



**Triumph
Learning Trust**

Aspiration - Collaboration - Innovation

Trust Constitution

Fostering quality and resilience in all that we do

September 2024

Triumph Learning Trust Constitution

Introduction

This constitution sets out the governance structure for the Trust. The Memorandum and Articles of Association of the Trust set out the legal requirements in respect of Members and Trustees and some aspects of governance. This document amplifies the role and requirements of Members and Trustees in the context of this Trust, how these work with the other elements of the structure, and how the Members and Trustees of the Trust will be selected and appointed.

How well a board or committee conducts its role has a significant impact on the success of the schools and the trust. Therefore, although boards and committees are made up of volunteers, they must act professionally at all times and be accountable for their effectiveness. Trustees and LAB members should be mindful when exercising board and committee functions and be aware of and accept the seven Nolan Principles of public life, which are selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

Mission of the Trust

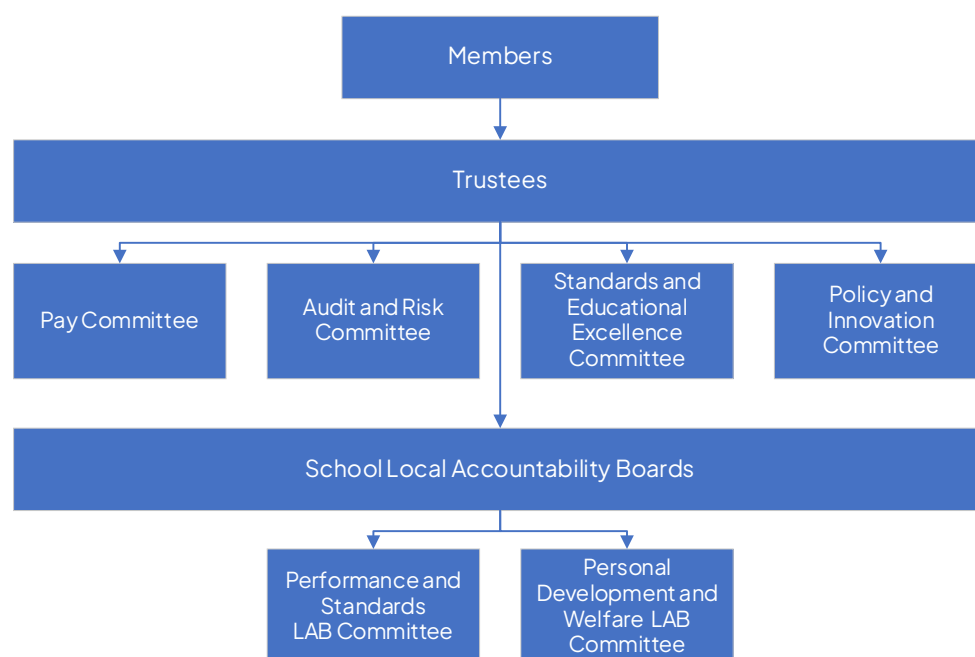
Triumph Learning Trust's core purpose and responsibility is establishing, maintaining and improving schools.

All actions and decisions of, by and regarding Members and Trustees must be undertaken to further the mission, vision and values of the Trust, as defined by the Trust Board and all constituent schools and entities, and as amended by agreement from time to time.

Governance Structure

This document outlines the governance structures within Triumph Learning Trust and how these support our schools in delivering high quality education to the pupils, parents and the local community they serve.

The governance structure for the Trust is set out in the diagram below, and outlined in more detail in the following paragraphs. The structure and governance arrangements incorporate current guidance from the DfE/ESFA and best practice identified in reports on multi-academy structures, including the Academy Trust Governance Guide.



Roles and Responsibilities of Appointments

Members

Role of Members

Academy Trusts are founded by members who may then appoint additional Members to joining them. The first Members are the first signatories to the Memorandum of Association when the Trust is first established, and they agree the Trust's first Articles of Association which includes the Trust's charitable purpose. Members are responsible for the viability and performance of the Academy Trust through the appointment of trustees and approval of the annual report. They have the power to amend the Articles of Association that govern the way the Trust is constituted and managed.

Duties of Members

1. To meet the requirements of the 7 principles of public life
2. To appoint the Trusts Auditors
3. To appoint trustees to the Board of Trustees bearing in mind the Articles of Association and the need for a balanced skill set to manage the Trust effectively
4. To remove any trustee who is not considered to be acting in the best interests of the Trust
5. Annually review the Articles of Association and to make changes where deemed necessary after taking advice from the Board of Trustees
6. To appoint other Members as necessary in line with the provisions of the Articles of Association
7. To appoint, and if deemed necessary, to remove the CEO

Number of Members

Triumph Learning Trust aims to maintain five Members within its governance structure. The number of Members should not exceed five at any time.

At no point should there be fewer than three Members on the board.

In line with Article 12, the Chair of Trustees is automatically a Member of the Trust.

Appointment of Members

Members must be appointed by the existing Members in line with Article 15A.

When there is a vacancy or need to replace a Member, the position will be advertised widely across the Trust's schools, communities and local areas. The Members are appointed in a personal capacity and do not have a set term of office (there is no provision for this within the Model Articles set by the DfE).

In the appointment of a new Member, consideration will be given to ensuring diversity of the Member group.

Interested candidates will be sent information about the vision, values and work of the Trust, and the role and duties of Members (as set out above). They will be asked to apply with a CV and covering letter setting out how their experience, knowledge and skills meet these requirements.

Applications will be reviewed by a panel comprised of the existing Members.

Candidates may be shortlisted, and then will be invited to interview. The interview will be held by the same panel as that for shortlisting.

Quoracy

Minimum of two Members required for business to be conducted.

Frequency of Full Board Meetings

Once per year at the AGM where they are required to approve the annual report outlining the effectiveness of the Trust.

In order to ensure that they are fully informed throughout the year the CEO will convene a termly meeting with Members to share the CEO/Accounting Officers termly report to the Board. If there is a decision that Members are required to make in accordance with their role, the Members would be required to call a general meeting (via CEO) at their earliest convenience.

Trustees

Role of Trustees

The Trust Board, led by the Chair, is the decision-making body and is accountable and responsible for all the schools within the Trust. Trustees are both charity trustees and trustees of the company.

The role is to hold to account the executive and senior leadership team. The Trust Board manages the business of the Trust and may exercise all the powers of the Trust. They ensure compliance with the Trust's charitable objects and with company and charity law.

The Board has three core functions;

1. To set the strategic direction of the organisation (including setting of the school times, school day and term dates);
2. To ensure the strategic leadership of the Trust and be accountable for its outcomes
3. To ensure financial probity.

Duties of Trustees

The Trustees act in the best interests of the Trust, governing in accordance with its Articles of Association and having governance arrangements that demonstrate visionary leadership, clarity of relationships, effective oversight and sustainability, and achieve the greatest possible economies. Trustees are responsible for the strategic direction, broad policy framework and oversight of the Trust in all its academies.

The duties of Trustees are to ensure:

1. The objectives as described in the Articles of Association are adhered to
2. Compliance with the Trust's duties under company and charity law
3. Compliance with all statutory obligations (eg curriculum, SEND, safeguarding)
4. Solvency and abide by the agreements made with the DfE and Education and Skills Funding Agency (ESFA)
5. The strategic plan meets the key performance indicators of the Trust
6. That risks are mitigated where possible and otherwise effectively managed
7. The Trust's annual budget and that of each academy is approved and monitored
8. The scheme of delegation to the academies is reviewed annually
9. The effectiveness and skill set of the Board of Trustees and Local Accountability Boards
10. The vision, ethos and strategic direction of the Trust are clearly defined and shared while having regards to the respective ethos of each school
11. Adopting policies, agreeing targets and determining priorities to achieve the aims and objectives
12. Giving challenge and support to the Headteachers and ensuring they perform their responsibilities for the educational performance of the schools.
13. Reviewing the aims and objectives and monitoring and evaluating progress in implementing the policies, achieving the targets and addressing priorities
14. Evaluating the effectiveness of the work of the Trust in providing a high-quality education and reviewing impact of policies
15. Ensuring the sound, proper and effective use of the Trust's financial resources

Number of Trustees

There should be a maximum of twelve Trustees on the board.

At no point should there be fewer than three Trustees on the board.

Members may appoint up to eight Trustees in line with Article 50. The Trust Board may co-opt any number of Trustees as long as the total number of Trustees does not exceed twelve in line with Articles 47 and 58.

Appointment of Trustees

When there is a vacancy or need to replace a Trustee, the position will be advertised widely across the Trust's schools, communities and local areas. If there is a particular skills gap on the Board of Trustees this will be made clear in the advertisement and subsequent materials. Equally, efforts will be made to ensure a diverse Trust Board.

To develop skill set and to support succession planning and effective communication, where appropriate, a new joining school will be offered the opportunity to propose a representative to join the trust board.

Interested candidates will be sent information about the work of the Trust, and the role and duties of Trustees (as set out above). They will be asked to apply with a CV and application form setting out how their experience, knowledge and skills meet these requirements.

Applications for Member-appointed Trustees should be reviewed by a panel comprised of all the Members and the Chief Executive Officer. Candidates may be shortlisted, and then will be invited to interview.

Applications for co-opted Trustees should be reviewed by a panel comprised of the Chair of Trustees and the Chief Executive Officer. Candidates may be shortlisted, and then will be invited to interview.

The interview will be held by the same panel as that for shortlisting.

Chair of Trustees

The Chair is elected each year from the Trust Board by the Trustees as per Article 82. A Trustee who is an employee of the Trust shall not be eligible to be Chair or Vice-Chair.

In line with Article 12, the Chair of Trustees is automatically a Member of the Trust.

Terms of Office of Trustees

The term of office for a Trustee is four years and they may be re-appointed in accordance with the Articles.

Quoracy

Minimum of three Trustees, or one-third of total number of Trustees holding office (rounded up to a whole number), whichever is greater, required for business to be conducted.

Frequency of Full Board Meetings

Six times per year.

Delegation of powers and Local Accountability Boards

To ensure clarity of decision making, the Trust board is supported by its Scheme of Delegation.

The Trust Board establishes the governance structures for the Trust and individual academies, and may delegate its powers and functions to committees and Local Accountability Boards (LABs). This will be done through a defined Scheme of Delegation.

Chief Executive Officer

Role of CEO

The Chief Executive Officer is the organisational leader who is accountable for the outcomes of all schools whilst maintaining an overview of the national system of education, the internal organisation, management and control of the schools (including the implementation of all policies approved by Trustees), quality of governance, and the direction of the teaching and curriculum in every school (in partnership with Headteachers). The Chief Executive Officer enables each school leadership team to focus on teaching, learning and pupil progress in their school, while working collaboratively.

Duties of CEO

Specific responsibilities are to:

- Lead strategic school improvement of schools in the Trust, working with the Standards and Educational Excellence Committee, LABs and Headteachers;
- Put in place with Headteachers and oversee processes for school improvement and a drive for excellence in every school;
- Support and challenge the work of LABs ensuring high quality and impactful governance;
- Put in place and oversee processes for the professional development of all staff and the retention of excellent teachers and school leaders;
- Develop future leaders through implementing an effective professional growth policy and investing in the development of staff and educational practice;
- Fulfil the role of Accounting Officer for the Trust.

The Chief Executive Officer leads the Trust executive team, who are responsible for core Trust functions of performance monitoring and managing centrally-provided shared services.

Appointment of CEO

The Chief Executive Officer is appointed by the Board of Trustees.

Audit and Risk Committee

A committee of the main Trust Board to oversee financial performance, audit and risk. The finance committee is combined into this audit and risk committee.

Responsibilities

The Committee is authorised by the Board of Triumph Learning Trust to investigate any activity within its terms of reference, seek any information it requires from the internal audit service, the financial statements auditor, LABs, Committees and Trust employees, plus relevant information from subcontractors and other third parties, and obtain external professional advice if needed.

The Audit and Risk Committee is not permitted to adopt an executive role, nor its members to offer professional advice to the Board of Triumph Learning Trust. The Audit and Risk Committee should seek formal professional opinions from the internal audit service, financial statements auditor or other professional advisers to the Board of Triumph Learning Trust. Advice should only be given in Committee members' capacity as Trustees and co-optees and only within their terms of reference.

In addition to agreeing the budget for all schools within the Trust, the duties of the Committee shall include:

Monitoring:

1. Responsibility for monitoring the adequacy and effectiveness of the Academy's systems of internal control (including review of the statement of internal control) and its

arrangements for risk management, control and governance processes and for securing economy, efficiency and effectiveness (value for money).

2. Monitoring, within an agreed timescale, the implementation of agreed recommendations relating to internal audit assignment reports, internal audit annual reports and the financial statements auditor's management letter.
3. Monitoring the Academy's risk management plan and advising the Board on its adequacy and effectiveness

Auditing:

1. Advising the Board on the appointment, re-appointment, dismissal and remuneration of the financial statements auditor and the internal audit service.
2. Advising the Board on the scope and objectives of the work of the internal audit service and the financial statements auditor.
3. Ensuring effective co-ordination between the internal audit service and the financial statements auditor
4. Considering and advising the Board on the audit strategy and annual internal audit plans for the internal audit service.
5. Advising the Board on internal audit assignment reports and annual reports and on control issues included in the management letters of the financial statements auditor, and management's responses to these.
6. Establishing, in conjunction with Academy management, relevant annual performance measures and indicators and monitoring the effectiveness of the internal audit service and financial statements auditor through these measures and indicators and deciding, based on this review, whether a competition for price and quality of the audit service is appropriate.

Policy and Strategy:

1. Considering and advising the Board on relevant reports by the National Audit Office, the Education and Skills Funding Agency (including those from the local provider financial assurance teams) and other funding bodies and, where appropriate, management's response to these.
2. Determining dismissal payments / early retirement
3. Agree the central spend / top slice
4. Develop Trust wide procurement strategies and efficiency savings programme

Reporting:

1. Producing an annual report for the Board and Accounting Officer which should include the Committee's advice on the effectiveness of the Academy's risk management, control and governance processes and any significant matters arising from the work of the internal audit service and the financial statements auditor.
2. Monitoring and advising the Board on any alleged fraud and irregularity in the Academy's financial and other control systems and ensuring that all allegations of fraud and irregularity are properly followed up.
3. Being informed of all additional services undertaken by the internal audit service and the financial statements auditors.
4. Recommending the annual financial statements to the Board for approval.

Membership

The Committee shall consist of a minimum of three and a maximum of six members appointed by the Trust Board. There shall be a minimum of two Trustees on the committee, at least one of which shall have relevant skills and experience.

The Trust Board may co-opt persons to the Committee who are not Trustees.

The Chair of Trustees, the CEO, and staff LAB members shall not be eligible for membership.

The Chief Executive Officer, Chief Financial Officer and Head of Operations should be in attendance at all meetings.

Chairmanship

The Chair and Vice-Chair of the Committee shall be appointed by the Trust Board and will normally be a Trustee. If both the Chair and Vice-Chair are absent from a meeting, the Committee shall choose one of their number to act as Chair for that meeting.

Quoracy

50% of committee members, rounded up to a whole number, provided that there are a majority of Trustees present.

Frequency of Meetings

Five times per year.

Standards and Educational Excellence Committee

The Trustees of Triumph Learning Trust have established a committee to maintain the performance, standards and achievement of the schools in the Trust.

Responsibilities

The Standards and Educational Excellence Committee is authorised by the Board of Triumph Learning Trust to investigate any activity within its Terms of Reference (TOR), and to seek any information it requires from staff, who are requested to co-operate with the Committee in the conduct of its inquiries to ensure outcomes meet expectations. The Standards and Educational Excellence Committee is authorised to obtain independent professional advice if it considers this necessary.

The specific duties of the Standards and Outcomes Committee shall be to:

Review-

1. the curriculum offer and ensure it is relevant and appropriate for all students;
2. any proposals from the Headteacher for changes to the curriculum and to consider the implications for staffing;
3. all Improvement Plans;
4. the policy and provision for collective worship and religious education and make recommendations to the board;
5. the policy on charging for curriculum activities and make recommendations to the board;
6. the policy and provision for Sex and Relationship Education and make recommendations to the board;
7. ensure effective admissions and appeal processes are followed and adhered to

Monitor-

1. students' attainment and quality of learning;
2. the impact of the School Improvement Plans;
3. the lawful use of exclusion and review of the Headteacher's decision to exclude
4. school use of admission and attendance registers
5. the progress and attainment of all pupils including specific vulnerable groups
6. ensure the National Curriculum is delivered to a high standard.

Advise-

1. the board of on their curriculum statutory obligations;
2. the board on the discharge of the above duties.

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Membership

The Committee shall consist of a minimum of three and a maximum of six members appointed by the Trust Board. There shall be a minimum of two Trustees on the committee, at least one of which shall have relevant skills and experience.

The Trust Board may co-opt persons to the Committee who are not Trustees.

The Chief Executive Officer should be in attendance at all meetings. Headteachers may attend by invitation.

Chairmanship

The Chair and Vice-Chair of the Committee shall be appointed by the Trust Board and will normally be a Trustee. If both the Chair and Vice-Chair are absent from a meeting, the Committee shall choose one of their number to act as Chair for that meeting.

Quoracy

50% of committee members, rounded up to a whole number, provided that there are a majority of Trustees present.

Frequency of Meetings

Five times per year.

Policy and Innovation Committee

The Trustees of Triumph Learning Trust have established a committee to ensure that it remains an employer of choice where its educational practices are visionary and reflect national and international improvements and innovation underpinned by policy and sustainable practice.

Responsibilities

The Policy and Innovation Committee is authorised by the Board of Triumph Learning Trust to investigate any activity within its Terms of Reference and to seek any information it requires from staff, who are requested to co-operate with the Committee in the conduct of its inquiries to ensure outcomes meet expectations. The Policy and Innovation Committee is authorised to obtain independent professional advice if it considers this necessary.

The specific duties of the Policy and Innovation Committee shall be to:

Review-

3. the systems and practices in place to ensure they are relevant and reflect the vision and values of the Trust;
4. any proposals for changes to systems and practices and to consider the implications for the Trust and its vision and values;
5. through research and networking review policies and systems that provide innovative practices to drive improvement, ensure sustainability, promote diversity and retention.

Monitor-

1. feedback from stakeholders on how the Trust is viewed and how effectively it is delivering against its vision
2. the impact of the Trust strategic plan and growth strategy
3. how effectively it is delivering against its key performance indicators

Advise-

1. the board on potential developments and amendments to practice;
2. the board on the discharge of the above duties.

Membership

The Committee shall consist of a minimum of three and a maximum of six members appointed by the Trust Board. There shall be a minimum of two Trustees on the committee, at least one of which shall have relevant skills and experience.

The Trust Board may co-opt persons to the Committee who are not Trustees.

The Chief Executive Officer should be in attendance at all meetings. Other Executive Leaders may attend by invitation.

Chairmanship

The Chair and Vice-Chair of the Committee shall be appointed by the Trust Board and will normally be a Trustee. If both the Chair and Vice-Chair are absent from a meeting, the Committee shall choose one of their number to act as Chair for that meeting.

Quoracy

50% of committee members, rounded up to a whole number, provided that there are a majority of Trustees present.

Frequency of Meetings

Five times per year.

Pay Committee

Membership

The Pay Committee will be comprised of the Chair of Trustees, Vice-Chair of Trustees, Chair of ARC, and Vice-Chair of ARC.

Quoracy

50% of committee members, rounded up to a whole number.

Responsibilities

To scrutinise proposals from Headteachers and CEO for staff pay progression, particularly those moving between pay scales.

Independent oversight of executive leadership pay proposals.

To agree the pay award for the Trust.

Frequency of Meetings

Once per year following completion of appraisal process. Typically November.

Local Accountability Boards

The Local Accountability Boards (LABs) will assure the Trustees of Triumph Learning Trust that the systems and governance is in place to provide the necessary support and challenge to school leaders to drive improvement and to hold them to account.

Responsibilities

Each school LAB should have a strong focus on the following duties:

1. To support the Trust's vision of encouraging successful schools within the Trust's family and to support the effective operation of the Trust and its policies.
2. To make recommendations to the Trustees about the ethos, vision and strategic direction of the school and any issues or risks that arise or where policy may not be effective. The board will listen and respond to any concerns raised by the LAB.

3. To fulfil the requirement for each school to have local governance arrangements, and to be invited to meet Ofsted inspectors and other official visitors to the school.
4. To promote high standards of educational attainment and achievement at the school.
5. To provide expertise, challenge and support to the Headteacher and the school's senior leadership team (SLT), acting as critical friend to them when required.
6. Monitoring the quality of provision and standards of achievement within the school.
7. Monitoring performance against targets set by SEEC.
8. To assist the school in meeting the needs of the local community it serves.
9. A requirement to be consulted by the Headteacher and/or Trustees before important decisions are made particularly in relation to providing a vehicle for Trust Board engagement with the school, its parents and local community, to help ensure that the Trustees stay connected.
10. On all other matters, to be consulted at the discretion of the Headteacher and/or Trustees.

Membership

The LAB will consist of no less than six members and no more than 12 members.

The membership must be made up of the following:

- 1x Headteacher (ex-officio)
- 1x Staff representative
- 10x Parent representatives and co-opted members

Chairmanship

The Chair and Vice-Chair of the LAB shall be appointed by the Trust board annually.

Quoracy

Minimum of three members required for business to be conducted.

Frequency of Meetings

Three times per year.

Performance and Standards LAB Committee

The Performance and Standards LAB Committee shall be responsible for ensuring the educational performance and outcomes in relation to attainment and progress of the pupils.

Responsibilities

To act on behalf of the LAB to ensure:

Strategic

1. effective systems are in place to track assessment
2. data analysis on attainment and progress that is tracked and evaluated termly
3. reviewing the school's performance and challenge outcomes using national data, the Inspection Dashboard
4. evaluate the effectiveness and impact of intervention strategies and funding (Pupil Premium and Looked After Children)
5. the school's compliance with the National Curriculum and legal requirements
6. compliance with the SEND Code of Practice ensuring the needs of SEND pupils are effectively met
7. recruiting highly effective leaders and teachers to secure high standards and progress and ensure an effective succession plan is in place
8. holding all staff to account through the effective implementation of the professional growth policy and if necessary considering appeals against it.

Monitoring

1. quality of teaching and its impact on achievement of targets for pupil attainment
2. quality of the curriculum provision
3. progress against targets

Membership

The constitution, membership and proceedings of this subcommittee is determined by the LAB having regard to any views of the Trustees.

Quoracy

50% of committee members, rounded up to a whole number.

Chairmanship

The Chair and Vice-Chair of the Committee shall be appointed by the school LAB and will normally be a LAB member. If both the Chair and Vice-Chair are absent from a meeting, the Committee shall choose one of their number to act as Chair for that meeting.

Frequency of Meetings

Three times per year.

Personal Development and Welfare LAB Committee

The Personal Development and Welfare Committee shall be responsible for ensuring the educational performance and outcomes in relation to attendance, behaviour, safeguarding, the Personal Social Health Citizenship Education (PSHCE) and Health and Safety Education (HSE) of the school and its pupils.

Responsibilities

In line with the school improvement plan and any actions following an OFSTED inspection or external review or national data outcomes, create an action plan to improve pupils' personal development and welfare and report termly to the Trust Board regarding impact and progress against the plan.

To act on behalf of the LAB to:

Strategic:

1. Review strategy to reduce PA
2. Review the school Behaviour report and propose adaptations
3. Personal development initiatives
4. Policy recommendation

Monitor:

1. Attendance of all pupils and groups (SEND, PP)
2. Key Attendance priorities
3. Safeguarding report
4. Caseload review
5. Website compliance

Membership

The constitution, membership and proceedings of this subcommittee is determined by the LAB having regard to any views of the Trustees.

Quoracy

50% of committee members, rounded up to a whole number.

Chairmanship

The Chair and Vice-Chair of the Committee shall be appointed by the school LAB and will normally be a LAB member. If both the Chair and Vice-Chair are absent from a meeting, the Committee shall choose one of their number to act as Chair for that meeting.

Frequency of Meetings

Three times per year.

Conflicts of Interest

Members, Trustees and members of Local Accountability Boards must be aware of, sign up to, and follow the Triumph Learning Trust Governance Code of Conduct and also Conflicts of Interest guidance and ensure that requirements for related party transactions are applied across the Trust. The Chair of the Triumph Learning Trust Board and the accounting officer must ensure their capacity to control and influence does not conflict with these requirements. All must manage personal relationships with related parties to avoid both real and perceived conflicts of interest, promoting integrity and openness in accordance with the seven principles of public life.

Trustees, Members and members of LABs must complete/update the declaration of business and material interests sections on the Governor Hub platform at the beginning of each academic year. The declarations will be collated and published on each school's and the Trust website. Declarations will remain a standing item on all meeting agenda. Any declarations made under these items will be recorded within the minutes and understood by all.

Securing Independent Challenge

Quality of Education

The objective and expectation of the Trust is for all its schools to deliver outstanding outcomes and an aspirational education to its pupils. The Trust facilitates this by providing schools with peer review and professional challenge through the quality of education focussed committees within the Trust Board and Local Accountability Board structure.

The separation of roles between Members and Trustees, and between Trustees and LABs provides a structure with clear accountabilities between each of these groups.

The keys to effective challenge and a thriving and effective Trust are:

- A collective vision that galvanises schools and communities to work together to provide the highest quality of education
- Shared and distributed governance that generates support, accountability and professional and social capital
- A culture, capacity and systems that make school improvement at scale an organisational habit
- The ability to draw on collective expertise, resource and support in order that it sustains, retains and grows its workforce
- The ability to maximise public funds and generate resource to the benefit of pupils
- The community as a focal point for area wide, cross sector partnerships that maximise opportunities for our children

Financial Management

We appoint an appropriately skilled and trained internal scrutiny auditor (external to our Trust auditors) to ensure our financial (and other) controls and risk management procedures are effective.

Our Audit and Risk Committee oversee the procurement process to ensure that those who are selected to carry out this work are appropriately skilled and trained. Reports are received and

reviewed by the Committee and their findings, recommendations and conclusions are within the summary document that we submit to the ESFA each year.

Effective Intervention

Setting out clear responsibilities and powers, from Members to Trustees to LABs to Headteachers, provides a framework within which action may be taken at every level to intervene and make changes:

- The Headteacher has line management responsibility for all the staff in the school, and the professional growth and capability processes can be used to intervene in poor teaching or support functions, leading to dismissal if required.
- LABs monitor school performance and question the Headteacher and Senior Leadership Team. LAB Chairs can raise concerns directly to the Chief Executive Officer or Chair of Trustees.
- The Chief Executive Officer monitors the performance of each LAB raising any concerns to the Board. They set and review the objectives for the Headteacher, and can take action to performance manage or remove the Headteacher if required.
- The Trust Board monitors the performance of each school and questions the Chief Executive Officer. The Board approves the educational and financial plans of each school, and can take action to remove LAB members if required. The Board sets and reviews the objectives for the Chief Executive Officer, and can take action to performance manage or remove the Chief Executive Officer if required.
- The Members monitor the overall educational and financial performance of the Trust. They question the Trustees, and can take action to remove Trustees if required.

Intervention at the extremes of dismissing or removing people is not likely to happen often, but people at all levels of the governance and management process must be prepared for this to be possible, and to happen quickly if needed. Intervention typically takes place at an earlier stage; through setting objectives and targets within a relationship where accountability is expected and understood.

Assessing the scale and timing of intervention requires judgement, and the Trust appoints people to key positions with this defined in the role descriptions and person specifications (for Headteachers and Chairs in particular). The indicators that are used to identify the need for intervention include:

- Significant deterioration in performance as reflected in robust internal monitoring as well as external data;
- School at risk of falling in its Ofsted category;
- Significant deterioration in attendance or increase in exclusions: an acute change or a steady slow decline;
- Deficit in the school budget: with defined trigger points leading to increasing levels of intervention action;
- Significant fall in school roll: an acute change or steady trend;
- Decisions or actions that would damage the Trust and the schools within it.

Within each school, an effective system for quality assurance in all aspects of school performance is vital and external expertise on school development is actively sought. This delivers early warning of any problems, and prompts school leaders to act quickly.