

# Hamwic Education Trust, Scheme of Delegation 2025/26 (Board2 amendment)

## Introduction

A Multi Academy Trust's (MAT) Board of Trustees (BoT) is accountable in law for all major decisions about their academies. However, this does not mean that the board is required to carry out all the Trust's governance functions, and many can and should be delegated, including to the CEO, the BoT Committees and to Academy Committees (known at Hamwic as Local Governance Committees (LGC)).

Guidance published by the Confederation of School Trusts in partnership with Governance Professionals and Stone King LLP states; *"The Scheme of Delegation (SoD) is a vital document that acts as a bedrock for good governance in a Trust. It is a document that is and should be, bespoke to every Trust in order to describe how the Trust Board have decided to delegate responsibilities within the Trust. The SoD should reflect the size, scale and structure of your Trust. It must be easily 'readable' and able to be understood and used by all those involved in leadership and governance.*

*The Executive and Committees of the Trust Board draw their authority, legitimacy and power to make decisions from the SoD. The Trust Board should keep its strategic function in mind when exercising the power to delegate:*

- *Delegate as much as possible while retaining accountability and;*
- *Delegate as close to the point of impact as possible – consider subsidiarity*

*The SoD should be updated regularly to reflect the Trust's changing operations and governance. The Academy Trust Handbook Section 2.4 outlines that the financial delegations in Trusts should be reviewed on an annual basis.*

*In addition to the use of a SoD which sets out which part of the governance and/or Executive groups are carrying out which function in relation to a particular task, the Trust Board must also be specific in documenting how it is delegating the power to carry out that task to the individual or Committee, given that power (if it is delegated below Trust Board level). That delegation should be documented in separate Terms of Reference documents which are brought to the Trust Board for formal approval and may also be accompanied by 'Link Trustee' roles in particular areas of Trust delivery, such as Safeguarding. "*

The Department for Education have devised the following document [Understanding your data: a guide for school governors and academy trustees - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Understanding_your_data_a_guide_for_school_governors_and_academy_trustees.pdf). This document identifies seven data themes that will consistently feature in the work of Governors. These are recorded below. HET's Governance has placed the entitlement of the child at the centre of its work. The Hamwic entitlement eight sit alongside the data themes.

	1	2	3	4	5	6	7
<b>Seven Themes</b>	Pupil numbers/ attendance and exclusions	Attainment and progress	Curriculum planning – staff and class sizes	Financial management and governance	Quality assurance	Safeguarding and well-being	The school community – staff, pupils, parents and the local governing committee
<b>HET Entitlement</b>	Help me to be present in every way	Allow me to be successful	Teach me well and give me great opportunities Inspire me	Prepare me for my future	Give me great opportunities and experiences	Keep me safe and well Know and respect me as an individual	Enable me to be a good citizen

## Vision

At Hamwic, we are dedicated to ensuring that all our pupils receive a high quality, enriching learning experience in a safe and inclusive environment. Our commitment to excellence is reflected in our broad curriculum, which not only prepares pupils for their future but also opens doors to a diverse array of opportunities.

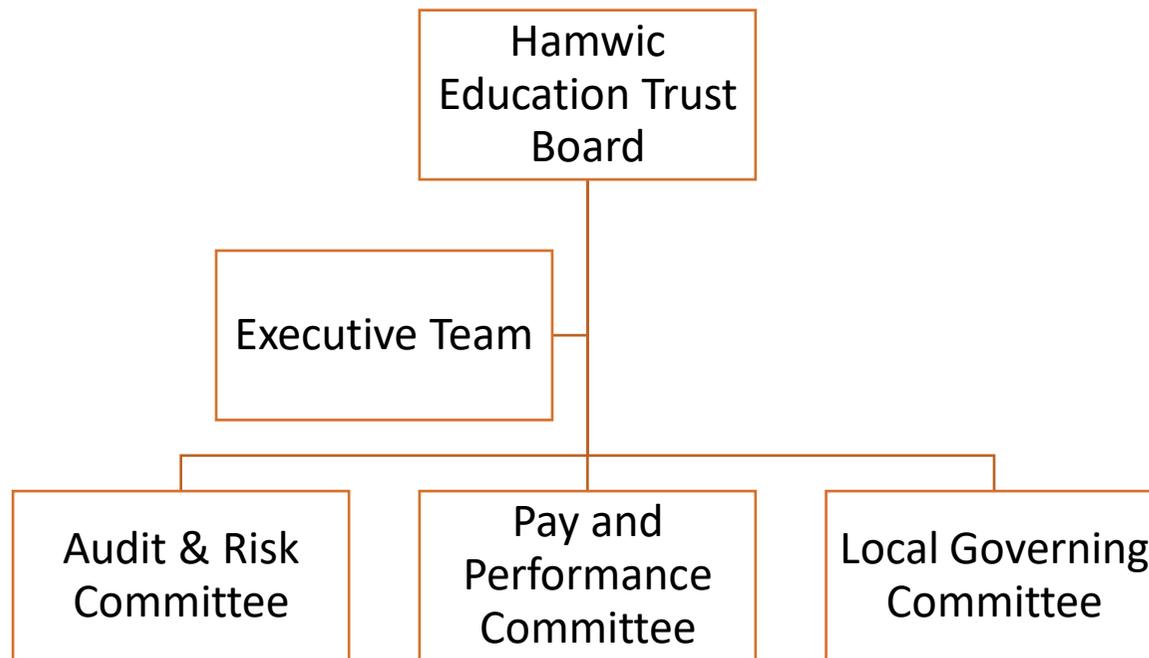
## 'All about the child'

We place the child at the heart of everything we do. By asking 'What about Sam?', our notional Hamwic child, we ensure that our pupils are always at the centre of our decision making processes. This approach drives our ethos and values, motivating us to do the best we can for every child.

## Strategic Aims

- All pupils making exceptional progress and outcomes are reliably above average
- All schools rated at least 'expected' by Ofsted across all categories
- All schools and HET being financially secure
- High levels of attendance for all pupils (supporting school improvement)
- Governance is purposeful at all levels and contributes to the success of all pupils and adults
- All adults excel in their roles and reach their full potential, supported by high levels of attendance and a strong commitment to professional development

**Trust Governance Structure**



**Roles and Purpose** (as defined in DfE Academy Governance Guide 2024 and/or Academy Trust Handbook)

Role	Description and Duties
Academy Trust	An independent, charitable company limited by guarantee which has a funding agreement with the Secretary of State. Includes those that run one or more academies, including free schools, university technical colleges (UTCs) and studio schools.
Members	The founding and/or subsequent members of an academy trust. They have a general duty to exercise their powers to further the academy trust's charitable purpose. They form part of the academy trust's governance structure.
Trustees	The company directors and charity trustees who sit on the board of an academy trust. They are also known as trustees in recognition of the charitable, non-profit-making status of academy trusts. In some trusts, those on the board are known as directors or company directors. This often happens in academies with a religious character where the term 'trustee' is reserved for those on the board of the separate trust that owns the land and assets.
Accounting Officer	The academy trust's senior executive leader. They are accountable for value for money, regularity and propriety. The accounting officer (as defined in the <a href="#">Academy Trust Handbook</a> section 1.27 to 1.28). In a MAT this should be the chief executive (or equivalent) and the head of the management team.
Board	The accountable body for the academy trust which operates at a strategic level. Also known as the board of academy trustees.
Board Committees	The board can set up committees and delegate powers to them. A local committee is a committee of a board in a multi-academy trust (MAT) that is established as a local governing body (LGB) under the academy trust's Articles of Association.
Executive Leaders (see definitions below)	The executive leaders and executive leadership team are held to account by the board for the performance of the academy trust. May include the senior executive leader, executive headteacher, headteacher or principal, as well as other senior employees, depending on the structure of the academy trust.
Chief Financial Officer (CFO)	The Board must appoint an appropriately qualified and/or experienced CFO to whom responsibility for the Trust's detailed financial procedures is delegated. The CFO should play both a technical and leadership role. The CFO should be employed by the Trust and the Trust <b>must</b> obtain prior ESFA approval if it is proposing (in exceptional circumstances) to appoint a CFO who will not be an employee.
*referred to as Local Governing Committees (LGCs)	Subject to the Articles of Association, the Trustees may appoint committees to be known as Local Governing Bodies* for each Academy falling under Article 4(a)(i) and subject to Article 101B(b), the same LGB may be appointed for more than one Academy falling under Article 4(a)(i). Subject to the Articles, the constitution, membership and proceedings of any Committees shall be determined by the Trustees. The establishment, ToR, constitution and membership of any committee of the Trustees shall be reviewed at least once in every 12 months. (The Trust Board delegates some of its school level monitoring and scrutinising functions to LGCs and uses these committees to promote stakeholder engagement and as a point of consultation and representation. It is not the intention for Trustees to sit on LGCs but there may be exceptional circumstances where this is required. Where this is the case, the intention will be for the Trustee to be on the LGC for the shortest possible time and so lines of communication to the Board of Trustees must be clearly established.) The type of delegated functions includes pupil and staff wellbeing, stakeholder engagement, attendance and whether the curriculum is meeting the needs of the pupils. The LGC have a pivotal role in supporting the Trust to engage with stakeholders and is a point of consultation and representation. As a sub-committee of the board, delegation can be removed at any time.  Where a school does not have an LGC the governance of the school is coordinated centrally by the Trust in conjunction with the school leader (See appendix 2)
Headteachers (referred to as School Leaders)	Day-to-day management of the Trust's schools. Shares information with the LGCs about how the school operates to enable monitoring and scrutiny of key policies and improvement plans.

## **Hamwic structure;**

*Executive Team (ET); CEO & Deputy CEO*

*Senior Leadership Team (SLT); x3 Directors of Education + CFO + Director of IT*

## **Stakeholders, Roles and Responsibilities**

### ***Salisbury Diocese Board of Education***

HET works in partnership with the Salisbury Diocese Board of Education (SDBE) and, together, both organisations ensure that designated Church of England schools can act in accordance with the principles, practices, and tenets of the Church of England. In particular, this relates to the arrangements for religious education and daily acts of worship.

The Trustees recognise that HET's ethos is built upon the creation of local communities of schools working together through the establishment of local partnerships.

The Trustees undertake to work with the Salisbury Diocese, partnerships, and local boards to protect, as far they are able and is within their control, this aspect of HET's ethos.

### ***Trust Board Committees***

The Trustees may establish committees to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the Trust Board. The membership of Audit & Risk and Pay & Performance Committees (there must be at least three Trustees) and responsibilities of board committees are set out in the Committee's Terms of Reference.

The Trust committees are:

- Audit and Risk
- Pay and Performance
- Local Governing Committees

### ***Scheme of Delegation Format***

The NGA recommended model for Scheme of Delegation has been used.

1 Board Business								
	Mem	BoT	ET	CFO	PPC	A&RC	SL	LGCs
Appoint/remove members – ( <b>must</b> have at least 3 (as per AoA), <b>should</b> have 5 or more (as per GG4.2.1 guidance)	A/R							
Appoint/remove Trustees in accordance with KCSiE, SDBE (where appropriate) and Safer Recruitment protocols (AoA)	A/R							
Ensure effective Induction processes support new Trustees in accordance with KCSiE and Safer Recruitment protocols (GG4.1, 4.6 and 4.7)		A/R						
Ensure effective Induction processes support new Governors in accordance with KCSiE and Safer Recruitment protocols (GG4.1, 4.6 and 4.7)								A/R
Elect Chair and Vice Chair of Trustees (GG4.4.1-4.4.3)	I	A/R						
Appoint or remove Chair for sub-committees of the Board of Trustees excluding LGCs (GG4.1)		A/R						
Determine powers of Chair in urgent situations (agreed annually)	I	A/R						
Establish and review Trust governance structure (including self evaluation and external reviews) (GG4.8+4.9)	I	A/R	C					C
Set expectations for Trustee Conduct by setting, reviewing & maintaining a Trustee Code of Conduct (GG1.1.4)		A/R						
Set expectations for Governor Conduct by setting, reviewing & maintaining a Governor Code of Conduct (GG1.1.4)		A/I						R
Appoint Safeguarding Link Trustee and ensure adequate training (KCSiE)		A/R						
Ensure that a Safeguarding Link Governor is appointed at all LGCs and ensure adequate training		A						R
Appoint SEND Link Trustee and ensure adequate training (GG + SEND Code of Practice)		A/R						
Ensure that a SEND Link Governor is appointed at all LGCs and ensure adequate training		A						R
Appoint a designated teacher to promote the educational achievement of LAC and previously LAC children on the school roll (Stone King Checklist + GG7.4.3)		A	R					
Appoint Careers Link Trustee in relation to secondary provision (SK checklist + NGA guidance)		A	I					
Appoint Careers Link Governor in relation to secondary provision (SK checklist + NGA guidance)		I						A/R
Appoint/remove LGC Chairs (GG4.1, ATH 3.6)		A						R
Appoint/remove LGC Governors								A/R
Appoint Head of Governance (GG4.5.1 + ATH1.42))		I	A/R					
Appoint BoT Governance Professional (GG4.5.1 + ATH1.42)		A/R	C					
Agree LGC Clerking Arrangements		A						R

A = Accountable (Answerable for the task being delivered. Delegates the task to those responsible).

R = Responsible (Responsible for delivery and does the work to achieve the task).

C = Consulted (Needs to be involved before the decision is made. Communication is two-way – these are important stakeholders)

I = Informed

<b>1 Board Business</b>	<i>Mem</i>	<i>BoT</i>	<i>ET</i>	<i>CFO</i>	<i>PPC</i>	<i>A&amp;RC</i>	<i>SL</i>	<i>LGCs</i>
Reviewing and adhering to the Articles of Association (GG2.3)	A	R						
Ratify changes to Articles of Association	A	R						
Approve membership and composition of sub-committees of the Board of Trustees (exc LGCs)		A/R						
Complete annual review of Scheme of Delegation (GG4.1)		A/R	C					I
Appoint LGC Parent Governors		A						R
Review (annually) Governance Schedule for LGC activity		A						R
Set governance policies as determined by the BoT Governance Professional's BoT Policy Review Head of Governance's Policy Review Schedule		A	R					
Ensure that LGC level policies are reviewed and approved		A					R	R
Maintain oversight of strategic risks at Trust level (GG6.4+ATH2.35-36)		A	R					
Maintain oversight of strategic risks at local tier level (GG6.4+ATH2.35-36)		A						R
Maintain a Register of Interests and adhere to guidance around Related Party Transactions (GG6.5+6.6+ATH1.45)		A/R						R
Ensure board meetings take place at least 3 times per year (agreed x6 to discharge responsibilities (ATH2.3)		A/R						
Decide which Governance Representatives will be present at Trust Inspections (GG7.7)		A	R					R
Setting Trust Safeguarding practices with regard to statutory guidance, including appointing Designated Safeguarding Leads		A	R					
Ensuring delivery of DBS and Section 128 checks in line with Trust requirements and receive assurance that checks are delivered by Executive Team and school staff. (GG7.10). (Trusts <b>must</b> ensure members are not currently subject to a Section 128 direction.)		A	R				R	
Ensure that governance arrangements are provided in the statement published with its annual accounts, including what the Board has delegated to Committees and to LGCs – and that this is published on trust and schools' websites (ATH1.43+1.44)		A/R						R
Approve Trust's Financial Handbook including Scheme of Financial Delegation		A		R				

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2 Vision and Strategy								
	<i>Mem</i>	<i>BoT</i>	<i>ET</i>	<i>CFO</i>	<i>PPC</i>	<i>A&amp;RC</i>	<i>SL</i>	<i>LGCs</i>
Set Trust's vision and strategy (GG1+2)	I	A/R					C	C
Determine Trust's culture and values, (GG1.1.1 + GG3.1+3.2)	I	A/R	C				C	C
Foster equality, diversity and inclusion by ensuring that EDI is integrated into the Trust's strategy and business plans (GG1.1.5, 2.4)		A	R				R	R
Agree Trust growth plans		A/R	C					
Periodically review progress made against the Strategy (GG3.3)	I	A/R						
Periodically review progress made against the Strategy (GG3.3) at LGC level		A						R
Setting school/academy improvement plan in line with Trust priorities		A	R					C
Undertake due diligence on new schools looking to join Trust, in line with growth strategy		A	R					

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3 Finance and Operations								
	Mem	BoT	ET	CFO	PPC	A&RC	SL	LGCs
Take full responsibility for the financial affairs, stewardship of assets of the Trust and use resources efficiently to maximise outcomes for pupils		A	R					
Appoint a CFO to whom responsibility for the Trust's detailed financial procedures is delegated, assessing whether they should have a business or accountancy qualification and hold membership of a relevant professional body. (GG6.3+ATH1.39)		A/R	C					
Ensure there is a finance skill set on the BoT (at least one individual with specific, relevant skills and experience of financial matters) (GG Board Skills section)		A/R						
The Board cannot delegate overall responsibility for the Academy Trust's funds but must approve a written Scheme of Financial Delegation that maintains robust internal controls. This should be reviewed annually and/or at next meeting when there has been a change. (GG6.3+ATH2.4)		A/R	c					
Ensure that an Internal Scrutiny provider is appointed and an annual schedule of review is agreed (ATH3.1)		A				R		
Receive the Annual Report and Accounts in line with the Charity Commission's Statement of Recommended Practice (SORP) and ESFA's Accounts Direction	A/R							
Ensure that recommendations made by External Auditors are actioned and monitored (AFH4.14)		A				R		
Approve the budget developed by the Executive Team (GG6.3+ATH2.9-14) to support delivery of strategic priorities		A/R	c					
Approve the budget developed by the Executive Team (GG6.3+ATH2.9-14) to support delivery of School priorities		A/R	c					
Ensure compliance with ESFA requirements (throughout GG compliance section + ATH5.44-45)		A	R					R
Receive monthly management accounts, oversight of cash management, forecasts and monitoring arrangements (ATH2.18-2.20) (Chair's responsibility delegated to Finance Link Trustee)		A/R						
Review management accounts periodically during the year (BoT x 6 times per year)		A/R						
Ensure that financial plans are prepared and monitored, satisfied that the Trust remains an ongoing concern (AFH2.8) mindful of pupil number estimates (AFH2.12)	I	A/R						
Carry out benchmarking and Trust wide value for money evaluation				A/R				
Ensure compliance with health & safety legislation and set h&s and estates management strategy (GG7.6+ATH1.19)		A		R				
Agree Data Protection Policy (and privacy notice)		A/R						
Agree Health & Safety Policy and strategically manage the Trust estate and maintain safe working conditions, including complying with statutory duties to ensure h&s of building occupants (GG7.14)		A/R						
Ensure that the Trust has adequate insurance cover in compliance with its legal obligations (or be a member of the Academies Risk Protection Arrangements (RPA) (GG6.4+ATH2.37-2.39)		A		R				
Approve the Data and Cyber Security Breach Prevention and Management Plan		A/R						
BoT Chair must sign off each school's digital reporting form return detailing how the school has used its PE and Sport premium allocation. (If the school chooses to publish its own prepared report rather than a downloaded copy of its digital form return, the report should be signed off by the BoT Chair prior to its publication.)		A						R

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4 Workforce								
	Mem	BoT	ET	CFO	PPC	A&RC	SL	LGCs
Appointing and performance managing the Senior Executive Leader as Accounting Officer (ATH1.28)		A/R						
Appoint and dismiss CEO/Accounting Officer		A/R						
Determine Executive Team staffing structure		A	R					
Determine Schools staffing structure			A/R				C	I
Headteacher appointments and dismissal		I	A/R					C
Set pay levels/agree Trust wide Pay Policies, including Executive Pay (GG5.5, Section 140 + ATH2.27-2.29)		A/R						
Ensuring compliance with all requirements of the ATH 2.27 in relation to ensuring decisions about levels of executive pay (inc salary and other benefits)		A/R						
Setting approach to appraisal and performance management (GG7.17)		A/R						
Conduct Executive Team performance management		A/R						
Conduct Headteacher Performance Management			A/R					C
Undertake panel hearings for disciplinary and capability matters relating to the CEO and DCEO		A/R						
Undertake panel hearings for disciplinary, grievance and capability matters relating to Managed Services		A/R						
Approval of exit payments/early retirement/pension discretion (above a certain threshold)		A/R						
Agreeing Whistleblowing Policy and Procedures (GG7.18+ATH2.40-2.44)		A/R						
Consider the oversight of staff wellbeing, workload and working conditions (GG5.4)		A/R						C
Setting approach to staff appointment and dismissal, with regard to statutory requirements (GG7.17)		A	R					

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5 Pupils and Learning								
	<i>Mem</i>	<i>BoT</i>	<i>ET</i>	<i>CFO</i>	<i>PPC</i>	<i>A&amp;RC</i>	<i>HTs</i>	<i>LGCs</i>
Agree Safeguarding & Child Protection Policy		A/R						
As the Admissions Authority, approve all relevant admissions arrangements in line with School Admissions Code (GG7.1)		A	R					C
Undertake admissions processes and appeals		A						R
Be reassured that the schools keep admission and attendance registers in accordance with regulations (the BoT holds responsibility for receiving assurance on overall compliance, with delivery carried out by the Executive Team and Schools) (GG7.2)		A	R					
Agree the Attendance Policy		A/R						
Decide or delegate the decision around Uniform Policy that must align with statutory guidance (GG7.16)		A/R						I
Ensuring compliance with SEND Code of Practice (GG7.4.1, 7.4.2 + SEND Code of Practice; Children & Families Act 2014)		A	R					
Ensure that a Careers Provider Access Policy Statement is approved and published		A/R						
Ensuring that curriculum policies are in line with funding agreements in relation to RSE and Collective worship (GG6.2)		A	R					
Ensure that Equality Information and Objectives Statement is published and monitor delivery		A/R						
Ensuring that EYFS provision is in line with statutory requirements and that EYFS policies and procedures are set in line with EYFS framework (GG6.2)		A	R					
Ensure that Pupil Premium (PP) spend is impacting outcomes and includes Yr7 literacy and numeracy catchup, PE and Sports Premium (discuss with Snr Leaders, the rationale for spending PP and ensure that pupil need and effective practice are central to the strategy) (GG7.5)		A	R					
Clearly define delegations for the responsibility of setting the school day and school year (GG7.13)		A	R					
Review Headteacher decision to suspend/exclude pupils		A	R					
Monitor rates of suspension and exclusion across the Trust		A	R					

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## Appendix 1: Reserved Matters

**Members** (subject to such other consents/requirements as might be required by law or the Funding Agreement)

- 1 To change the name of the Academy Trust
- 2 To change the Objects (which would require Charity Commission and Secretary of State consent in any event)
- 3 To change the structure of the Board of Trustees
- 4 To amend the Articles of Association
- 5 To amend this Scheme
- 6 To pass a resolution to wind up the Academy Trust
- 7 To appoint the auditors (save to the extent that the Trustees may make a casual appointment)

**Trustees** (subject to such other consents/requirements as might be required by law or the Funding Agreement)

- 1 To change the name of the Schools
- 2 To determine the educational character, mission or ethos of the Schools
- 4 To terminate a supplemental funding agreement for a School
- 5 To establish a trading company
- 6 To sell, purchase, mortgage or charge any land in which the Trust has an interest
- 7 Change use of capital assets i.e. from which the Trust derives benefit from more than one year e.g. land, buildings, IT in line with the Funding Agreement, Academy Trust Handbook and legislation
- 8 To approve the annual estimates of income and expenditure (budgets) and major projects
- 9 To appoint investment advisors
- 10 To sign off the annual accounts
- 11 To remove Local Governing Committees
- 12 To settle the division of executive responsibilities between the Trustees on the one hand and Chief Executive Officer, the Deputy Chief Executive Officer, and the school leaders on the other hand
- 13 To do any other act which the Funding Agreement expressly reserves to the Board of Trustees or to another body (including for the avoidance of doubt, terminating the Funding Agreement or any part of it)
- 14 To do any other act which the Articles expressly reserve to the Board of Trustees or to another body
- 15 To do any other act which the Board of Trustees determine to be a Reserved Matter from time to time

## **Appendix 2: Protocol Where a School Does Not Have an LGC**

### **The purpose of Governance**

- strategic leadership
- accountability and assurance.
- strategic engagement

***(Academy Trust Governance Guide March 2024)***

### **Governance in Academies**

371. Inspectors will explore how governors/trustees carry out their functions. For example, the clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum. Inspectors will consider whether the work of the board of governors (known as LGC) or the Board of Trustees in this respect is supporting the school to provide a high-quality education for its pupils.

373. In an academy, the Board of Trustees is responsible for governance. Inspectors will speak to the Chair of the Board of Trustees (or their delegate) and as may other trustees as are available

***(School Inspection Handbook September 2024)***

### **Scheme of Delegation**

In line with the HET Scheme of Delegation, the Board of Trustees delegate functions including wellbeing, stakeholder engagement, attendance and whether the curriculum is meeting the needs of the pupils.

### **Trust Oversight Mechanisms (in place for all schools)**

- Initial school audits including areas to focus on
- Reports from linked Standards Officers regarding visits
- Records of visits from wider Education team
- Budget monitored by Finance Manager, CFO, DCEO and Audit & Risk Committee
- HT performance management carried out by linked Standards Officer
- Safeguarding audits
- Pupil Premium audits
- Website audits
- Attendance audits
- IT & HR internal audits on a bi-annual schedule

- H&S Workplace inspections
- Finance Internal audit
- Financial external audit conducted on an annual basis in line with ESFA requirements and reporting
- Training for School Leaders – termly Leadership conferences
- Trust wide complaints procedure and policy, which makes provision for schools without an LGC

### **Meetings and Reporting Mechanism**

An Executive Governance Meeting (EGM) is held each half term attended by the School Leader, Standards Officer, Director of Education – Secondary, Director of Education – Primary and CEO. Minutes are taken by the Head of Governance and shared with Trustees. The Board of Trustees may appoint a representative to sit on or attend these committees.

### **Ofsted**

If a school without an LGC, receive notification from Ofsted that an inspection will take place, the Trust representative will be a member of the Executive Team and the school's Standards Officer.

### **Complaints**

For complaints, please refer to the HET Complaints Policy and Procedure, which explains the process for those schools without an LGC.

### **Exclusions**

For any hearing panel that would be formed from members of the LGC, the Trust will ask for representatives from across the relevant Partnership or wider Trust.

### **Grievance**

For any hearing panel that would be formed from members of the LGC, the Trust will ask for representatives from across the relevant Partnership or wider Trust.

### **School Website**

Under the Governance Section of the school website, the following information will be published:

*XX School's governance is undertaken by Hamwic Education Trust (HET). The School Leader provides a report and attends an Executive Governance Meeting each half term.*

*Please click on the link to below to the governance arrangements for HET <https://www.hamwic.org/page/?title=Governance&pid=8>*

*Please contact the School Leader or Head of Governance ([louise.newman@hamwic.org](mailto:louise.newman@hamwic.org)) for further information.*