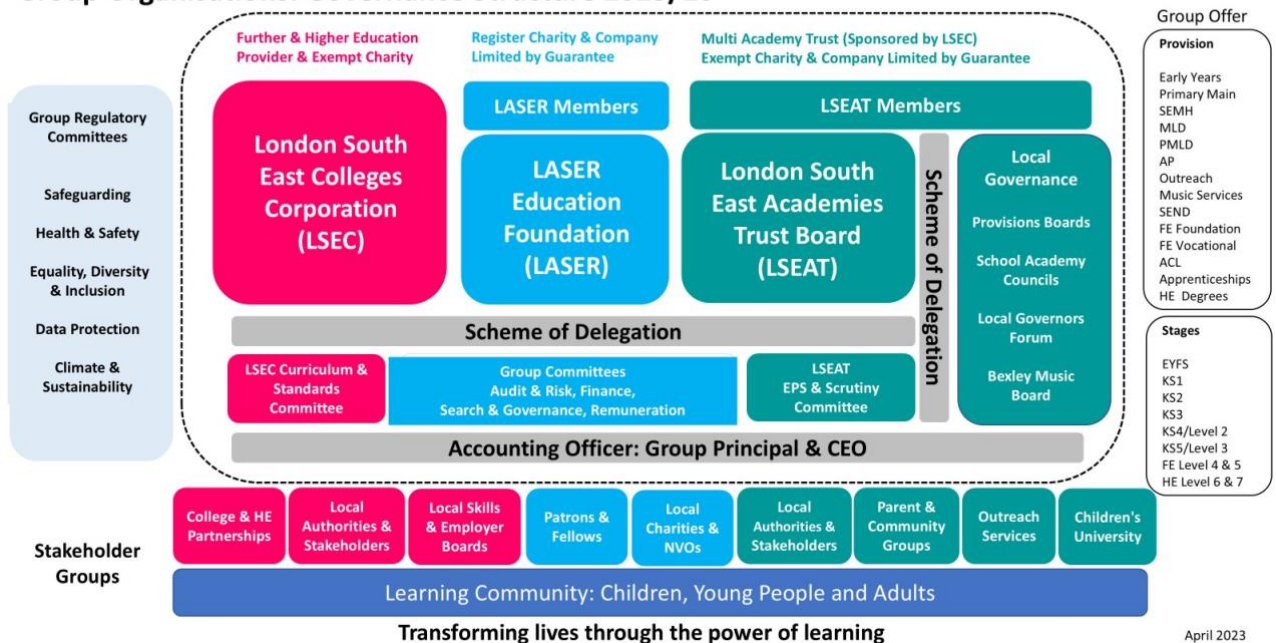
A Group Collaboration Agreement has been approved by each of the Group Organisations and provides the legal constitution of the group governance structure and Group Committees as presented in **Diagram A** below, which will be supported by the Group Scheme of Delegation and Group Committees' Terms of Reference and Governance and Group Operational Policies, outlined in these Standing Orders

This will ensure the continuity and efficiency of our current unique and effective group governance arrangements.

**Diagram A**

**London & South East Education Group  
Group Organisations: Governance Structure 2025/26**

Principal Regulators  
Secretary of State for Education (LSEC & LSEAT)  
Charities Commission (LASER)



April 2023

The Collaboration Agreement also underpins the Group Organisations business operations. This is an effective, proven and efficient operational model, which provides value for money and strategic operational oversight of the College and Trust. Led by a Group Executive and Senior Leadership Teams and shared professional services and support functions provide significant high quality operational support to the Group Organisations

The Scheme of Delegation, Standing Orders and operating procedures for the Group Organisations are reviewed on an annual basis.

### **Remit of the Governing Organisations**

Detailed below is an overview of the accountabilities of the Governing Organisations.

### **Charitable Status**

The Group Organisations have charitable status and subject to the requirements of both companies and charity laws.

LSEC is a Corporation, incorporated under the Further & Higher Education Act 1992.

LSEAT is a Trust, established under the Academies Act 2010, as a limited company by guarantee. Both the College and Trusts are classified as exempt charities and are regulated by the Secretary of State for Education.

Elevare is a company limited by guarantee and is currently applying for registered charity status, as such Elevare will be regulated by the Charities Commission.

Governors and Trustees are subject to certain requirements under Charities which include applying the property and income of the organization only for the purposes of the charity. Both College Governors and Trustees of the Trust are required to strictly comply with the regulations and “musts” defined within their ESFA funding agreements and ensure the proper use of public money as defined with HM Treasury requirements of Managing Public Money (LSEC) and the DfE Academies Handbook (LSEAT)

### **Financial and Audit Requirements**

The principal funding body for the College and Trust is the Education and Skills Funding Agency (ESFA), and the financial memorandum and funding agreements set out the obligations of the Governors and Trustees of each organization. These include appointing an accounting officer (the Group Principal & CEO) who is answerable to Parliament for the use of public funds; appointing an Audit & Risk Committee; and having an effective Risk Management Policy.

The financial memoranda also require the Group Organisations to comply with either the Joint Audit Code of Practice for FE institution and the Academies Handbook for the MATs, which sets out the ESFA’s requirements for the audit, accountability and assurance arrangements. Charities Commission require registered charities to comply with financial regulations determined under the Charities Act.

## **Code of Governance**

Governors and Trustees of the Group Organisations are required to publish a Statement of Corporate Governance and Internal Control as part of the annual report and accounts.

The Trust also publishes a Statement of Governance to include local governance arrangements.

## **Inspection and Regulation**

The College and Trust are subject to inspection by the Office for Standards in Education (Ofsted). Colleges such as LSEC that provide Higher Education are also inspected by the Quality Assurance Agency for Higher Education (QAA).

The funding bodies also undertake regular funding audits of colleges to satisfy themselves that funds have been properly applied.

## **Instrument and Articles of Association**

The Instrument and Articles of Association for each of the individual Group Organisations set out key information in relation to Governance. For example, the constitution of Governance, how long Governors can serve, how they are appointed and the operating procedures for meetings.

The Articles are key document that also including the roles and responsibilities of the Governing Body and its committees, the Group CEO and Executive Principal, Accounting Officer and the Clerk.

## **Appointment of Group Principal & CEO, Governance Professional (Clerk) and Senior Post Holders**

The Group Organisations are required to appoint a Chief Executive Officer, who is also the Group Principal, and a Governance Professional/Clerk (who is the Group Chief Governance Officer) and to make their respective responsibilities and those of the Governing Body clear.

The other designated Senior Post Holders (SPH) are also appointed by and are directly accountable to the Governing Organisations who have obligations to them as their employers. The designated SPHs are the Group Chief Financial Officer, Deputy CEO Academies and Deputy CEO & Executive Principal.

The Group Chief Governance Officer is accountable to the three Governing Bodies who decide the role and responsibilities of the Group Chief Governance Officer.

The Group Chief Governance Officer also acts as an adviser to each of the Independent Boards on all governance related matters, procedures, practices and policy.

## **Risk Management & Board Assurance**

A requirement of the financial memorandum and funding agreements for the College and Trust, is to have effective risk management arrangements in place and to have a document available to Governors and Trustees that describes these and explains how key strategic risks are identified and managed.

The Risk Management Framework is regularly reviewed by the Group Audit & Risk Committee, Independent Boards and wider at Group and Management Meetings across the Group Organizations.

The Risk Management Framework is an integral and core component of the new Board Assurance Framework.

Introduced for 2020/21 the Board Assurance Framework operates as an all-encompassing assurance tool for the Independent Boards, bringing together all components of our strategic and business operations. The Assurance Framework will ensure that the Board receives levels of assurance and evidence of this assurance, which will ensure that for each of our Group Organisations, we can demonstrate how we are meeting our charitable objectives and our legal, regulatory, economic and moral obligations as educational organisations.

The components of the Board Assurance Framework include, the Risk Register, the Strategic Operating Plan, the Audit Plan, our Performance Targets and Governance Operating Procedures and Business.

### **Financial Regulations**

The Financial Regulations set out how the Group Organizations will comply with their legal obligations for financial management and ensure probity, propriety and value for money in the use of funds. These have been approved by each Independent Boards and provided to key staff and managers.

### **Other Legal Obligations**

The Governing Organisations are required to produce evidence of establishing, operating and reviewing its oversight and systems in relation to certain legislation which includes but is not limited to:

- Safeguarding
- Data Protection and Freedom of Information
- Health and Safety
- Equality, Diversity and Inclusion
- Sustainability and Climate Change

The Group's vision is to transform lives through the power of education. Underpinned by strong values, it strives to change people's lives creating social value and promoting social mobility in every community it serves. The Group is enterprising in its approach, agile and multifaceted, to enable and empower people of all ages from 5 to 95 to 'step up' to their next opportunity in life.

Led by Dr Sam Parrett CBE, Group CEO, who a National Leader of Further Education, the London & South East Education Group, provides a strong and united brand that encapsulates all the work being undertaken in each part of the Group Organisations, providing a platform and scope for the growth and expansion of its operations and quality for the wider community.

### **Duties and Responsibilities**

Learners are at the heart of everything we do at London & South East Education Group (the Group Organisation). At our core we are an educational organisation focused on supporting learners from five years of age through to adulthood. We see these learners progress through our schools, colleges and higher education provision, moving into successful careers and destinations.

Over the last couple of years and particularly since the recent merges with the former Greenwich Community College and Bexley Colleges and further with schools joining our Trust in September 2025, to make sixteen schools in total, our Education Group is becoming

more connected with its local communities, and we have found ourselves playing a greater leadership role in their development and growth.

With more than 17000 students and 2200 staff working within the Group Organisation, we are currently at a point where we are considering what more we can do to have a greater impact and maximise our expertise and resources, to bring even greater benefit to our learners and the communities in which they live and work.

With the expert skills and experience Governors and Trustees bring, they can support us to realise our ambitions to be “More than a College and Trust”, building sustainable communities that are economically and socially prosperous, contributing to our journey to becoming a Social Enterprise Group.

The Group Organisation Governance structure was introduced in early 2018, to reflect the new Group Organisation and predicated on one organisation consisting of two legal organisations London South East Colleges (LSEC) and London South East Academies Trust (LSEAT).

The development and creation of our new Charity Foundation in 2023 to support the College and Trust with access to additional opportunities through charity fundraising, philanthropy and research and development will further enhance our reputation and reach within our local communities and further networks and opportunities.

With one collective group of Governors and Trustees and one strategic leadership team.

### 1. Roles and Responsibilities

Within our Group Governance structure there are the following Governance roles:

ROLE DESCRIPTIONS	
LSEC Chair	LSEAT Chair
LSEC Vice Chair	LSEAT Vice Chair
ELEVARE Chair	LSEAT Trustee
ELEVARE Trustee	Trust Provision Board Chair (Trustee)
ELEVARE Members	Community Governor
Group Committee Chair	Community Governor Parent
LSEC Governor	Community Governor Staff
LSEC Co-opted Governor	LSEAT Member
LSEC Staff Governor	Specialist Lead Trustee
LSEC Student Governor	Co-opted Trustee
Specialist Lead Governor	External Education Adviser
Group Principal & CEO	School Improvement Practitioner
Group Chief Governance Officer (Clerk)	External Auditor

All Governors and Trustees engaging in any of the roles listed above are expected to foster our Group Governance principles and adhere to the Group Code of Conduct. In the Trust our Community Governor are an integral and important part of the Trust Governance linking our communities and schools to the Trust and wider group. Our Trust Inclusive Governance Framework has identified numerous methods for wider engagement and contribution from Community Governors.

## Principles of Governance

All Governors and Trustees of the Group Organisation are responsible for:

- Determination of educational character and ethos
- Approving the quality strategy of the Group Organisation
- Articulation of vision, values and strategic direction
- Oversight and monitoring of the Group Organisation's activities
- Effective and efficient use of resources
- Safeguarding asset
- Approving annual estimates of income and expenditure
- Appointment, grading, suspension, dismissal, appraisal and determination of pay and conditions of CEO, senior post holders and Clerk
- Setting framework for pay and conditions of service of all other staff
- Setting framework for tuition and other fees
- Financial probity

The Scheme of Delegation outlines (where, the Articles of Association for the individual legal entities permit) those accountabilities and responsibilities that are delegated to the Group Committees. Individually, the responsibilities of Governors and Trustees are to

- Be a Governor or Trustee of at least one Board or Committee and/or Lead on a specialist area, e.g. Health & Safety, Safeguarding, etc
- Participate actively and constructively in Board and Committees
- Attend meetings of the Board and Committees and other occasional events arranged by the Group Organisations.
- Take an active interest in Education policy and development.
- Abide by the Group Code of Conduct for Governors and Trustees as approved by the Group Organisations and to declare any relevant financial, business and personal interests in accordance with the Register of Interests approved by the Group Organisation.
- Contribute to the strength of the Group Organisation by bringing an external perspective and experience to the Board's oversight of the Group Organisations but to stop short of giving professional advice.
- Act as a Group ambassador and to foster good relations between our Group Organisations and the communities we serve.
- Always to act in the best interests of the Group and not to speak or vote as if mandated by other persons or bodies.
- Participate in the annual review of the performance of the Group Organisations.
- Take part in any relevant training and development events or opportunities as arranged from time to time for the benefits of Governors and Trustees.
- Demonstrate a personal commitment to the seven principles of Public Life as set out in Lord Nolan's Report on Standards in Public Life (Annex 1, Elevare Code of Conduct)
- Demonstrate a commitment and support for the principles of equality of opportunity for all.
- Give any additional assistance as may be reasonably requested by the Chair or Chairs of the Boards and Committees.

## 2. Code of Conduct

The Governors and Trustees Code of Conduct is appended.

### **3. Skills and Experience**

All Governors and Trustees are required to complete a Skills Audit which determines the level of understanding and proficiency in certain core skills, experience and attributes. These are categorised within the following headlines and reviewed annually.

- Leadership & Management
- Legal, Finance & Audit
- Public Sector & Voluntary
- Education
- Quality
- IT & Estates
- People Management & Strategy

The review and regular assessment of this supports better consideration and appropriate placement of skills and experience across the range of Boards, Committees and Roles within the Group Organisations.

### **4. Governance Links and Visits**

Governors and Trustees are encouraged to participate in activities taking place outside of Board and Committee activity. These include Learning Walks, Visits, Student Events and Performances, Award Ceremonies both Staff and Students.

The purpose of Governors or Trustees visits are to

- Inform Governors and Trustees of the operations of the Group Organisation.
- Learn about the curriculum and provision on offer.
- Learn and see first-hand the experience of students.
- Fulfil their strategic responsibilities with regard to quality issues.
- Raise the profile of Governors and Trustees with staff and students.

Governors and Trustees are expected to make at least two annual visits to college, school or provision they are connected or assigned.

### **5. Board Evaluation and Performance Reviews**

Self-Assessment and Board Evaluation including the assessment of Board and committee impact and effectiveness, is conducted annually, reflecting performance of the Board against the conduct of business and improvement action plan.

Post-evaluation of Board and Committee meetings is also conducted to inform improved presentation of papers and decision making and conduct of meetings.

## 6. Governance and Management Policy Statement

Governors and Trustees and the Group Executive Team lead by the Group Principal & CEO work together to achieve the best possible outcomes for the Group Organisations.

GROUP ORGANISATION BOARDS & COMMITTEES	GROUP PRINCIPAL & CEO
<b>Governance in partnership with Management</b>	
<ul style="list-style-type: none"> <li>• Defines the vision and mission.</li> <li>• Strategic thinking and direction.</li> <li>• Determines appropriate policy framework.</li> <li>• Ensures financial solvency and probity.</li> <li>• Determines pay and remuneration framework.</li> <li>• Oversight of effectiveness of management.</li> <li>• Monitoring of the quality of performance locally and within the sector context.</li> <li>• Maintains the assets of the Group Organisation</li> <li>• The community's voice within the Group Organisation.</li> <li>• Fosters collaborative partnerships</li> <li>• Well informed and committed.</li> <li>• Review the Group Organisation effectiveness annually.</li> <li>• Continual improvements to effectiveness.</li> <li>• Appoints Group Principal &amp; CEO and senior post holders and appraises Group Principal &amp; CEO.</li> <li>• Works with and supports Group Principal &amp; CEO and Executive team.</li> </ul>	<ul style="list-style-type: none"> <li>• Proposes vision, mission and strategy.</li> <li>• Strategic planning and implementation.</li> <li>• Implements Corporation decisions.</li> <li>• Organisation, direction and day-to-day management of college.</li> <li>• Is the accounting officer, responsible for financial well-being of the Group Organisation and accountable to Governors and Trustees.</li> <li>• Ensures the provision of a quality curriculum and customer service.</li> <li>• Represents the Group Organisation locally and nationally, builds positive working relations and collaborative partnerships</li> <li>• Leadership of the staff</li> <li>• Executive management and development of staff</li> <li>• Appraisal of Senior Postholders</li> <li>• Supports and informs Governors and Trustees providing sector policy changes and insights</li> </ul>

The policy statement below outlines the key differences in responsibilities.



## **GOVERNORS & TRUSTEES CODE OF CONDUCT**

### **1. INTRODUCTION**

- 1.1 This Code applies to every Governor and Trustee who is appointed within the Group Organisations, defined within the Collaboration Agreement, and established to optimise collaboration and integration between the further and higher education activities of the London South East Colleges (LSEC), the school education activities of London South East Academies Trust (LSEAT) and the funding raising, and philanthropy provided by ELEVARE Education Foundation (LASER)

It indicates the standards of conduct which are expected of them and is intended to enable them to understand their legal duties and to assist them in carrying out their duties and in their relationship with the Group Organisations, the Group Principal & CEO and Group Executive.

This Code is therefore aimed at promoting effective and well-informed governance and is not intended to be a definitive or authoritative statement of the law. The “Seven Principles of Public Life” identified by the Nolan Committee on Standards in Public Life form part of the Code and are set out in Annex 1 hereto. The main responsibilities of Governors and Trustees are set out in Annex 2 hereto.

- 1.2 In addition to this Code, Governors and Trustees are recommended to familiarise themselves with the following which will be supplied to them on appointment:

a) Memorandum and Articles of Association LSEC/ LSEAT/ELEVARE as appropriate

b) Governance arrangements and associated regulatory handbooks.

- 1.3 Annexes 1 and 2 are attached to this Code for easy reference. They should not be read as an exhaustive statement of duties, powers or provisions, and should refer to the source documents listed above. If a Governor or Trustee is in doubt about the provisions of any of these documents, the Group Chief Governance Officer (Clerk to the Boards) should be consulted and, if necessary, legal advice should be obtained. However, ultimate responsibility for the appropriateness of conduct as a Governor and Trustee of a corporate body and for any act or omission in that capacity rests with the individual Governor and Trustee.

- 1.4 Acceptance of appointment as a Governor and Trustee of the Group Organisation will be construed as acceptance of this Code.

### **2 INTERPRETATION**

In this Code, “the Group Organisation” means the legal entities, LSEC, LSEAT and ELEVARE. “Governor and Trustee”, “Chairman”, “Principal” and “Clerk” mean respectively a Governor and Trustee of the Group Organisation.

All other definitions have the same meanings as given in the Instrument and Articles of Governance of LSEC and LSEAT and words importing one gender will import any gender.

### **3 DUTIES**

- 3.1 Governors and Trustees owe a fiduciary duty to the Group Organisation. This means that they should show it the highest loyalty and act in good faith in its interests. Each Governor and Trustee should act honestly, diligently and, subject to the provisions appearing in paragraph 6 of this Code relating to collective responsibility, independently.
- 3.2 Whatever decisions Governors and Trustees take at meetings of the Group Organisation and its committees must be for the benefit of the LSEC, LSEAT and LASER, as a whole and not for any improper purpose, or for personal motive. The “benefit of LSEC, LSEAT and LASER” can be taken to mean, first and foremost, the interests of its learners and other users of the LSEC or LSEAT services, and the safeguarding of public funds.
- Governors and Trustees should have regard to those interests and must not allow any sectional interest to take precedence. In particular, Governors and Trustees are not appointed as “representatives” or “delegates” of any outside body and may not lawfully be bound by mandates given by others.
- 3.3 Governors and Trustees must observe the provisions of the LSEC, LSEAT and Elevare Instrument and Articles of Government and in particular the responsibilities given to the Group Organisation through the scheme of delegation. Those responsibilities, including a list of “reserved” responsibilities which are so important that they must not be delegated, are set out in Annex 2.
- 3.4 Governors and Trustees should also have regard to the different, but complementary, responsibilities of the Group Principal & CEO, as the accounting officer for LSEC, LSEAT and Elevare. Whereas it is the Group’s function to decide strategic policy and overall direction and to monitor the performance of the Group Principal & CEO and any other senior post holders, it is the Group Principal & CEO’s role to implement the Corporation’s decisions and to manage the LSEC or LSEAT affairs within the budgets and framework fixed by the Group Organisation. Governors and Trustees should work together so that the Group Organisation and the Group Principal & CEO perform their respective roles effectively.
- 3.5 Governors and Trustees are collectively responsible for observing the duties set out in the Financial Memorandum which the LSEC and LSEAT have entered into with the Department for Education (DfE) as a condition of receiving public funding. Copies of funding agreements are published on the Trust and College Websites and intranet and can also be made available to Governors and Trustees on request.
- 3.6 Although the DfE is the main provider of funds to LSEC and LSEAT, Governors and Trustees should note that they are also responsible for the proper use of income derived from other sources such as the Office for Students (OfS), Greater London Authority (GLA) and Local Authorities. For Elevare this may also be third sector charities, philanthropic individuals and other community organisations and charities who provide grants to support the students and communities of the College and Trust.

#### **4 SKILL, CARE AND DILIGENCE**

A Governor and Trustee should in all their work for the Group Organisations, exercise such skill as they possess, and such care and diligence as would be expected from a reasonable person in the circumstances. This will be particularly relevant when Governors and Trustees act as agents of the Group Organisations, for example, when functions are delegated to a committee of the Group Organisations or to the Chair.

Governors and Trustees should be careful to act within the terms of reference of any committees on which they serve. They should also take care in studying agendas and other papers provided for them in advance of meetings and committees and ensure that they are fully briefed before making decisions.

#### **5 CONFLICTS OF INTEREST**

5.1 Like other persons who owe a fiduciary duty, Governors and Trustees should seek to avoid putting themselves in a position where there is a conflict (actual or potential) between their personal interests and their duties to the Group Organisation. They should not allow any conflict of interest to arise which might interfere with the exercise of their independent judgement.

5.2 However, an interest does not have to be financial for the purposes of disclosure and examples of non-financial interests are given on the reverse of the Register of Interests form. If it is likely or would, if publicly known, be perceived as being likely to interfere with the exercise of a Governor and Trustee's independent judgement, then the interest, financial or otherwise, should: -

(a) be reported to the Group Chief Governance Officer (Clerk to the Boards), and

(b) be fully disclosed before the matter, giving rise to the interest, is considered

Governors and Trustees should withdraw from that part of the meeting at which the matter giving rise to the interest is considered, and on no account may vote in relation to the matter.

5.3 Governors and Trustees must not receive gifts, hospitality or benefit of any kind from a third party which might be seen to compromise their personal judgement or integrity. Any offer or receipt of such gifts, hospitality or benefits should immediately be reported to the Group Chief Governance Officer (Clerk to the Boards).

5.4 The Group Chief Governance Officer (Clerk to the Boards) will maintain a Register of Governors and Trustees' interests which will be open for public inspection.

Governors and Trustees must disclose routinely and on request, business interests, financial or otherwise, which they or (so far as they are aware) their spouses or partners, children or other close relatives may have, and the Clerk will enter such interests on the Register.

Governors and Trustees should inform Group Chief Governance Officer (Clerk to the Boards) whenever their circumstances change, and interests are acquired or lost. In

deciding whether an interest should be disclosed, Governors and Trustees should have regard to the meaning given to “interest” in paragraph 5.2 of this Code.

## **6 COLLECTIVE RESPONSIBILITY**

- 6.1 The Group Organisations operate by Governors and Trustees taking majority decisions at quorate meetings. Therefore, a decision, even when it is not unanimous, is a decision taken by the Governors and Trustees collectively and each individual Governor and Trustee has a duty to stand by it, whether or not he was present at the meeting when the decision was taken.
- 6.2 If a Governor and Trustee disagrees with a decision taken, their first duty is to have any disagreement discussed and minuted. If the Governor and Trustee strongly disagrees, he should consult the Chair.

Alternatively, the Governor and Trustee may decide to offer his resignation from office, after consulting the Chair.

## **7 CONFIDENTIALITY**

- 7.1 Because of the Group Organisation’s public accountability, Governors and Trustees should ensure that, as a general principle, learners and staff of the College have free access to information. Accordingly, all non-confidential minutes relating to meetings of the Group Organisations are made available to the public through publication on the LSEC, LSEAT and ELEVARE website when they have been approved as an accurate record of the meeting.
- 7.2 There will be occasions when the record of discussions and decisions will not be made available for public inspection, for example, when the considering sensitive issues or named individuals and for other good reasons. Such excluded items will be kept confidentially by the Group Chief Governance Officer (Clerk to the Boards) and will be circulated in confidence to Governors and Trustees.
- 7.3 It is important that the Group Organisations and its committees have full and frank discussions in order to take decisions collectively. To do so, there must be trust between Governors and Trustees, with a shared corporate responsibility for decisions. Governors and Trustees should keep confidential any matter which, by reason of its nature, the Chair or the Governors and Trustees or the Chair or Governors and Trustees of any committee of the Group Organisations are satisfied should be dealt with on a confidential basis.
- 7.4 Governors and Trustees should not make statements to the press or media or at any public meeting relating to the proceedings of the Group Organisations or its committees without first having obtained the approval of the Chair or, in their absence, the Group Principal & CEO.

In the first instance, Governor and Trustees should send details of any media statements to the Group Chief Governance Officer (Clerk to the Boards) who will organise approval from the Chair and Group Principal & CEO.

It is unethical for Governors and Trustees publicly to criticise, canvas or reveal the views of other Governors and Trustees which have been expressed at any meetings of the Group Organisations or their committees.

## **8 ATTENDANCE AT MEETINGS**

A high level of attendance at meetings of the Group Organisations is expected so that Governors and Trustees can perform their functions properly. Attendance can be on site or via remote meeting applications e.g. Zoom or Teams.

However, Governors and Trustees are expected to aim to participate in at least 50% of the Board and Committee Meetings scheduled in person on site.

## **9 GOVERNANCE DEVELOPMENT**

9.1 Governors and Trustees are encouraged to obtain a thorough grounding in their duties and responsibilities by participating in the LSEC or LSEAT Governance induction and training programmes, including regular refresher workshops.

9.2 In order to promote more effective governance, Governors and Trustees will carry out an annual review of the performance by each of the Group Organisations and its duties and responsibilities, as part of a continuing process of self- evaluation.

## **10. EQUALITY OF OPPORTUNITY**

10.1 The Group Organisations are totally committed to the principles of equality of opportunity in everything that we do.

All Governors and Trustees are required to abide at all times to the principles of equality of opportunity.

## *Annex 1*

### **THE NOLAN COMMITTEE**

#### **THE SEVEN PRINCIPLES OF PUBLIC LIFE**

##### **SELFLESSNESS**

Holders of public office should take decisions 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 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.

## Annex 2

### SUMMARY OF RESPONSIBILITIES OF THE GROUP ORGANISATIONS GOVERNORS AND TRUSTEES

#### *Responsibilities*

As defined within the Articles of Association for LSEC, LSEAT and Elevare

- a) The determination and periodic review of the educational character and mission of the LSEC, LSEAT and Elevare and for the oversight of its activities.
- b) Approving the Quality Strategy of the institution.
- c) The effective and efficient use of resources, the solvency of the LSEC, LSEAT and Elevare “the Group Organisations” and for safeguarding their assets.
- d) Approving annual estimates of income and expenditure.
- e) The appointment, grading, suspension, dismissal and determination of the pay and conditions of service of the holders of senior posts.
- f) Setting a framework for the pay and conditions of service of all other staff.

“Senior post” means the post of Group CEO (Accounting Officer) and such other posts as the Group Organisations determine for the purposes of their Articles.

The scheme of delegation outlines those duties that have been delegated to the Group Committees and Committees constituted by any of the individual organisations that comprise the Group Organisations.

## **Committee Terms of Reference**

## **GROUP AUDIT & RISK COMMITTEE**

### **TERMS OF REFERENCE**

#### **Constitution**

The Committee shall comprise of a minimum of 3 and not more than 5 Governors/Trustees. There should be membership representation from each of the Independent Boards of the separate legal entities that constitute the Group.

- London South East College Corporation (LSEC)
- London South East Academies Trust Board (LSEAT)
- Elevare Education Foundation (LASER)

The Clerk to the Committee will be the Group Chief Governance Officer.

Individuals not eligible to serve on the Committee include the Principal, student members, staff members, and members appointed to serve on the Group's Finance Committee.

The Committee may invite advisers or other third parties to attend meetings of the Committee as appropriate (These individuals will not have voting rights but may contribute to discussions), this will include the internal and external auditors. The Committee can also co-opt a non-governor member to the Committee.

The Committee Chair will be appointed by the Group Search & Governance Committee and reviewed every two years.

Two external governors must be in attendance for the meeting to be quorate.

The Committee shall meet at least once in each academic term. Ad hoc meetings may be called as necessary in agreement with the Chair of the Committee.

Decisions to be made at meetings of the Committee shall be determined by a majority of the votes of members present and voting. Where there is an equal division of votes, the Chair shall have a second or casting vote.

In line with agreed policy, decisions can be taken by email involving all Committee members

#### **1. Purpose of the Audit & Risk Committee**

1.1 To assess and provide the Independent Boards of London South East Colleges London South East Academies Trust and Elevare Education Foundation Limited, with an opinion on the adequacy and effectiveness of their organisation's: -

- Audit arrangements,
- Systems of internal control
- Risk management arrangements
- Framework of governance
- Processes for the economic, effective, and efficiency use of resources
- Solvency
- Procedures for the safeguarding of its assets

1.2 The Committee's role, in respect of Solvency, will be to advise the Independent Boards on the organisation's position as a going concern for the Financial

Statements and to give an opinion on the budgetary and financial processes as part of its internal control opinion.

- 1.3 To adhere to the relevant Audit Codes of Practice and other regulatory or statutory instruments provided by HM Treasury, DfE and/or Charities Commission.

### **Effectiveness**

- 2.1. To advise the Independent Boards on the adequacy and effectiveness of the whole system of internal control, including controls for securing economy, efficiency and effectiveness (value for money).
- 2.2. To monitor, annually or more frequently, if necessary, the implementation of approved recommendations relating to both internal assignment audit reports and annual reports and external audit reports and management letters.
- 2.3. To monitor the effectiveness and competence of the internal and external audit services and ensure effective co-ordination between them, including whether the work of the funding auditor should be relied upon for internal audit purposes.
- 2.4. To establish, in conjunction with Management, relevant performance measures and indicators and to monitor the effectiveness of the internal audit service and external auditor through these measures and indicators, using these measures to determine whether re-tendering is appropriate.
- 2.5. To obtain external professional advice if it considers this necessary.
- 2.6. To investigate any activity within its terms of reference and to receive reports from management concerning any irregularity or fraud investigation. Ensuring that all allegations of fraud and irregularity are properly followed up and reported to the funding agency.
- 2.7. To seek any information, it requires from the internal auditors, the external auditors, governors, committees and College employees, plus relevant information from sub-contractors and other third parties.
- 2.8. To require additional services to be undertaken by internal and external audit as required with any resulting reports to be reviewed by the Committee.

### **Risk Management**

- 3.1. To advise the Independent Boards on the adequacy and effectiveness of the organisation's arrangements for risk management, assurance, and its governance processes.
- 3.2. To have oversight of all areas of risk management within the Group, and to ensure, through the external and internal audit functions that the adequacy and effectiveness of the Group approach to risk management is robust and transparent.

### **Internal Audit**

- 4.1. To advise the Independent Boards on the appointment, re-appointment, dismissal and initial remuneration of the internal audit service and the scope and objectives of their work.

- 4.2. Establish that the internal audit service adheres to all relevant professional standards.
- 4.3. To approve the audit needs assessment, and strategic and annual audit plans for the internal audit service including the annual fee for this work.
- 4.4. To consider and advise the on internal audit assignment reports, including the annual report and on control issues and to ensure these are responded to promptly where appropriate.
- 4.5. To reinforce with the internal auditors the independence of their function.

### **External Audit**

- 5.1. To advise the Independent Boards on the appointment, re-appointment, dismissal and initial remuneration of external auditors and the scope and objectives of their work.
- 5.2. To recommend each year to the Independent Boards, and Members of the London South East Academies Trust, the external auditors to be appointed for that financial year.
- 5.3. Establish that the external auditors adhere to all relevant professional standards
- 5.4. To discuss with the financial and regularity auditor before the audits begin the nature and the scope of the audits. To approve the annual fee for the external auditor if the audit is not being tendered.
- 5.5. To consider and advise the Independent Boards on external audit reports and management letters with special reference to control issues raised and to ensure these are responded to promptly where appropriate.
- 5.6. To reinforce with the external auditors the independence of their function.

### **General**

- 6.1. To determine or advise on such matters relating to audit as the Independent Boards may wish to delegate.
- 6.2. To consider and recommend the financial statements to the Independent Boards.
- 6.3. To monitor within agreed timescales the implementation of agreed audit recommendations from whatever source.
- 6.4. To carry out any special / specific projects which the Independent Boards may wish to delegate to the Committee.
- 6.5. The Committee has the right to access all information and explanations it considers necessary, from whatever source, in order to fulfil its remit.
- 6.6. Review and advise the Independent Boards on assurances received from management in respect of internal controls and value for money.
- 6.7. To inform the Independent Boards of any additional services provided by the financial statements, regularity and other audit and internal auditors and explain how independence and objectivity were safeguarded.

- 6.8. To consider and advise the Independent Boards on relevant reports by the NAO, the Council and other funding bodies, and where appropriate management's response to these.
- 6.9. To oversee the Group's policies on fraud, bribery, irregularity and public interest disclosure, and ensure the proper, proportionate and independent investigation of all allegations and instances of fraud and irregularity.
- 6.10. To ensure that where fraud is discovered, the internal and external auditors have been informed, and that appropriate follow-up action has been planned and actioned. The Committee must also ensure that all significant cases of fraud or suspected fraud or irregularity are reported to the chief executive of the appropriate funding body.
- 6.11. To report to the Independent Boards via the minutes or summary thereof.
- 6.12. To submit an annual written report to the Independent Boards to include the Committee's opinion on the:
  - Adequacy and effectiveness of the college's audit arrangements
  - Framework of governance
  - Risk management and control systems
  - Processes for securing economy, efficiency and effectiveness
  - Measures it has taken to ensure it has fulfilled its statutory and regulatory responsibilities
  - Review of its own effectiveness.

The annual report must be submitted to the Independent Boards before the Statement of Corporate Governance and Internal Control in the accounts is signed.

A copy of the audit committee's annual report must be submitted to the relevant funding body with the annual accounts.

### **Attendance of Senior Managers**

- 7.1. The Group Principal & CEO and Group Chief Finance Officer are normally invited to be in attendance but are not members of the Committee.

### **General**

Committee will be held accountable through the Committee Chair presenting a verbal report at the next scheduled meeting of the Independent Boards and the recording of any decisions.

The Minutes of Committee meetings will be treated as confidential and will not be made available for public access in accordance with the Instrument and Articles of Government.

In order to ensure good practice, the terms of reference will be reviewed annually by the Committee.

The Committee papers will be prepared and presented by Group Chief Finance Officer with support from the Group Chief Governance Officer and Clerk where appropriate.

Next review – July 2026

## **TERMS OF REFERENCE GROUP FINANCE COMMITTEE**

### **Constitution**

1. The Committee shall comprise of a minimum of 3 and not more than 7 members, being the Principal, Chair of the LSEC Corporation, and four other eligible members. There should be membership representation from each of the Independent Boards of the separate legal entities that constitute the Group.

London South East College Corporation (LSEC)  
London South East Academies Trust Board (LSEAT)  
Elevare Education Foundation Limited (Elevare)

2. Members who are students and members appointed to serve on the Group's Audit & Risk Committee are ineligible.
3. The Committee may invite Group Organisations' advisers or other third parties to attend meetings of the Committee as appropriate (such persons shall not have a vote but shall be entitled to speak to the meeting). The Committee can also co-opt a non-governor member to the Committee.
4. The Chair of the Committee will be appointed by the Group Organisations and reviewed every two years.
5. Two external governors must be in attendance for the meeting to be quorate.
6. The Committee shall meet at least once in each academic term. Ad hoc meetings may be called as necessary in agreement with the Chair of the Committee.
7. Decisions to be made at meetings of the Committee shall be determined by a majority of the votes of members present and voting. Where there is an equal division of votes, the Chair shall have a second or casting vote.
8. In-line with agreed policy, decisions can be taken by email involving all Committee members

### **Terms of Reference**

1. To consider and advise the LSEC Corporation, LSEAT Board and ELEVARE Board ("the Boards of the legal entities") on all aspects of the Group's finances, financial policies, controls and strategy.
2. To consider, review and report on the periodic management accounts of the separate legal entities within the Group
3. To discuss and recommend to the Board of each legal entity the annual income and expenditure budget and any revisions.
4. To discuss and recommend to the legal entities the annual and three year financial plan prior to submission to the DfE.
5. To approve income and expenditure budget variations (virements) across different budget categories e.g. pay costs, of between 5% and 15% of total income or as determined by the Scheme of Delegation and Financial Regulations. Virements above this limit require approval of the legal entities.
6. Authorise a departure from the Financial Regulations with the exception of the authorisation limits for the Finance Committee and Independent Boards. Any such departure to be reported to the Boards of the legal entities at the earliest opportunity,

7. To make recommendations to the Boards of the legal entities concerning investment and borrowing policies.
8. To recommend to the Boards of the legal entities the Property Strategy and monitor its implementation through annual updates
9. To recommend to the Boards of the legal entities expenditure increases for annual capital expenditure for annual remodelling, other building works and IT Equipment purchases, in accordance with the Financial Regulations for each legal entity.
10. Authorise the disposal of assets in accordance with the Financial Regulations for each legal entity.
11. Monitor progress against major capital projects through programme and financial updates. Major capital projects will consist of all projects costing above £1m. Post project evaluations of all capital projects to be reviewed by the Finance Committee.
12. Approval of any individual debtor write offs must be made in accordance with the Financial Regulations of each legal entity. Bad debt write-offs above this limit require approval of the Boards of the legal entities.
13. Approval of amendments to overdraft facilities.
14. Approval of purchase contracts, orders, leases or hire purchase commitments in accordance with the financial regulations.
15. To conduct an annual review of the Financial Regulations and to make any recommendations to each legal board for approval during the year.
16. To monitor all aspects of pension payments and liabilities.
17. Ensure compliance with the 2025 College Financial Handbook.
18. Ensure compliance with the 2025 Academies Handbook.

### **Reporting Procedures**

1. The Group Chief Governance Officer and Clerk to the Board of the legal entities shall act as Clerk to the Committee.
2. The Clerk shall circulate minutes of the meeting of the Committee to all Committee members.
3. At each meeting the minutes of the last meeting shall be taken as an agenda item, and if agreed to be accurate, signed as a true record.
4. Minutes or a summary of the meeting to be made available to the Governors/Trustees of the independent Boards within the Group.

### **General**

- Committee will be held accountable through the Committee Chair presenting a verbal report at the next scheduled meeting of the Independent Boards and the recording of any decisions.
- The Minutes of Committee meetings will be treated as confidential and not made available for public access in accordance with the Instrument and Articles of Government.
- In order to ensure good practice, the terms of reference will be reviewed annually by the Committee.
- The Committee papers will be prepared and presented by Group Chief Finance Officer with support from the Group Chief Governance Officer and Clerk.
- Next review – July 2026

## GROUP REMUNERATION COMMITTEE TERMS OF REFERENCE

### Purpose

To review and determine the remuneration and conditions of service of the Senior Post Holders of the College including the Governance Professional & Clerk to the Boards, taking into consideration the individual's contribution and value to the overall performance of the College, the financial health of the college, equality, diversity and inclusion, sector remuneration comparators and the context in which the College operates.

### Membership

The Remuneration Committee shall comprise at least three Governors or Trustees

- LSEC Governor or LSEAT Trustee (Committee Chair)
- LSEC Corporation Chair
- LSEAT Chair
- Group Chief People Officer
- Independent – by invitation for remuneration matters only
- Group Chief Governance Officer (Clerk)

### Arrangements

- Chair of the Committee will be a LSEC Governor or LSEAT Trustee.
- The Group Principal & CEO will **not** be in attendance for matters where her own remuneration is to be discussed.
- The Governance Professional & Clerk to the Boards shall be the Clerk to the Committee except when the Clerk's performance or remuneration is being considered, when a member of the Committee will act as Clerk for that item.
- The Committee may invite advisers or other appropriate individuals to attend a meeting to provide information, eg Korn Ferry
- The Group Principal & CEO may attend the Committee for the purpose of advising on the performance of other Senior Post holders.
- The Committee shall meet at least once in every academic year but ideally once a term and more frequently as business needs determine.
- In-line with agreed policy, meeting can be held virtually, and decisions can be taken by email involving all Committee members

### Quorum

The quorum for the Committee shall be three Members

### Terms of Reference

- To demonstrate that the remuneration of the designated Senior Postholders and Governance Professional & Clerk to the Boards, is recommended to the Corporation by persons who have no personal interest in the outcome, and which gives due regard to the interests of the public and the financial health of the College.
- To adhere to the principles of the AoC Senior Postholder Remuneration Code/

- To adhere to the Dfe Guidance on Senior Pay and remuneration following reclassification of FE colleges into the public sector bodies and the requirements of HM Treasury Managing Public Money Regulations and DfE Bite size guidance that relate to senior pay and severance payments.
- To adhere to the Academies Handbook and DfE STPCD with regard to Head Teacher and equivalent pay and conditions.
- To monitor the appraisal, performance review and/or target setting process of the Senior Postholders and the Governance Professional & Clerk to the Boards
- To review and determine on behalf of the Corporation and Trust Board (where appropriate), the Executive Pay Policy which outlines the remuneration of the Group Executive Team, including Senior Post Holders and the Governance Professional & Clerk to the Boards and that this is updated at least every three years against available benchmarking .
- Committee will act in an advisory capacity and make recommendations to the Independent Boards for approval.
- The Committee will periodically scan the horizon for Good Governance practice and application, through membership organisations e.g. NGA, CST, AOC and the DfE, to support and recommend changes to governance models and/or practice.

### **General**

- Committee will be held accountable through the Committee Chair presenting a verbal report at the next scheduled meeting of the Independent Boards and the recording of any decisions.
- The Minutes of Committee meetings will be treated as confidential and will not be circulated to the Boards or made available for public access in accordance with the Instrument and Articles of Government.
- In order to ensure good practice, the terms of reference will be reviewed annually by the Committee.
- The Committee papers will be prepared and presented by Group Chief People Officer with support from the Group Chief Governance Officer and Clerk the Boards where appropriate.
- Next review – July 2026

## **GROUP SEARCH & GOVERNANCE COMMITTEE TERMS OF REFERENCE**

### **Purpose**

To review and determine the composition of the Governing Body across the Group Organisations ensuring observing the governance codes and principles of governance, provided by regulatory authorities and the DfE, ensuring opportunity for development and succession planning, compliance with mandatory training and continuous review of the policy landscape and horizon scanning for best practice governance. Ensuring our Governing Bodies promote, support and model our charitable objectives, mission, vision and values.

### **Membership**

The Search Committee shall comprise at least 3 Governors or Trustees

- LSEC Governor or LSEAT Trustee (Chair)
- Chair of LSEC Corporation
- Chair of LSEAT Board
- Group Principal & CEO
- Group Chief Governance Officer (Clerk to the Boards)

### **Arrangements**

- The Chair of the Committee will be a LSEC Governor or LSEAT Trustee
- The Vice Chairs of the Committee will be the Chair LSEAT Board and Chair LSEC Corporation.
- The Governance Professional & Clerk to the Boards shall be the Clerk to the Committee.
- The Committee may invite advisers or other appropriate individuals to attend a meeting to provide information.
- The Committee shall meet at least once in every academic year but ideally once a term and more frequently as business needs determine.
- In-line with agreed policy, meetings can be held virtually, and decisions can be taken by email involving all Committee members

### **Quorum**

The quorum for the Committee shall be three Members

### **Terms of Reference**

- To receive reports on identified skills gaps and to make appointment of Governors and Trustees

Appointments to be approved at

- LSEC Board to approve LSEC Governor appointments
- LSEAT Board to approve LSEAT Co-opted Trustees
- LSEAT Members to approve LSEAT Trustees
- ELEVARE Members to approve ELEVARE Trustees

- To receive reports on identified skills gaps and to make recommended appointment of Vice Chairs and Chairs in accordance with the Group Governance Policy on Succession Planning, appointments to be approved by
  - LSEC Board to approve Chair and Vice Chair recommended appointments.
  - The sponsor body (LSEC) to approve LSEAT Chair and Vice Chair recommended appointments.
  - LSEAT and LSEC to recommend ELEVARE Trustee appointments to the ELEVARE Members.
- To oversee and ensure delivery of the Annual Board Self Evaluations and Performance Reviews of Governors and Trustees and to review and consider these in accordance with Group Governance Policies, including my not limited to Succession Planning, Selection and Re-appointment, Attendance and Removal.
- The Committee shall be responsible for advising the Boards on the appointment and reappointment of Members of the Boards other than the Group Principal & CEO (who shall be eligible to serve on the Independent Boards as a result of the post) and staff and student governors.
- The Committee may, however, discuss options for the recruitment of both Staff and Student Governors in line with the requirements of the Instrument and Articles of Government.
- The Committee shall, from time to time, consider and make recommendations to the Independent Boards on composition and balance, and on the procedures for appointment to the Corporation.
- The Committee will consider the skills needs of the Independent Boards, establish the range of skills and experience of existing Members and identify gaps, referencing the Governance Skills Matrix.
- The Committee will ensure observance of the AOC Code of Good Governance for English Colleges and the DfE Governance Handbook and provide to new and existing Governors and Trustees.
- The Committee shall, where appropriate, develop the Corporation policies and procedures for the induction, performance appraisal and development of Corporation Members.
- The Committee shall have the power to employ the services of such external advisers as they deem necessary to fulfil their responsibilities.
- The Committee shall, from time to time, advise the Independent Boards on the balance and composition of its Committees including the value of Co-opted Members onto those Committees.
- The Committee shall advise the Independent Boards on the appointment of co-opted members to Committees.
- The Committee will monitor, consider and advise the Independent Boards as appropriate on aspects of standards in public life and other ethical and good practice relevant to the governance of the College.
- The Committee will regularly initiate searches for potential candidates through consultation with interested bodies including local community/employer representatives and local authorities.
- The Committee will periodically scan the horizon for Good Governance practice and application, through membership organisations e.g. NGA, CST, AOC and the DfE, to support and recommend changes to governance models and/or practice.

**General**

- The Independent Boards shall not appoint any member to the Board (other than the Principal, Staff and Student Members) unless it has first considered the advice of the Search Committee.
- Appointments shall be made in accordance with the Instruments and Articles of Government.
- The Committee will be held accountable by the presentation of meeting Minutes by the Committee Chair to the Independent Boards.
- In order to ensure good practice, the terms of reference will be reviewed annually by the Committee.
- The Committee Papers will be prepared and presented by the Group Chief Governance Officer (Clerk to the Boards)
- Next review – July 2026

**TERMS OF REFERENCE  
LSEC CURRICULUM & STANDARDS COMMITTEE**

***Constitution***

1. The Committee shall comprise of a minimum of five members.
2. The Chair of the Committee will be selected by the London South East Colleges Corporation.
3. The Committee shall meet at least once in each academic term. Ad hoc meetings may be called as necessary in agreement with the Chair of the Committee.
4. The Group Principal & CEO will be a member.
5. Decisions to be made at meetings of the Committee shall be determined by a majority of the votes of members present and voting. Where there is an equal division of votes, the Chair shall have a second or casting vote.
6. Quorum will be a minimum of 3 members in attendance.
7. Executive officers attending will include Executive Principal and College Principals..
8. In-line with agreed policy, decisions can be taken by email involving all Committee members.

***Terms of Reference***

The Curriculum and Standards Committee is responsible for advising the Corporation on the overall academic performance of the College and will discharge the following functions and responsibilities:

1. To consider and recommend to the LSEC Corporation Annual Self-Assessment Report and processes in preparation for inspections.
2. To monitor at each meeting the Quality Improvement Plans, relevant to LSEC.
3. To establish targets in order to monitor and contribute to the Group’s policy to improve and maximise the quality of service offered to all students, stakeholders and employers.

4. To review and recommend Accountability Agreement and delivery aims against Local Skills Improvement Plans.
5. To receive reports from external educational advisors on the quality of teaching learning and assessment and the adequacy of the curriculum offer and outcomes.
6. To receive reports on equality of opportunity and the monitoring of equality objectives and targets.
7. To receive the annual and midyear reports on Safeguarding and Prevent for the College for review and recommending to the LSEC Board.
8. To receive reports on the quality management systems and quality assurance arrangements including reports on student attendance, retention and achievement, lesson observations, staff and student views, complaints/compliments and other quality assurance issues deemed appropriate for the LSEC Board to review.
9. To receive reports on the Learner/Parent Voice across LSEC.
10. To receive reports on student progression outcomes, re-engagement and/or destinations as appropriate to the institutions.
11. To oversee the development of Higher Education provision and to monitor the quality of all HE provision.
12. To receive and comment on Student Support and Welfare issues across LSEC
13. To oversee the development of English and Maths provision at LSEC and its quality and achievement rates
14. To monitor the growth and quality of apprenticeship provision including Higher and Degree Apprenticeships.

### **Reporting Procedures**

1. The Clerk to the Group and Independent Boards comprising the London & South East Education Group shall act as Clerk to the Committee.
2. The Clerk shall circulate the minutes of the meeting of the Committee to all Committee members.
3. At each meeting, the minutes of the last meeting shall be taken as an agenda item, and if agreed to be accurate, signed as a true record.
4. Minutes or a summary of the meeting to be made available to all the Governors of the LSEC Corporation.

### **General**

1. Committee will be held accountable through the Committee Chair presenting a verbal report at the next scheduled meeting of the Independent Boards and the recording of any decisions.
2. The Minutes of Committee meetings will be treated as confidential and will not be made available for public access in accordance with the Instrument and Articles of Government.
3. In order to ensure good practice, the terms of reference will be reviewed annually by the Committee.
4. The Committee papers will be prepared and presented by Executive Principal with support from the Group Chief Governance Officer and Clerk where appropriate.
5. Next review – TBC

## **LSEAT Education, Performance & Standards Committee (EPS)**

### **Terms of Reference**

#### **1. Purpose**

The EPS Committee is a strategic body of the Trust Board responsible for driving continuous improvement in educational performance, safeguarding, inclusion, curriculum, and quality assurance across all Trust provisions. It ensures that standards reflect and promote equity, inclusion, and diversity, in alignment with the Trust's vision, values, and Inclusive Governance Framework.

#### **2. Scope and Remit**

- Oversee the educational performance, quality of teaching and learning, and educational strategies, safeguarding, behaviour and curriculum alignment across the Trust, taking account of pupil and parent voice and wider community engagement.
- Promote equitable outcomes and access for all learners, including those with SEND, from disadvantaged backgrounds, or who require alternative or specialist provision.
- Embed the Inclusive Governance principles of transparency, accountability, representation, and stakeholder voice into strategic performance monitoring and assurance.
- To support the and maintain oversight of the preparations for MAT Ofsted Inspection, against Ofsted criteria.
- Review and consider academic performance trends across different provision types including
- Consider impact and implementation of new immersive technologies on teaching learning and assessment,

#### **3. Membership**

- Core members: Up to 8, minimum of 4, to include:
  - Trustees (including at all PB Chairs)
  - Group CEO
  - Deputy CEO (Academies)
  - Trust Directors
- Invitees (non-voting): May include the Group Safeguarding Lead, SEND lead, School Improvement advisers, and/or external consultants.
- Quorum: 3 members

#### **4. Appointment and Chairing**

- Chair is appointed every two years by the Trust Board, following recommendation from the Group Search & Governance Committee.
- In the Chair's absence, a temporary Chair shall be appointed by the Committee from those present.

#### **5. Clerking and Support**

- The Group Chief Governance Officer shall serve as Clerk to the Committee.

## **6. Meetings**

- Frequency: Once per term (minimum 3 times annually)
- Agenda/Papers: Distributed by the Clerk at least 7 calendar days in advance

## **7. Authority**

The Committee is authorised by the Trust Board to:

- Request reports and data from academies, senior leaders, and other committees.
- Review, challenge, and support educational strategy and policy.
- Commission reviews or professional advice related to school improvement or safeguarding.
- Escalate matters of concern directly to the Trust Board.

## **8. Core Responsibilities**

### **8.1 Strategic Oversight**

- Review and monitor performance against Trust-wide and individual academy improvement plans and KPIs
- Support the development of the Trust's inclusive education and safeguarding strategy
- Advise the Trust Board on educational risk, innovation, and quality assurance

### **8.2 Curriculum, Quality and Standards**

- Monitor standards of achievement and progress for all learners through SDPs and SEFs.
- Ensure statutory and best practice curriculum frameworks are applied equitably
- Review Ofsted readiness, reports, and internal evaluation tools (e.g. SEF and SDP)

### **8.3 Safeguarding, Inclusion, and SEND**

- Approve and review the Trust's SEND Policy and annual SEND report.
- Review safeguarding reporting, including serious incidents and trends.
- Ensure safeguarding practice aligns with current statutory frameworks and reflects the Trust's inclusive approach.

### **8.4 Engagement and Stakeholder Voice**

- Ensure that feedback from pupils, parents, and staff informs strategy.
- Promote and celebrate achievements and good practice across the Trust.
- Monitor how Academy Boards and Provision Boards are engaging with and capturing community voice.

## **9. Partnership with Local Governance**

- Review performance of Provision Boards and Academy Boards in fulfilling their support and challenge roles
- Identify and promote collaboration between academies to share practice and raise standards
- Guide local governance on KPIs and standards monitoring via the inclusive governance
- Members will participate in an annual governance conference.

## **10. Reporting and Accountability**

- A summary is provided to the Trust Board after each meeting
- Chair provides verbal updates at Trust Board meetings
- Key risks, trends, and achievements are summarised termly.

## **11. Review and Continuous Improvement**

- The Terms of Reference will be reviewed annually to ensure alignment with the Trust's Inclusive Governance Framework, statutory requirements, and evolving needs.
- Committee performance and impact will be evaluated as part of the Trust's governance self-assessment cycle.

## **12. Inclusive Governance Alignment**

The EPS Committee will operate in accordance with the Trust's Inclusive Governance Framework by:

- Applying inclusive language and practices in all documents and reporting.
- Promoting equity, access, and voice in all areas of performance review.
- Embedding a culture of belonging, transparency, and continuous improvement.

## **13. General**

- Committee will be held accountable through the Committee Chair presenting a verbal report at the next scheduled meeting of the Independent Boards and the recording of any decisions.
- The Minutes of Committee meetings will be treated as confidential and will not be made available for public access in accordance with the Instrument and Articles of Government.
- In order to ensure good practice, the terms of reference will be reviewed annually by the Committee.
- The Committee papers will be prepared and presented by DCEO Academies with support from the Group Chief Governance Officer and Clerk where appropriate.
- Next review – July 2026

## **LSEAT Community Governance: Terms of Reference:**

### **Context and Summary Statement on Community Governance Arrangements at LSEAT**

Whilst the Trustees have overall responsibility and ultimate decision-making authority for the work of the Trust, and the standards achieved by the pupils and students of the Academies, Trust Committees have been constituted to ensure the vision and duties of the Trust are fulfilled and translated locally within each Academy and across the mixed portfolio of provision. Each Academy is accountable to and must serve its community. All children deserve and should expect to receive a high standard of education. (see Appendix C for accountability matrix)

For 2025-26 the Trust has adopted an Inclusive Governance Framework (Appendix D below) which is a strategic commitment to embed equity, diversity, and shared accountability into every level of educational leadership and decision-making. At its core, it aims to ensure that governance reflects the diverse communities served, making leadership more representative, decision-making more transparent, and outcomes more equitable. By aligning our inclusive principles with robust oversight and strategic growth, this approach fosters a sustainable culture, ethos, and improvements across our Academies and Trust.

The Inclusive Governance Framework at LSEAT is designed to support equity in leadership and decision-making, capturing and representing the unique needs of individual academies and the wider community. It aligns with both our Group Strategy and the Trust Growth Strategy, endorsing the government's ongoing drive for inclusion. This framework ensures that governance plays a central role in achieving true inclusion, where everyone feels they belong and is supported to thrive. Our ambition is to create inclusive organisations that people want to support and belong, with a guiding philosophy that it is not just about who sits at the table, but how everyone's voice shapes and transforms lives through the power of education.

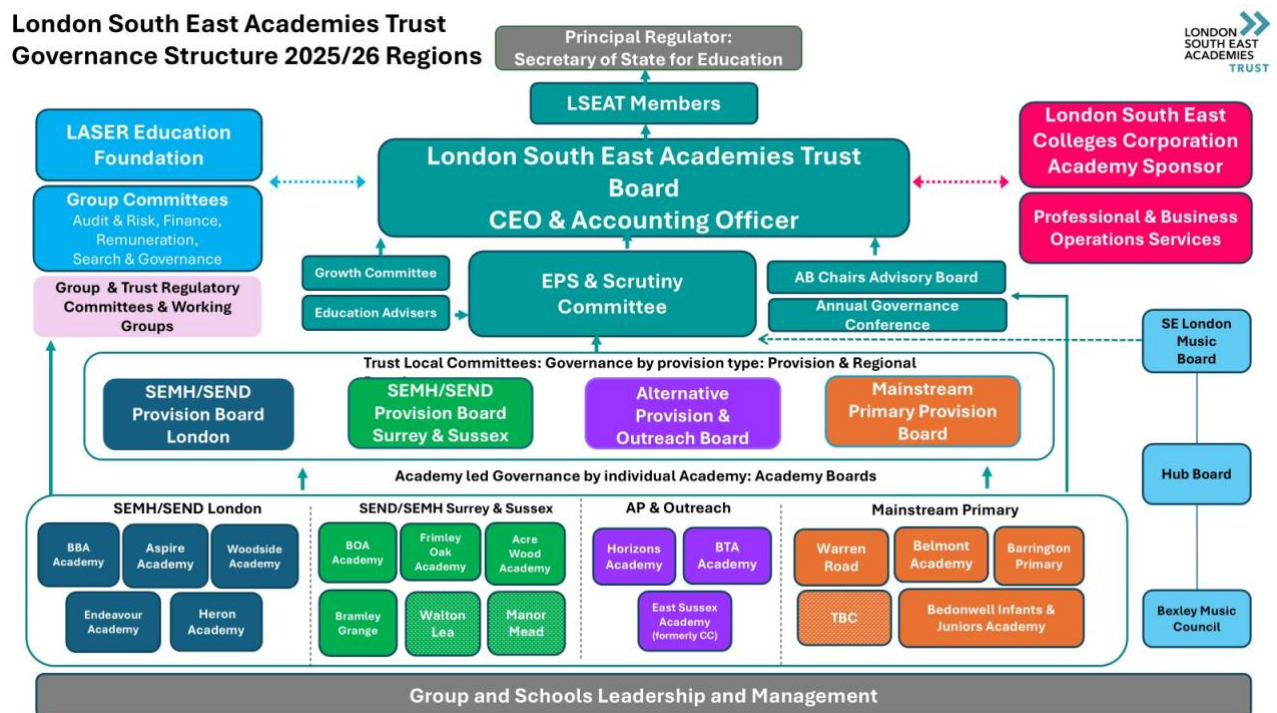
Community Governors and each Academy Board are focused on the day-to-day life of the Academy for which it has responsibility, ensuring that Head Teachers are held to account in terms of the quality of education, curriculum development, school improvement, outcomes and safeguarding, and also ensure the staff working in the Academy are supported and challenged, when necessary, and the needs of the pupils are met with a particular focus on the provision type and context of each Academy.

Provision Boards are focused on a group of Academies of similar designation, Specialist, Alternative and Mainstream and responsible for ensuring that Directors are held to account in terms of the quality of education, curriculum development, school improvement, outcomes and safeguarding across the provision type and academies they are responsible.

As a Trust with a focus on, Specialist, Alternative and Mainstream provision, the Provision Boards have been formed to represent these provision types of education settings.

The Music Service as a standalone delivery unit within the Trust and is also a member of South East London Music Education and is required by the funding agreement with Arts Council England to have local governance.

The Trust Governance Structure for 2025/26 is outlined below.



## 1. Terms of Reference

- 1.1 These terms of reference are drafted and maintained by the Trust. The Trustees may make amendments to these terms of reference from time to time, as described in the Trust's Articles of Association.
- 1.2 In the event that amendments are made, changes will be communicated to Community Governors by the Group Chief Governance Officer.

## 2. London South East Academies Trust

- 2.1 The Trust is a charitable company limited by guarantee. It has entered into a Master Funding Agreement with the Department for Education and so it is the Trust that is ultimately responsible to the Department for Education pursuant to the Funding Agreements.
- 2.2 The Trustees are Charity Trustees (within the terms of section 97(1) of the Charities Act 1993) and responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the Articles of Association of the Trust.
- 2.3 As outlined in the structure above, the LSEAT Board delegates some functions to its Committees. Provision Boards and Academy Boards are Committees of the Trust.
- 2.4 A role description for Provision Board Chair has been developed to outline the key accountabilities and responsibilities of this role, in addition to being a Trustee.
- 2.5 A role description for Academy Board Chair has been developed to outline the key accountabilities and responsibilities of this role.
- 2.6 A role description for Community Governors has been developed to outline the key accountabilities and responsibilities including staff and parent Community Governors.

- 2.7 Community Governors will serve on Academy Boards. The Chair of an Academy Board and one other Community Governor will also be invited to serve on a Provision Board as representative of the Academy they serve, subject to skills, experience and conduct.

### 3. Accountabilities and Responsibilities of Trustees

- 3.1 The role of the Trustees mainly involves strategic oversight across the Trust, its educational character, vision and values, governance, regulatory matters, academic performance and standards, efficient use of resources and demonstrating value for money.
- 3.2 The Trustees are accountable and responsible for:
- Compliance with all statutory regulations and Acts of Parliament governing the operation of the Trust, including health and safety, safeguarding, equality and diversity and data protection.
  - Compliance with the provisions of the Funding Agreements.
  - Compliance with the Academies Handbook and DfE Governance Code.
  - Setting the risk management strategy, reviewing the strategic risk profile, considering strategic risks in the context of future
  - Trust planning and decision making and reviewing the effectiveness of the risk management arrangements.
- 3.3 The Trustees delegate responsibility to the Chief Executive Officer for:
- Appointment of the Senior Leaders and Headteacher with support from Trustees who are Provision Board Chairs, as required.
  - The determination of the extent of the services provided to the Academies by the Trust and how the costs should be allocated.
  - Determination of the educational targets of the Academies in consultation with the EPS Committee, Provision Board Chairs and Deputy CEO Academies.
  - Determining any additional financial and reporting targets for the Academies.
  - Determination of any statutory policies and procedures for the Academies and other policies and procedures as the Trustees deem necessary to fulfil their responsibilities.
  - Identifying resources to implement the risk management strategy effectively and efficiently.
  - Reporting regularly to the Trust Board on the performance of the Academies and ensure the appraisal of the Academic Leaders/Headteachers are supported by the relevant Provision Board Chair, Deputy CEO Academies and Directors.

Details of the delegated authority from the Trust Board to the Academy and Provision Boards is published within the Trust Scheme of Delegation.

## 4 Academy & Provision Boards

The Diagram above outlines the governance structure for the Trust and the in particular details individual Academy Boards lead by a Head Teacher, through to the Trust Board. and **Provision Boards** that bring together community governance under types of provision lead by a Director. Appendix A and B below provide Terms of Reference for Academy and Provision Boards.

## Appendix A: LSEAT Academy Boards: Terms of Reference

Approved by the Trust Board on 8 July 2025

Effective from: September 2025

### 1. Purpose

The Academy Boards (ABs) of the London South East Academies Trust provide local insight, strategic oversight, and community voice to ensure that each Academy delivers high-quality education, reflects the Trust's values, and meets the needs of its pupils, staff, and wider community.

Academy Boards operate within the Trust's governance structure and Scheme of Delegation and act in an advisory capacity, making recommendations and reporting through to Provision Boards and ultimately to the Trust Board, ensuring inclusivity and representation at all levels

### 2. Scope

Each Academy Board supports one LSEAT Academy and:

- Upholds the Trust's vision and values within the specific school context.
- Provides constructive challenge and support to school leadership.
- Serves as the local voice of parents, staff, and the wider community.
- Drives improvement in pupil outcomes, safeguarding, and equality.
- Approves school based policies
- Feeds into risk management processes across funding, finances, resources, capital and reputation.

### 3. Objectives

- Monitor the implementation of school improvement plans and application of academy policies.
- Review data and information on pupil performance, inclusion, resources and safeguarding.
- Provide feedback on the lived experience of pupils and staff.
- Ensure the Academy serves its local community with equity and inclusivity.
- Support the development and accountability of academy leadership.

### 4. Membership

- **Chair:** Appointed by the Trust Board from among the Academy Board's Community **Governors, Recommended through Group Governance & Search Committee.**
- **Community Governors:** Appointed based on skills and community knowledge; includes:
  - At least one or two elected Parent Governor (based on size of school)
  - At least one or two elected Staff Governor (based on size of school)
  - Appointed governors with expertise in education, safeguarding, SEND, EDI, community engagement, risk management and estates and resource management. Up to 8 Community Governors (who may also serve on a Provision Board with the Academy Board Chair)
- **Headteacher:** Attends and reports to the Board.
- **Administrator:** Supports the meeting logistics, minutes and documentation.

## **5. Responsibilities**

### **5.1 Strategy and Improvement**

- Support the strategic direction of the academy and alignment with the Trust's strategic growth and improvement plans.
- Review progress toward educational targets and KPIs.
- Provide support and advocacy for Ofsted Inspections.
- Engage in Trust wide initiatives to promote a sense of belonging.

### **5.2 Support and Challenge**

- Act as a critical friend to the Headteacher and SLT.
- Scrutinise outcomes for all pupils, including those with SEND, in care, or disadvantaged.

### **5.3 Safeguarding and Inclusion**

- Ensure robust safeguarding procedures are in place and effective.
- Promote a culture of equality, diversity, and inclusion throughout the academy.

### **5.4 Stakeholder Voice**

- Act as a conduit for staff, pupil, and parent feedback.
- Monitor community engagement and reputation of the academy.

### **5.5 Governance Oversight**

- Review and recommend local policies delegated by the Trust Board.
- Contribute to risk management processes through local insight and assurance.
- Support training and development activities including those for the Academy Board.

## **6. Meetings**

- Academy Boards meet four times per year (once per term) with two in term one.
- Meetings are held on a weekday (typically Tuesday) between 4pm and 6pm.
- Additional working groups or thematic sessions may be convened if necessary.

## **7. Reporting and Accountability**

- ABs report directly to their corresponding Provision Board.
- Minutes and action logs are submitted to the Governance Team 7 days preceding the meeting.
- Any concerns requiring escalation (e.g. safeguarding issues) must be reported to the Provision Board Chair and Group Chief Governance Officer without delay.

## **8. Inclusive Governance**

All Academy Board activity will:

- Uphold the Inclusive Governance Framework.
- Promote equity, diversity, and transparency in governance practice.
- Use inclusive, respectful language and ensure decisions are accessible and inclusive of all voices, fostering a culture where everyone feels valued and heard.

## **9. Training and Development**

Academy Board members are required to:

- Complete mandatory training in safeguarding, governance, and EDI.
- Participate in Trust-wide conferences, networking, and development sessions.
- Undertake role-specific training if appointed as a link governor (e.g. safeguarding, SEND, H&S).

## **10. Evaluation and Review**

- The effectiveness of each Academy Board will be reviewed annually by the Trust Governance Team.
- Terms of Reference will be reviewed and updated annually by the Group Search & Governance Committee and/or the Trust Board.

## Appendix B: LSEAT Provision Boards: Terms of Reference

Approved by the Trust Board on 8 July 2025.  
2025

Effective from: September

### 1. Purpose

The Provision Boards (PBs) of the London South East Academies Trust exist to provide strategic insight, advice, and robust oversight of academy performance within each educational provision type. PBs support school improvement, accountability, and community engagement while ensuring alignment with the Trust's inclusive governance framework and growth strategy.

### 2. Scope

Provision Boards are established by the Trust Board and grouped according to provision types:

- SEND/SEMH London
- SEND/SEMH Surrey & East Sussex
- Alternative Provision & Outreach
- Mainstream Primary

Each PB oversees 2–5 schools based on provision type and geography.

### 3. Objectives

- Monitor and evaluate the performance, improvement, safeguarding, and compliance of provision-specific academies.
- Provide a strategic layer of challenge and support to Trust leadership.
- Strengthen links with local communities and ensure voices of pupils, parents, staff, and stakeholders are heard.
- Promote and embed inclusive governance values across all academies served.
- Report to the EPS Committee on risk, performance, safeguarding, and quality of education.

### 4. Membership

- **Chair:** Appointed by the Trust Board; usually a Trustee with relevant expertise in the provision type.
- **Community Governors:** Nominated by the Trust Board based on skills, experience, and representation. Usually Chair of AB and one other Community Governor.
- **Directors:** Trust Executive Leaders who have accountability for clusters of academies usually by provision type or geographical clusters.
- **Governance Administrator;** ensuring accurate minutes and documentation.

## **5. Responsibilities**

### **5.1 Strategic Oversight**

- Review school improvement plans and monitor progress against agreed KPIs.
- Ensure alignment with the Trust's vision, values, and inclusive governance principles.
- Identify risks and escalate key concerns to the EPS Committee.

### **5.2 Support & Challenge**

- Hold Trust Directors to account for quality of education, safeguarding, wellbeing, outcomes, and pupil progress.
- Engage in structured thematic reviews (e.g., SEND, EDI, safeguarding, curriculum).
- Identify trends and compare and contrast performance of similar schools of same provision type.

### **5.3 Community & Stakeholder Engagement**

- Capture and represent the views of parents, pupils, and staff through structured feedback mechanisms.
- Promote collaboration across schools and foster shared initiatives and best practice.

### **5.4 Governance Compliance**

- Ensure governance practices reflect the Nolan Principles and our Inclusive Governance Framework and statutory requirements.
- Participate in self-assessment and skills audits to ensure effective board composition.

## **6. Meetings**

- Provision Boards meet termly (minimum four times a year), approximately 2–3 weeks after Academy Board meetings.
- Meetings are scheduled in advance and supported by the Governance Team.
- Additional thematic or working group meetings may be convened as needed.

## **7. Reporting & Accountability**

- PBs report through the governance structure to the EPS Committee via summaries, risk registers, and performance reports.
- The PB Chair is responsible with support from the Governance Team in providing a PB update to the EPS Committee
- Matters requiring escalation (e.g., safeguarding, finance, regulatory breaches) must be flagged immediately to the Trust CEO or Group Chief Governance Officer.

## **8. Inclusivity and Representation**

All PBs will:

- Operate in line with the Inclusive Governance Framework.
- Ensure fair and diverse representation across geography, provision, age, ethnicity, gender, and lived experience.
- Foster an inclusive culture that values all contributions and supports equitable outcomes for all pupils.

## **9. Training and Development**

All PB members must:

- Undertake initial and ongoing mandatory training (safeguarding, EDI, governance).
- Engage in skills development linked to their role and contribution.
- Participate in governance conferences, thematic workshops, and working groups as appropriate.

## **10. Review and Evaluation**

- This Terms of Reference will be reviewed annually by the Trust's Search & Governance Committee.
- Effectiveness of each PB will be evaluated through self-assessment, member feedback, and Trust-led audits.

Appendices 1 and 2 below provide additional context on statutory requirements for SEND and AP that Provision Board Members may find useful.

## Appendix 1:

### Specialist Provision Boards (SEMH and SEND): Addendum to Terms of Reference 2025/26

#### Contextualized Responsibilities and Oversight

##### Context

The legal responsibilities of the Trust Board in relation to pupils with SEND are set out in the Children and Families Act 2014 and the statutory guidance, the SEND code of practice: 0 to 25 years.

They require Trust Board to:

- Use 'best endeavours' (do everything they can) to ensure that pupils with SEND get the support they need.
- Ensure that relevant policies have been approved and monitor their effectiveness.
- Ensure the necessary SEND information is published on the school/Trust website.
- Ensure that adequate resources are allocated to provision for pupils with SEND.
- Ensure a suitably qualified or experienced special educational needs coordinator (SENCO) has been appointed and is working effectively – see below section working with the SENCO.

Ultimate responsibility rests with the Trust Board, however, section 6.3 of the SEND code of practice stipulates that a sub-committee can be set up with specific oversight of the schools' arrangements for special educational needs and disability. As a Trust with a majority of special schools, there is no individual Trustee with specific SEND oversight and all Provision Board Chairs and Trustees, will be required to consider the Trusts legal responsibilities to SEND pupils.

##### Trust Legal Responsibilities:

- To ensure that the role of the Specialist Trust Committee includes the monitoring of the school or Trust's arrangements for SEND and supports and challenges school leaders to ensure that priority is given to pupils with SEND.
- To ensure the appointment of special needs co-ordinators (SENCO) who is a qualified teacher responsible for implementing the school's policies in relation to SEND. The SENCO has a key role in identifying the needs of pupils and coordinating appropriate support. There is no legal requirement for a Special school to appoint a SENCO, although at LSEAT we have chosen to have one in post in most schools.
- Adopting a policy for SEND which is a description of the vision and values underpinning the approach to meeting the needs of SEND pupils in the school or trust.
- Transparency and reporting – Trust Board and Trust Committees are responsible for ensuring their local academies and Trust publish a SEN information report on their website detailing how their SEND policy is being implemented. The information report should be updated annually and any changes occurring during the year should be reflected in the report as soon as possible. The specific requirements of the report are covered in section 6.79 of the SEND code of practice.

### **Academy Council and Provision Board: SEND knowledge and capacity**

SEND is a whole board responsibility, although through our Governance Structure and Scheme of Delegation oversight and scrutiny of SEND is conducted in the detail at the Local Trust Committees namely, Academy Council and Provision Board level, reporting up to the Trust Board. While it is reasonable to expect, particularly in our specialist settings, that some Trustees and Local Community Governor will have experience and knowledge of SEND, Trustees and Local Community Governors may need to undertake CPD that increases SEND knowledge and awareness

All Trustees and Local Community Governors should know the legal responsibilities and are required to

- Familiarise themselves with chapter six of the SEND code of practice.
- Receive an induction that provides an overview of the SEND provision within the Trust and how this is developing and how inclusion is realised.
- Have the knowledge and confidence to provide support and challenge over SEND and inclusion practice.
- This understandably will vary between Trustees, but it is important that any gaps are identified and addressed using Skills Audit and signposting relevant training, support and resources to those Trustees and Local Community Governors who identify.
- Engage in training which need not be the same for all Trustees and Local Community Governors.
- The Trust has organised some face-to-face training on funding, Ofsted and safeguarding together with access to the NGA online training modules have also been made available.
- Understand the SEND provision in the Trust.

In order to meet legal responsibilities and provide strategic leadership, Trustees and Local Community Governors serving on Academy Councils and Provision Boards, need to build their understanding of SEND and inclusion in the specific context of each academy.

This means having some oversight and knowledge of

- The proportion of pupils that require additional support and how many of these have EHC plans.
- The proportion of pupils that have specific needs relating to communication and interaction; cognition and learning, social, emotional and health difficulties; sensory and or physical needs.
- The level of funding the school/trust receives to meet the needs of pupils with SEND (the notional SEND budget and top up funding).
- How the funding and budget is used to deploy staff and resources to meet the needs of SEND pupils.
- How the curriculum is adapted to meet the needs of all pupils, including those with SEND.
- How staff at all levels are developed and supported to meet the needs of SEND pupils.
- What parents, carers, pupils and staff think about how the school or trust meets the needs of its SEND pupils (stakeholder feedback).
- Strengths and areas for development highlighted through inspection and self-evaluation.

It should also be noted that it is expected that Trustees and Local Community Governors should be able to question leaders on how the internal assessment system effectively supports the attainment and progress of all pupils, including those with a SEND. This will require at least a basic understanding of how the attainment and progress of pupils with SEND is assessed in the Trust and Academies.

### **Monitoring impact and outcomes**

Evaluating impact requires careful consideration and discussion between Local Community Governors and school leaders over:

- The information and data available to measure progress and outcomes.
- Balancing the requirement for data, information and reports against other workload demands of staff. Start with first principles – the governing board needs assurance that:
- Legal responsibilities are being met. v The school or trust is sufficiently enabled to meet the needs of pupils with SEND.
- Strategic goals linked to SEND (such as building staff capacity) are being met, are sufficiently resourced and are having an impact (in terms of pupil outcomes).
- Resources (including the notional SEND budget) are being deployed effectively to meet strategic goals.
- Pupils with SEND achieve the best possible outcomes and are given the knowledge and cultural capital they need to succeed in life.
- There is an inclusive culture – for example, pupils are not entered for courses not in their educational interest, or removed from the school role without formal, permanent exclusion.

### **Reporting to the Trust Board and Trust Committees**

There are a range of sources that will provide the Trust Boards with assurance, and support questioning and further scrutiny.

This includes the report from the Head Teacher(s)/Head(s) of School, to the Provision Board, evidence of the implementation of Trust and Academy Policies, stakeholder feedback and progress and outcomes of pupils.

It is expected that reports to the Local Academy Councils and Provision Boards should provide the following information.

- Relevant context (areas of need, type of support, statutory assessments etc.).
- Evidence of how the needs of pupils with SEND are being identified and met.
- Progress and attainment headlines including the impact of interventions.
- Evidence of how funding and resource is allocated to meet the needs of pupils with SEND.
- Staff development issues including an assessment of the SENCO role and impact.
- Relevant information about engagement with families, external agencies and its impact
- Application and implementation of Trust and Local Academy Policies in relation to SEND.

## **Appendix 2**

### **Alternative Provision Board: Addendum to Terms of Reference 2025/26**

#### **Contextualized Responsibilities and Oversight**

##### **Definition**

The definition of Alternative Provision is as follows:

Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.

##### **Legal duties and responsibilities**

There is various legislation that covers the duties and powers relating to Alternative Provision including sections with the Education Acts for 1996 and 2002, Children, Schools and Families Act 2010; Academies Act 2010 and Pupil Referral Units Regulation.

The local authority must fulfil statutory duties and responsibilities in relation to pupils without a school place (section 19 Education Act 1996) ensuring that these are properly discharged, by commissioning appropriate and high-quality provision.

The Trust must fulfil statutory duties and responsibilities in relation to providing an education for pupils without a school place and deliver provision to the standards required by Ofsted Education Inspection Frameworks and Professional Standards for school staff.

The Trust must fulfil the duties specified in the Master Funding agreement and the supplemental funding agreements signed with DfE.

Both the Trust and the local authority are bound by the ESFA High Needs Funding notification of change process which transfers an agreed annual amount of funds from the local authorities DSG High Needs Block to ESFA to pay directly for the provision.

The Trust has entered into a Memorandum(s) of Understanding (MoU) with the local authorities for the provision of Alternative Provision and Outreach Services to ensure both parties are fulfilling their statutory duties.

##### **Agreement with the Local Authority**

Within the MoU the Trust has agreed to take collective responsibility for designing and delivering an effective AP system that:

- Has collective responsibility for all pupils in the local authority area.
- Enables access to provision to be timely, appropriate and equitable.
- Focusses on improving the ability of other schools within the local authority area to manage behaviour better within the school setting.
- Designs support against pupil need.
- Focuses provision on earlier intervention.
- Focuses on short term interventions, with longer term placements agreed by exception.
- Focuses on supporting reintegration to mainstream.

## Contract Performance

Performance against the MoU will be assessed regularly by the local authority, who will review the effectiveness and quality of the commissioning activity covered by the partnership and its impact on achieving the desired AP system change. These reviews will usually involve the DCEO and Head Teacher.

Performance of the provision is likely to be assessed against the following criteria which the AP Provision Board should be aware.

- The achievement of the shared system Design Principles and AP System 5-year plan.
- The delivery of provision within budget.
- The achievement of key national outcomes and targets.
- Good performance against benchmarking and under inspections from Ofsted.
- Educational, vocational and emotional achievement of pupils supported by the AP system.
- Achievement of individual provision/ service performance targets.
- Positive responses to complaints and any safeguarding alerts.
- Ensuring key stakeholder feedback is solicited and acted upon.
- A reduction in the number of permanent exclusions in Bromley schools.
- An increase in the attainment of learners supported by the AP system.
- Successfully implementing system design change, including reduction in longer term placements.

### KPI's

Specific KPI's will be agreed between the Trust and our Local Authorities and reviewed annually. The AP Provision Board should consider during the course of its scrutiny and challenge the types of KPIs that are being set by our key stakeholders.

### Reporting requirements

The Trust will be required to provide data and information to evidence the volume and range of provision outlined under the MoU and the AP Provision Board should have sight and understanding of the information and measurements being applied, which are likely to be as follows and should be included in the Head Teacher reports.

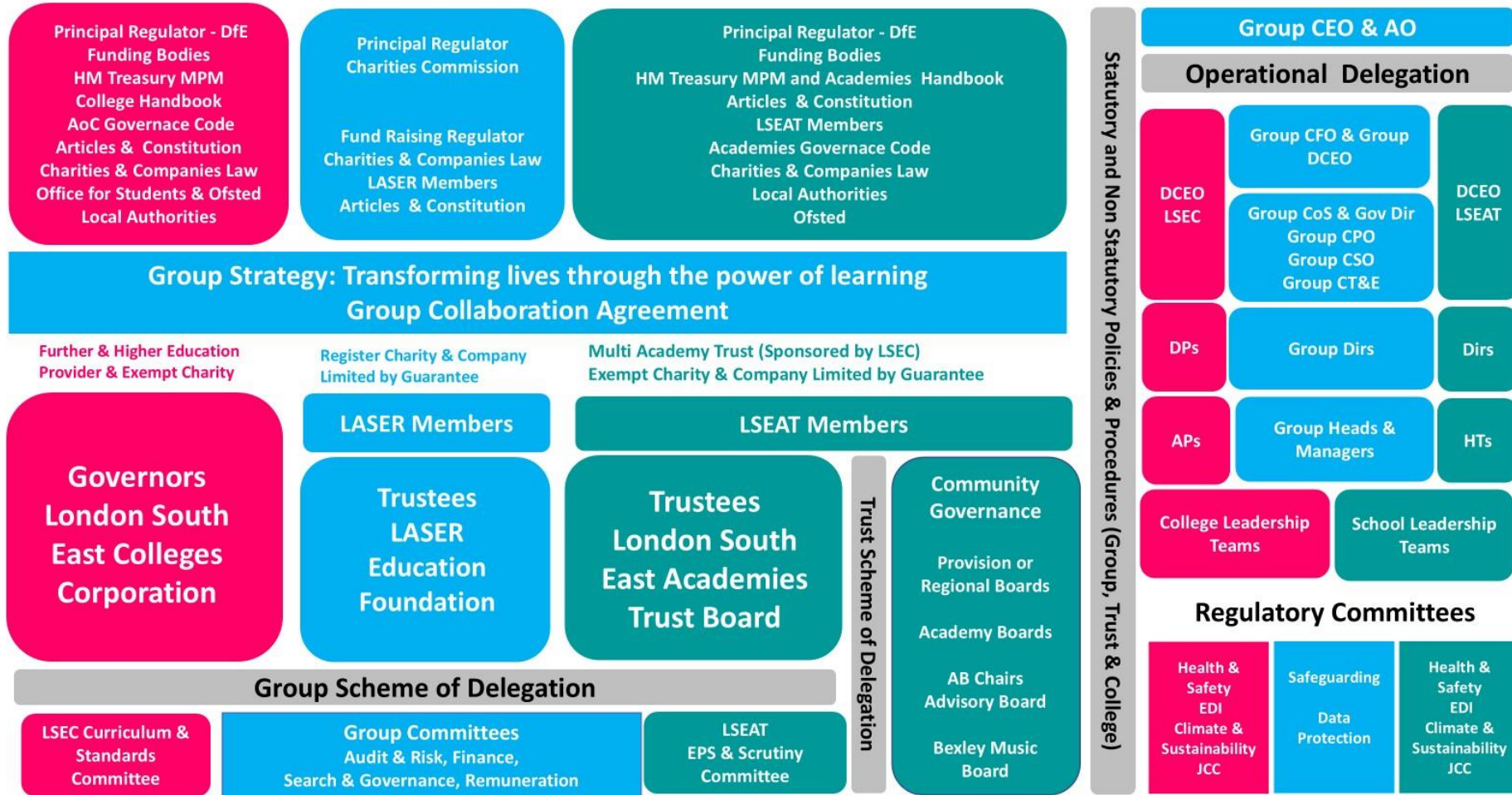
- Numbers of learners being supported (specified by type of provision/ service)
- Length of involvement (specified by type of provision/ service)
- Outcomes achieved (specified by type of provision/ service)
- Onward provision (specified by type of provision/ service)
- Schools supported with training sessions (by type/ numbers of staff/ topic of training)
- Proportion of learners supported with SEN needs (SEN Support/ EHC Plan) both at point of referral and at leaving provision
- Attendance data (at least Termly)

Further analysis of this data may be provided by gender; age; school and deprivation indices.

Case studies may also be requested by the local authority to provide qualitative narrative to their performance reporting.

Details of the outcome of termly and annual review meetings with the local authority should be provided to the AP Provision Board, though the Head Teachers Report.

## Appendix C

**Governance**
**Accountability & Delegation**
**Executive** July 2025


Appendix D

## Inclusive Governance Framework

**MISSION**

We provide leadership, knowledge and resources to unleash the power of learning as an agent for social change.

**VISION**

Transforming Lives through the Power of Learning: We believe that education changes lives and communities for the better.

**GROUP VALUES**



**COMPLIANCE**

Regulatory & Statutory Requirements | Governance Codes | Nolan

### Components of an Inclusive Governance Framework

**Inclusive Governance Principals**

Equity  
Diversity  
Transparency  
Accountability  
Participation  
Collaboration  
Sustainability

**PILLARS**

**People**

Pupil, Parents, Carers, Communities, Staff, Executive & Senior Leaders, Academy Governors, Trustees/Governor, Members, Stakeholders, Regulators

**Process**

Meetings, Accountability, Engagement, Communication, Audit, Reporting, Financial Management, Quality Assurance, Value for Money, Performance Management, KPIs, Self Assessment

**Policy**

Structure, Recruitment, Scheme of Delegation, Training, EDI, Behaviour, School Improvement, Technology, Research, Roles & Responsibilities, H&S, Accessibility, Code of Conduct, Climate

**METHODS**

Decision Transparency  
Feedback Loops  
Self Assessment  
External Assurance  
Accountability Framework  
Benchmarks Performance Metrics  
Data Driven  
Portals, Tools & Templates

Pioneering powerful driver for positive change. Continuous Improvement & Accountability