



Governance Framework (MPTFRA-GOV)



Mosaic Partnership Trust

Governance Framework

Updated September 2025



Governance Framework (MPTFRA-GOV)

Contents

1.0	Overview	3
2.0	Governance Outline	3
3.0	Mosaic Partnership Members	4
4.0	Mosaic Partnership Board of Trustees	5
5.0	Mosaic Partnership Academy Community Councils	14
6.0	Mosaic Partnership Networks (ACC Level)	18
7.0	Mosaic Partnership Cycle of Meetings	18
8.0	MPT Centrally delivered training programme overview	23
9.0	Governor Hub Knowledge Training Programme	25
10.0	ACC – Annual Meeting Planner and Agendas	25
11.0	MPT Governance Evaluation, Reporting and Planning	35
12.0	Annual Ongoing tasks for ACCs	39
13.0	Link Academy Community Councillors	39
14.0	ACC Monitoring Visits	40
15.0	Clerking Overview	42
16.0	ACC Induction	43
17.0	Recruitment and Retention of Trustees and ACCs	44
18.0	MPT Parent and Staff Surveys	45
Ap A	Trustee and ACC Monitoring Form	46
Ap B	Recruitment of parent and staff ACCs	47
Ap C	Staff and Parent/Carer Surveys	57
Ap D	Agendas for QEC	63
Ap E	Agendas for FRC	64
Ap F	Agendas for ARC	65



Governance Framework (MPTFRA-GOV)

1.0 Overview:

Welcome to the Mosaic Partnership Trust Governance Framework, which outlines the roles and responsibilities of all layers of governance within our Trust and should be read in conjunction with our Delegated Authority Framework (Scheme of Delegation) which is updated annually.

It ensures that we have a clear and consistent approach to decision-making, whilst also providing transparency and accountability to our stakeholders.

The Framework outlines the roles and responsibilities of everyone involved in governance, from our Academy Community Councils that operate at a school level to our Members and Trustees at a Trust level. It includes information in relation to training, a brief clerking overview, an annual calendar of business, agendas and the types of reports and information that can be expected at Board and a local level. This can also be used as a document to support recruitment to our various governance positions.

At the Mosaic Partnership Trust, everyone has a role to play in the success of the Trust ensuring that our ethos and principles based on **integrity, innovation, partnership, equality, diversity, inclusion and belonging** permeate all that we do. The Trust does not provide a service instead it is an organisation where everyone has a role to play in contributing to our children and staff achieving their potential and being their authentic selves.

Our Governance Framework should be read in conjunction with our scheme of delegation, which outlines the powers and responsibilities delegated to each layer of governance. This helps to ensure that decisions are made at the appropriate level, and that everyone involved in governance has a clear understanding of their role and responsibilities.

As a Trust we subscribe to Governor Hub Knowledge <https://governorhub.com/> as a way of supporting organisation, storing documents securely, a communication tool and a training tool for Trustees and Academy Community Councillors alike.

There will aspects of this document that change annually, in line with a review of our systems and processes and where dates are specified. The aim of an annual review is to ensure that governance is effective at all levels within the organisation and that we continue to learn and evolve.

2.0 Governance Outline:

A Multi-Academy Trust is a single legal entity responsible for running a family of schools. It is overseen by a governance structure that includes Members, Trustees, and local school governors which we determine as Academy Community Councils.

Members have ultimate control over the Trust and have the power to appoint and remove Trustees. Members also can change the trust's articles of association, which outline its purpose, structure, and governance arrangements.

Trustees are responsible for the overall management and direction of the Trust. They ensure that the trust meets its charitable objectives and complies with legal and regulatory requirements. Trustees have the power to make strategic decisions, manage finances, and oversee the performance of schools within the Trust.

The Mosaic Partnership Trust Trustees have decided to establish the following formal committees:

- Quality of Education Committee (QEC)



Governance Framework (MPTFRA-GOV)

- Finance and Resources Committee – includes Executive pay (FRC)
- Audit and Risk Committee (ARC)

In addition, during the 2024-2025 academic year and the 2025-2026 academic year there is a committee focused on Growth and Sustainability (GAS)

We have also decided to create Academy Community Councils as committees of the Board made up of Trust Councillors. Councillors are known as Academy Community Councillors as they are there to support all children and all schools in our school family. Academy Community Councillors are responsible for the effective management of their individual schools.

They work with the headteacher to ensure that the school operates effectively and in line with the trust's vision, principles, policies and the delegated Authority Framework. Academy Community Councillors monitor the school's performance and provide support and challenge to the school's leadership team. They also act as a link between the school and the wider community. In summary, the governance structure of Multi-Academy Trust includes Members, Trustees, and local school ACCs:

- Members have ultimate control over the trust
- Trustees are responsible for its overall management and direction.
- Local school ACCs ensure that individual schools within the trust are operating effectively.

Whatever the level of governance: Member, Trustee, Academy Community Councillor, there is an expectation that they uphold our Trust founding principles of Integrity, Innovation and Partnership and make and support decisions through the lens of Equality, Diversity, Inclusion and Belonging. This same expectation is incumbent on all Members of the Trust staff community and is central to how we operate as an organisation. Our principles define us as a Trust.

3.0 Mosaic Partnership Members:

School Trusts are charitable companies. As such, they follow the Charity Commission's guidance on structures. In most charities, Members are the foundation of the legal structure so the charity must have one or more Members in order to exist.

The Members are the guardians of the organisation and its ethos: custodians of governance in the Trust and its vision and principles.

Members help to ensure that Academy Trustees are exercising effective governance by utilising a range of powers including:

- Appointing and removing Trustees: Members can appoint Trustees and remove any or all serving Trustees.
- Appointing and removing Members: There must always be a minimum of three Members. Members can appoint new Members or remove existing Members, preferably to a maximum number of between 5 and 7 as per DfE guidance and the provisions in the Articles of Association. The Mosaic Partnership Trust currently operates on a 6-Member basis under Equality Articles with the Diocese of Bristol. 3 of the Members are therefore appointed by the Diocese.
- Directing Trustees: Members can, by special resolution, direct Trustees to take a specific action where Trustees are unable or unwilling to act in the best interests of the academy trust. Members should consider using this power if they believe the Trust Board is failing to carry out its core functions in relation to all its schools



Governance Framework (MPTFRA-GOV)

(Church and Community) or is acting unlawfully. Other examples of when Members might consider issuing a direction to Trustees include where they believe an external review of governance should be carried out and the Trustees have not done so, where the Board has failed to act on child safeguarding, and where the Academy Trust is in breach of its funding agreement.

- Amending the Academy Trust’s Articles of Association: Members can amend the articles of association (including the objects clause), subject to any restrictions in the articles, the funding agreement or charity and company law. Members can also change the name of the Academy Trust and wind it up. Academy trusts must gain permission from the Charity Commission for changes to some clauses; these are known as regulated amendments. These clauses relate to the Academy Trust’s charitable object, benefits, and arrangements on dissolution or winding up of the Academy Trust.
- Appointing and removing External Auditors: Members appoint the trust’s external auditors and will receive and review (but do not have to sign off) the Academy Trust’s annual audited accounts (subject to the Companies Act)

Composition of Members		
Type of Member	Number	How they are appointed
Diocesan Bishop (Diocese of Bristol)	1	Ex-Officio
Members at the point of incorporation	3	Signatories to the Memorandum of Incorporation
Members appointed under article 15a	2	Appointed by the Members with the consent of the Diocesan Bishops for Bristol

Members have agreed to ensure attempts will be made to ensure the following skills are represented amongst Members:

- A Member with trust governance expertise
- A Member with financial expertise
- A Member with educational leadership expertise
- A Member with a detailed understanding of equality, diversity, inclusion and belonging

4.0 Mosaic Partnership Board of Trustees

Trustees are both charity-law Trustees and company-law directors. The Trust Board is the decision-making body of the Trust and is accountable and responsible for all the schools equally in the academy Trust. The Trust is also the employer of the central staff and those within its academies.

As set out in the Academy Trust governance guide (April 2025) the purpose of governance is to provide:

- strategic leadership
- accountability and assurance
- strategic engagement

The Board has collective accountability and strategic responsibility for the Trust. It has a focus on ensuring the Trust delivers an excellent education to pupils while maintaining effective financial management and must ensure compliance with:



Governance Framework (MPTFRA-GOV)

- the Trust’s charitable objects
- regulatory, contractual and statutory requirements
- their funding agreement

The Board also has:

- strategic and statutory responsibility for safeguarding, disadvantaged learners and special educational needs and disabilities (SEND) arrangements within (and across) the academy Trust ensuring the promotion of pupil welfare and for keeping their estates safe and well-maintained.
- a role in making sure that it delivers its commitment to other schools and academies, however it is done.

Trustees must comply with the Trust's charitable object/s, with company and charity law, and with their funding agreement. Company directors' duties are described in sections 170 to 181 of the Companies Act 2006, but in summary, are to:

- act within their powers
- promote the success of the Trust company
- exercise independent judgement
- exercise reasonable care, skill and diligence
- avoid conflicts of interest
- not accept benefits from third parties
- declare an interest in any proposed transactions or arrangements

The Charity Commission guidance, The Essential Trustee, provides a clear and concise outline of the role of Trustees under charity law. The Trustees must ensure regularity and propriety in use of the Trust's funds, and achieve economy, efficiency and effectiveness – the three elements of value for money. The Trust Board signs off the annual accounts and is responsible for the funding agreement – the contractual agreement with the Secretary of State. As stated in the Mosaic Partnership the number of Trustees (determined as Directors in the Articles) shall be not less than three but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum.

Constitution

In accordance with the Trust’s Articles of Association (the Articles), the Mosaic Partnership Trust is governed by a Board of Trustees.

Membership and Administration

Membership	As defined in the Articles the number of Trustees shall be not less than three but not subject to any maximum. These Trustees shall consist of: <ul style="list-style-type: none"> • Between 10 and 12 Trustees appointed by the Members • 50% of the Trustees to be recommended by the Trust Board and approved by the Diocese of Bristol • Additional Trustees appointed by the Secretary of State (in accordance with the Articles)
In attendance	The Chief Executive Officer (CEO) in the role of Accounting Officer normally attends meetings of the Trustee Board. Mosaic Partnership Executive Team or other colleagues to attend as appropriate.



Governance Framework (MPTFRA-GOV)

	Opportunities for Academy Community Councillors to attend as pre-arranged in an observing capacity.
Terms of Office	4 years (maximum of 2 terms to be served after which a 1-year break is required by exception).
Chair	At the first meeting of each school year the Trustees shall elect a chair and vice-chair from among their number.
Clerk	The Trust Board shall appoint a clerk for the Board and sub-committees; this is the Governance Professional and Compliance Officer for the Trust.
Quorum	50% of the total number of Trustees holding office at the date of the meeting.
Frequency of meetings	4 times per school year including the strategic meeting at the start of the year, with respective committees meeting 3 times a year. Trust Working Groups may be established by the Trust Board in addition with a clear set of TORs agreed by the Trustees.
Attendance	Unless previously agreed with the chair, it is expected that all Trustees will attend and participate in meetings on a regular basis. The Members of the Trust may consider the removal of Trustees for non-attendance over a period of 6 months, or attendance of less than 3/4 meetings within a year.
Minutes	To be circulated to Trustees of the Board and published on the Mosaic Partnership Trust website governance section.
Review	These terms of reference will be reviewed on an annual basis.

Authority

As a charity and company limited by guarantee, Mosaic Partnership, or MP, (the “Company”) is governed by a board of Trustees (the “Trustees”) who are responsible for, and oversee, the management and administration of the Trust and the academies run by the Trust. The Trustees are accountable to the Department for Education (DfE) and external government agencies, including the Charity Commission, for the quality of the education they provide and the effective use of the associated academy funding. They are required to have systems in place through which they can assure themselves of quality, financial probity, safety and good practice. The Board may delegate some (but not all) of its decision-making powers to Executives, Board Committees and Academy Community Councils (ACC). Mosaic Partnership has published a Governance and Delegated Authority Framework which is reviewed annually.

Duties

The specific duties of the Board shall be:

1. Setting the strategic direction of the Trust, ensuring it is in line with the vision and principles that underpin the Mosaic Partnership.
2. To determine the educational character, ethos, and mission of the Trust reflecting Church articles.
3. To approve the Trust strategic plans and review annually.
4. Setting the Policy Framework for the Trust.
5. To oversee the performance of the Trust, including the management of risk.
6. To approve new academies or sponsors entering into the Mosaic Partnership.
7. To enter into funding agreements, leases, and other legal arrangements subject to the delegated Authority Framework.



Governance Framework (MPTFRA-GOV)

8. To ensure that all academies in the Trust are effectively challenged and supported to provide a high-quality education to then maximise outcomes of all children who attend Trust academies.
9. To routinely receive reports from the subcommittees at board meetings in order to regularly review outcomes and impact against key performance indicators as identified in the Trust's strategic plan, challenging and supporting the Trust's senior officers and academy leaders to achieve best value in terms of impact, outcomes, quality and cost.
10. To ensure compliance with the Trust's duties under company law and charity law and agreements made with the Department for Education (DfE) including Master Funding Agreement and Supplemental Funding Agreements.
11. To ensure effective consultation and communication with all constituent parts of the Trust including Academy Community Councils (ACC).
12. Ensuring strong and robust governance, reviewing its own effectiveness regularly and agreeing appropriate actions to improve its performance.

Specifically:

- To provide details of the Trust's governance arrangements in the governance statement published as part of the annual accounts.
 - To approve the Trust Board's terms of reference and scheme of delegation (delegated Authority Framework) and keep them under regular review.
 - To approve the terms of reference of the subcommittees and keep them under regular review.
 - To appoint Chairs of Academy Community Councils (ACC) following recommendations from the ACC Members.
13. The Trust Board is responsible for ensuring that the Trust's funds are used only in accordance with the law, its articles of association, its funding agreement and the DfE's Financial Handbook and ensure the solvency of the Trust.

Specifically:

- To ensure that the Trust is operating effective internal financial controls, appointing and directing internal auditors to provide advice and assurance.
 - To approve the Trust's annual budget and keep it under regular review by receiving a report from the Finance and Resources Committee (FRC) at Board meetings.
 - To approve the annual top-slice for the purposes of funding central leadership and operations and to ensure that these provide ongoing value for money.
 - To approve each Trust academy's annual budget, review annually and endorse plans to address identified over or underspends.
 - To approve the annual accounts and submit to the funding and regulatory agency and Companies house in line with the statutory deadlines.
 - To receive the annual report from the Trust's auditors and take the appropriate actions to respond positively to any recommendations.
 - To open Trust bank accounts and approve signatories.
 - To approve any borrowing proposals.
14. To oversee employment related matters, specifically:
 - To approve Trust wide employment policies for all Trust employees.
 - Via partial delegation, to appoint the CEO, CFO, Director of Education and Academy Headteachers.
 - Via partial delegation, to approve restructuring proposals on the recommendation of Finance and Resources Committee (FRC).



Governance Framework (MPTFRA-GOV)

- To hear appeals against executive decisions.
- To agree settlement agreements in line with the requirements of the Financial Regulations.

15. To approve the Trust health and safety policy and review its implementation annually.
16. Ensuring effective child protection and safeguarding, including approving the Trust's safeguarding policy and keeping it under regular review.
17. To determine the admissions arrangements for all academies and to keep these under review.

Mosaic Partnership Trust Subcommittees

Quality of Education Committee (QEC)

Constitution

The Board hereby resolves to establish a sub-committee of the Board called the Quality of Education Committee (QEC). The Committee will, via a suite of meetings across the academic calendar as contained within the Mosaic Partnership Trust Governance Framework, undertake to scrutinise the performance of:

- The schools and educational provisions of the Mosaic Partnership Trust (MPT)
- The Education central team of the MPT

Membership	A minimum of three Trustees of the MPT. The Committee will include at least 2 Members with relevant external expertise required to carry out its functions including one with experience of educational provision in Church of England schools.
In Attendance	Chief Executive Officer Director of Education Governance Professional and Compliance Officer Board Members who are not Members of the sub-committee have the right of attendance. The Committee may invite other MPT or external colleagues to attend as participators or observers as appropriate.
Terms of Office	Membership and attendance rights permitted in accordance with the post held.
Chair	A board Member excluding the Chair of the Board
Clerk	Governance Professional and Compliance Officer
Quorum	3 Trustees
Frequency of Meetings	3 Meetings per year in line with the MPT Governance Framework.
Attendance	Unless previously agreed with the chair, it is expected that all Members of this committee will attend and participate in meetings on a regular basis especially given the number of Trustees per committee. The Board may consider the removal of Members of this committee for non-attendance over a period of 6 months.
Minutes	To be circulated to Members of the Quality of Education Committee and Trustees of the Board within 14 days of the meeting taking place.



Governance Framework (MPTFRA-GOV)

Review	These terms of reference will be reviewed on an annual basis by the Committee in the July meeting with any changes submitted to the Trust Board for the September meeting.
--------	--

Authority

The Quality of Education Committee is an advisory body with no executive powers. However, it is authorised by the Board to investigate any activity within its terms of reference, and to seek any information it requires from the central team and where appropriate school-based staff, who are requested to cooperate with the sub-committee in the conduct of its inquiries.

The Education Scrutiny Committee is established to consider the educational risks of the Mosaic Partnership Trust and to provide scrutiny of individual academy progress and improvement plans on behalf of the Board.

Duties

The specific duties of the group shall be:

1. Understanding and working within the School Improvement Framework with particular emphasis on stabilise and accelerate schools;
2. To monitor the progress of achievement and attainment at the relevant primary key stages, assessing school specific and Trust wide trends with a mind for protected characteristics;
3. To monitor specifically the progress of achievement and attainment at the relevant key stages, assessing school specific and Trust wide trends for children with SEND and/or those who are disadvantaged;
4. To understand how MPT schools are preparing children for Secondary education;
5. Assessing and evaluating the role of the Central Team in the MAT and the impact on MAT schools and partner schools where appropriate;
6. Assessing and evaluating the quality and impact of educational leadership performance and development across the MPT;
7. Understanding the strategies for supporting students vulnerable to under achievement within MPT schools;
8. Reviewing and challenging attendance, behaviour, suspension and exclusion data for MPT schools with a particular focus on pupils with SEND and/or who are disadvantaged;
9. To have oversight and scrutiny of educational safeguarding, including trends across the MPT schools;
10. To have an oversight of the strengths and areas of development of our Church Schools against the SIAMS Framework;
11. Understanding and challenging the self-evaluation judgements for each school;
12. Receiving updates and reports by exception from the various networks;
13. Policy discussion, approval and implementation in line with the MPT Policy List by Committee spreadsheet.

Audit and Risk Committee (ARC)

Constitution

The Board hereby resolves to establish a sub-committee of the Board called the Audit and Risk Committee (ARC).



Governance Framework (MPTFRA-GOV)

Membership	A minimum of three Trustees of the MPT. The Committee will include at least 1 Member with relevant external expertise required to carry out its functions.
In Attendance	Chief Executive Officer Chief Finance Officer Estates and Operations Manager (when appropriate) Governance Professional and Compliance Officer External and Internal auditors may also attend by invitation of the Chair of the Committee relevant meetings of the sub-committee within the academic/financial year in line with the meeting structure outlined in the MPT Governance Framework. Board Members who are not Members of the sub-committee have the right of attendance. The Committee may invite other MPT or external colleagues to attend as participators or observers as appropriate.
Terms of Office	Membership and attendance rights permitted in accordance with the post held.
Chair	A Board Member excluding the Chair of the Board.
Clerk	Governance Professional and Compliance Officer.
Quorum	3 Trustees
Frequency of Meetings	3 Meetings per year in line with the MPT Governance Framework.
Attendance	Unless previously agreed with the chair, it is expected that all Members of this committee will attend and participate in meetings on a regular basis especially given the number of Trustees per committee. The Board may consider the removal of Members of this committee for non-attendance over a period of 6 months.
Minutes	To be circulated to Members of the Audit and Risk Committee and Trustees of the Board within 14 days of the meeting taking place.
Review	These terms of reference will be reviewed on an annual basis by the Committee in the July meeting with any changes submitted to the Trust Board for the September meeting.

Authority

The Audit and Risk Committee is an advisory body with no executive powers. However, it is authorised by the board 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. The Committee will seek to give assurance to the Board that MPT Board business is conducted in accordance with the law and proper standards; that public money is safeguarded and accounted for correctly; that reasonable steps are taken to prevent and detect fraud and other irregularities. It will also review Health and Safety matters, and any other issues which impact on our employees, and escalate any issues of significant risk to the MPT Board. It will review progress against the annual Health and Safety plans.

Requests for work, and reports received, from internal audit will be channelled through the Chief Finance Officer, as client engagement manager for Internal Audit. The Audit and Risk Committee is authorised to obtain independent professional advice if it considers this necessary.



Governance Framework (MPTFRA-GOV)

Duties

The specific duties of the group shall be:

1. To discuss with the external auditor the nature and scope of each forthcoming audit and to ensure that the external auditor has the fullest co-operation of staff;
2. To consider all relevant reports by the appointed external auditor, including reports on the MPT accounts, achievement of value for money and the response to any management letters, as part of recommending to the Board the approval of the MPT Annual Report and Financial Statements;
3. To review the effectiveness of the MPT's internal control system established to ensure that the aims of the organisation are achieved, and resources are utilised, in the most economic, effective and efficient manner;
4. To commission an internal audit service and to ensure that this meets the standards specified in the UK Public Sector Internal Audit Standards (PSIAS), and meets agreed levels of service;
5. To consider and advise the Board on the MPT's annual and medium-term audit programme;
6. To consider internal audit reports and the arrangements for their implementation;
7. To review the MPT Risk Register and ensure appropriate action plans are in place in line with the MPT Risk Management Strategy and other relevant policies;
8. To provide appropriate scrutiny of financial transactions as set out in the Financial Regulations and Delegated Authority Framework (Scheme of Delegation); to receive and consider the Chief Finance Officer's report on exceptions to the Financial Regulations, the Fraud Register, Gifts and Hospitality Register and Register of Interests;
9. Oversee MPT policies on fraud, irregularity and whistleblowing and ensure proper, proportionate and independent investigations of all allegations and instances of fraud;
10. To review the H&S risks of the MPT within the MPT corporate risk register, to ensure that relevant mitigation plans are being implemented effectively, and to escalate matters to the Board as appropriate;
11. To advise Trustees on Estate priorities, including health and safety, for the maintenance of the existing Academy buildings;
12. To have oversight of high-level arrangements for repairs and maintenance of the Trust estate;
13. To oversee arrangements, including health and safety, for the use of the premises by outside users;
14. To establish and keep under review the accessibility plan and travel plan;
15. To ensure that MPT is compliant in the provision of statutory training, and that other training plans are implemented effectively;
16. To conduct annual assessments of the quality and effectiveness of the external and internal audit provision to direct service improvement;
17. Policy discussion, approval and implementation in line with the MPT Policy List by Committee spreadsheet including the Health and Safety Policy;
18. To report at least once a year to the Board on the discharge of the above duties and; to provide assurance to the Trust Board that risks are being adequately identified and managed;
19. To consider any other matters where requested to do so by the Board.



Governance Framework (MPTFRA-GOV)

Finance and Resources Committee (ARC)

Constitution

The Board hereby resolves to establish a sub-committee of the Board called the Finance and Resources Committee (FRC).

Membership	A minimum of three Trustees of the MPT. The Committee will include at least 1 Member with relevant external expertise required to carry out its functions.
In Attendance	Chief Executive Officer Chief Finance Officer Governance Professional and Compliance Officer Board Members who are not Members of the sub-committee have the right of attendance. The Committee may invite other MPT or external colleagues to attend as participators or observers as appropriate.
Terms of Office	Membership and attendance rights permitted in accordance with the post held.
Chair	A Board Member excluding the Chair of the Board.
Clerk	Governance Professional and Compliance Officer.
Quorum	3 Trustees
Frequency of Meetings	3 Meetings per year in line with the MPT Governance Framework.
Attendance	Unless previously agreed with the chair, it is expected that all Members of this committee will attend and participate in meetings on a regular basis especially given the number of Trustees per committee. The Board may consider the removal of Members of this committee for non-attendance over a period of 6 months.
Minutes	To be circulated to Members of the Finance and Resources Committee and Trustees of the Board within 14 days of the meeting taking place.
Review	These terms of reference will be reviewed on an annual basis by the Committee in the July meeting with any changes submitted to the Trust Board for the September meeting.

Authority

The Finance and Resources Committee is a sub-committee of the Academy Trust Board and is authorised to investigate and undertake any activity within its Terms of Reference or specifically delegated to it by the Academy Trust Board in accordance with the Trust Financial Management Policy. It will also review HR matters, and any other related issues which impact on our employees and escalate any issues of significant risk to the MPT Board. It will also have oversight of matters relating to the Trust Estate from a financial perspective.

Duties

The specific duties of the group shall be:

Financial policy and planning:

1. To review, adopt and monitor policies, in line with the MPT Policy List by Committee spreadsheet which includes the Finance Policy and Pay Policy;
2. To recommend to the Trust Board, the Budget Forecast Return (BFR) and 3-year financial plan to the DfE within the relevant deadlines.



Governance Framework (MPTFRA-GOV)

Financial monitoring:

1. To monitor the MPT financial statements to ensure that they reflect best practice including the monthly accounts, explanations of variances and to and oversee the ongoing monitoring of the approved budget;
2. To review changes to the Academies Trust Handbook and ensure they are reflected in MPT Financial Policies and Procedures;
3. To ensure compliance with the Academies Trust Handbook and the trusts funding agreement;
4. To review the financial procedures (including compliance with the DfE Guidance); delegation of spending authority and virement policies;
5. To prepare the Trustees Report and Governance Statement to form part of the Statutory Accounts of the MAT and for filing in accordance with Companies Act requirements;
6. Ensure that spending decisions represent value for money, regularity and propriety.

HR and Staffing:

1. To review the HR risks of the MPT within the MPT corporate risk register, to ensure that relevant mitigation plans are being implemented effectively, and to escalate matters to the Board as appropriate;
2. To ensure that there are adequate review and update of HR policies (including annual review of pay and performance policies) and procedures, and to make recommendations to the Board in relation to any reviews and the approval of changes to HR policies;
3. Oversight of staff recruitment and appointment procedures;
4. Oversight of Staff Professional Growth (Performance management and appraisal) arrangements;
5. To annually review procedures for dealing with staff discipline and grievances and make recommendations to the Board for approval;
6. To monitor approved procedures for staff discipline and grievance and ensure that staff are kept informed of these;
7. To consider restructure proposals for recommendations to the Board if required;
8. To recommend the annual pay award for Teachers and Support staff to the Executive Board;
9. To ratify pay increments for teachers following the annual appraisal process.

Health and Safety, Premises and Estates:

1. To make recommendations on premises-related expenditure in line with any outcomes from the Audit and Risk Committee in terms of areas identified as a priority;
2. In consultation with the Headteachers and SBMs, oversee premises-related funding bids; and monitor any significant buildings or maintenance issues affecting the schools;
3. To ensure that adequate insurance cover is in place to comply with MPT legal obligations and funding agreement;
4. To oversee applications to the Condition Improvement or SCA expenditure against emerging priorities.

5.0 Mosaic Partnership Academy Community Councils

Constitution

The Trust's Articles of Association provide for each Academy of the Mosaic Partnership Trust, to provide local governance arrangements on behalf of the Trust Board. Schools joining the Trust would look at their existing governance composition with Trust leaders to assess how



Governance Framework (MPTFRA-GOV)

roles could be fulfilled from the structure to ensure quality and consistency. Federations would join the Mosaic Partnership as a Federation with a single Academy Community Council over more than 1 school.

Membership and Administration

<p>Membership</p>	<p>Membership composition should be reviewed annually in the Autumn Term by the CEO, Chair of Trustees, Governance Professional and Compliance Officer with the Chair of the Academy Community Council and Headteacher of the school. If Membership composition is less than the Membership outlined below, then this will require approval by the Trust Board.</p> <p>1 Academy Council Chair to be appointed by the Trust Board on recommendation of the Academy Community Council and from the parent/family or co-opted community councillor list below. Up to 3 Members of academy staff <u>to include</u> the academy headteacher or Executive headteacher, with a minimum of 2. 2 parent/family councillors. Between 3-5 co-opted community councillors appointed for their skills - 25% must be foundation councillors in a Church of England Voluntary Controlled School and 50% + 1 must be foundation councillors in a Church of England Voluntary Aided School. Please note co-opted councillors may be parents/carers but there needs to be a balance within the ACC. Associate Members can be appointed but would require the approval of the Trust Board.</p> <p>In exceptional circumstances, the Academy Community Council may appoint up to 2 additional sponsor councillors to ensure the right skills and capacity of the Council. All Councillors are required to complete a written declaration to confirm they are not disqualified from serving as an Academy Councillor.</p>
<p>Elected Councillors</p>	<p>Self-nomination is offered to parents or carers and staff councillors. Should more nominations than positions be received, the Academy should hold an election process.</p>
<p>Terms of Office</p>	<p>4 years or length of employment in the case of the Headteacher. The Trust recommends a maximum of 2 terms to be served. If there is any extension to a third or fourth term this requires the authorisation of the Chair of Trustees on the recommendation of the Chair of the ACC. ACC cannot serve any more than 4 terms without a 1-year break. On joining the Trust – Academy Community Councillors would transfer their previous governance terms of office to the ACC role (E.g. Where an Academy Community Councillor had completed 2 years as a governor in a maintained school, they would see out the remaining 2 years in the academy).</p>
<p>In attendance</p>	<p>Members of the Academy leadership team as required, Members of the Executive Team where there is a specific item that requires the input of the Executive Team, this will be agreed in advance.</p>



Governance Framework (MPTFRA-GOV)

Chair	The Chair is appointed by the Mosaic Partnership Board on recommendation from the ACC. Co-chairing and/or Vice-chairing is supported by the Trust.
Clerk	The Chair shall appoint a clerk following recommendation of the ACC or appoint the clerk directly where no recommendation is made. Clerks can fulfil roles in schools such as administrative assistants or School Business Managers.
Quorum	50% (rounded up to a whole number) of the total number holding office at the date of the meeting including the Headteacher and Chair or their nominated proxy/ies. Council decisions shall be taken by a vote of Councilors, with the Chair having a casting vote.
Frequency of meetings	4 times per school year including the strategic meeting at the start of the year. ACC Working Groups may be established with a clear purpose and remit – these would require approval of the Trust Board.
Attendance	Unless previously agreed with the chair, it is expected that all Councillors will attend and participate in meetings on a regular basis. The Chairs of Academy Council may consider the removal of Councillors for non-attendance over a period of 6 months, or attendance of less than 3/4 meetings within a year.
Minutes	Available to the Board when approved at a local level; published on the school academy website and on the Mosaic Trust website governance section.
Review	These terms of reference will be reviewed on an annual basis.

Authority

The Academy Community Council (ACC) is a formal sub-committee of the Mosaic Partnership Trust Board and has a range of powers delegated to it under the Mosaic Partnership Scheme of Delegation (DAF). It should at all times seek to ensure that, in its pursuit of outstanding governance, it is acting in a way that is consistent with the core founding principles of Integrity, Innovation and Partnership which underpin the trust's mission and the principles of equality, diversity, inclusion and belonging which define the lens of decision making.

Role

Academy Community Councils are expected to draw upon the professional governance work, diagnosis and analysis undertaken by the Mosaic Partnership Executive Team when assessing the progress of their academy. It should not seek to duplicate governance taking place elsewhere but should focus on supporting the quality of education, inclusion and the deployment of resources in the academy, holding leaders to account for the overall effectiveness of the academy experience of all children under their care.

To that end Academy Councillors should:

- Seek to ensure that the Headteacher has created a culture that enables children and staff to thrive within the Trust principles.
- Focus on the degree to which the Headteacher and their team are uncompromising in their ambition, consistently improving the quality of education and inclusion for all pupils, but especially for those that are disadvantaged and/or with SEND.
- Challenge and support senior leaders so that the effective deployment of staff and resources, including the pupil premium, service premium and special educational needs funding, secures strong provision and outcomes for all children.



Governance Framework (MPTFRA-GOV)

- Take a questioning and information gathering approach with leaders about variations in provision and outcomes for pupil groups. They should have knowledge and oversight of the protected characteristics and be advocates of equality.
- Seek to maintain a deep, accurate understanding of the academy's effectiveness informed by the views of children, community and staff.
- Champion the trust to the community, including, where appropriate, promoting strong links with the parish to ensure the church is fully engaged in the Christian life of the academy.
- Challenge senior leaders to ensure that there is a culture of safeguarding and that systems and processes within this are highly effective.

Duties

The specific duties of the Academy Community Council shall be:

1. To develop and secure a deep understanding of the individual Academy's performance, what is going well, where the challenges are and the priorities through encouraging open, honest and reflective discussions with school leaders.
2. To read paperwork in advance of meetings and reflect on questions and areas for discussion with school leaders.
3. To add value to discussions in areas that school leaders highlight prior to the ACC meetings, whether around school performance, staffing, level of need and resources etc...
4. To monitor the Academy's risk register, ensuring that risks and responses are appropriately identified, and that mitigation measures are appropriate in addressing risks, escalating significant risks to the Board as appropriate. To prioritise high (red) risks for discussion in meetings, risks that have increased and new risks.
5. To monitor progress towards the School Strategic Plan that works in conjunction with the Trust's strategic priorities.
6. To monitor information, data and performance including but not limited school context, attainment and progress, safeguarding, attendance and behaviour. To review information on exclusions and review the effectiveness of provision to support pupils at risk of exclusion.
7. To monitor progress towards any improvement plans or actions recommended in Trust reports, Ofsted inspection, SIAMS inspection (where appropriate) and DfE reports.
8. To ensure that academy policies and procedures are in place in line with the Mosaic Partnership guidance, current KCSiE and the Equality Act 2010.
9. Ensure that the Health and Safety and Safeguarding Policies are robustly implemented and to secure the health, safety and wellbeing of staff and children. Receive assurance that the Headteacher ensures statutory training requirements are met.
10. To engage in relevant training and briefings that will support highly effective governance, including mandatory training, training offered through Governor Hub Knowledge and training provided by the central team. It is also expected that Chairs and Clerks attend the Chairs and Clerks meetings hosted by the CEO or send a representative from the Board.
11. To have oversight of the Academy's annual staffing plans to ensure that the staffing structure can effectively support the Academy's priorities.
12. Chair of ACC or delegated councillor to be an active participant in the recruitment and performance management of the Academy Headteacher.
13. To approve and periodically review the Academy's critical incident plans and procedures to ensure that they remain effective.



Governance Framework (MPTFRA-GOV)

14. To review the critical incident paperwork in the event of a critical incident.
15. To ensure that the Academy has adequate arrangements in place for reporting accidents and near misses.
16. To sustain the Christian foundation of a church school (Church School Only)
17. To maintain conduct and annual ACC skills audit through Governor Knowledge Hub and be clear on where the strengths and gaps are in relation to local governance.
18. To review and act on the reports of the Trust's committees:
 - Quality of Education Committee (QEC)
 - Finance and Resources Committee – includes Executive pay (FRC)
 - Audit and Risk Committee (ARC)
19. To carry out any other duties as may be occasionally required by the Board or Chairs of Academy Council group.

6.0 Mosaic Partnership Networks (ACC Level)

It is vital that Chairs and Clerks have regular opportunities to learn from each other, support each other and receive targeted training. This is achieved through our networks. Networks are made up of Trustees, Academy Community Councillors and Members of the executive team and meet **three times a year**.

Network	Composition
Chairs' and Clerks' Network	Academy Community Council Chairs or representative Academy Community Council Clerk Governance Professional and Compliance Officer Representative Trustee Chief Executive Officer
Clerk's Informal Network	Academy Community Council Clerk Governance Professional and Compliance Officer

7.0 Mosaic Partnership Cycle of Meetings

The information must flow through the governance structure. The summary below sets out the cyclical nature of meetings. This enables us to ensure joined up thinking and working and removes duplication.

- All Trust Board meetings will be between 5pm-7pm.
- All Trust Board Committee meetings will be between 4pm-5.30pm.
- All Academy Community Council meetings will be no more than 2 hours with a start time agreed at a local level.
- All Centrally delivered Academy Community Council training sessions will operate between 6pm-7.30pm.
- All Centrally delivered Academy Community Council briefing sessions will operate between 6pm-7pm.

The expectations for the annual cycle of ACC central training, briefings and networks are as follows:

Centrally delivered training expectations for ACCs	
Meeting	Attendance Expectations
ACC Chairs' and Clerks' Network	Chair or representative Clerk CEO



Governance Framework (MPTFRA-GOV)

	Governance Professional and Compliance Officer
ACC Briefing sessions	A minimum of two ACCs per school
ACC Risk Register training	Chair or Vice-Chair and a minimum of one other ACC
Annual ACC Safeguarding training from Melhoria education	All ACCs and Trustees
All other ACC Training sessions	A minimum of two ACCs per school

The expectations in relation to Governor Hub Knowledge training is as follows for the 2025-2026 academic year and can be accessed at any point through the year.

Governor Hub Knowledge training expectations for ACCs
Mandatory annual training for all ACCs and Trustees
<ul style="list-style-type: none"> • Cyber Security (45 minutes) • UK GDPR and Data Protection for Governance (30 minutes)
Link Governor/Trustee Training: mandatory for link governors and link Trustees
<ul style="list-style-type: none"> • Safeguarding link governor (2 hours) • SEND link governor (2 hours) • Health and safety link governor (1.5 hours)
All new Trustees and ACCs
<ul style="list-style-type: none"> • Induction for academy Trustees (3 hours) • Induction for academy ACCs on local ACCs (2 hours)
Where a school is going through a new Headteacher recruitment
<ul style="list-style-type: none"> • Headteacher recruitment (1 - 2 hours)
Other Training of which the expectation is two ACCs attending per ACC per annum
<ul style="list-style-type: none"> • Pupil premium (2 hours) • The Prevent duty (1.5 to 2 hours) • Safer recruitment (2 hours) • Suspensions and Exclusions (3.5 hours)
Training if unable to access the Safeguarding training delivered by Melhoria
<ul style="list-style-type: none"> • Safeguarding for governance (2 hours) – if unable to attend the Melhoria Education session
Learning pathways. Training delivered via a selection of articles rather than videos that a minimum of 2 ACCs and 2 Trustees must access
<ul style="list-style-type: none"> • Complaints

The schedule for all Trust based governance meetings and centrally delivered training is listed in the tables on the next page. They are written in line with the Trust calendar which has been put together sensitively to reflect the school year and to support a schedule of meetings that supports the well-being of our employees.



Governance Framework (MPTFRA-GOV)

Meeting Schedule for the Autumn Term

	T1 W1 1.9.25	T1 W2 8.9.25	T1 W3 15.9.25	T1 W4 22.9.25	T1 W5 29.9.25	T1 W6 6.10.25	T1 W7 13.10.25	T1 W8 20.10.25
ACC Local Board Meetings		Head to update Risk Register & Strategic Plan	Head to update Risk Register & Strategic Plan	Head to update Risk Register & Strategic Plan		Academy Community Council Meeting 6.10.25		
ACC Trust wide training		ACC CEO Update Briefing 09.09.25 6pm-7pm	Risk Register Training for ACCs 16.09.2025					
Trust Board and Committee Meetings		Quality of Education Committee – Data Meeting (QEC) 11.09/25	Trust Board Away Day Monday 15/9/25 and first Trust Board meeting		Chairs' and Clerks' Network 01.10.25			
Trust Deadlines	Annual Declarations of ALL Mosaic staff	Annual SCR Check – Gemma Goodman	Annual SCR Check – Gemma Goodman	Annual SCR Check – Gemma Goodman TPS audited EOYC			Planned External Audit	Land and Buildings Collection Tool draft for Diocese. Planned External Audit

	T2 W1 3.11.25	T2 W2 10.11.25	T2 W3 17.11.25	T2 W4 24.11.25	T2 W5 1.12.25	T2 W6 8.12.25	T2 W7 15.12.25	
ACC Local Board Meetings	Head to update Risk Register & Strategic Plan			HT Report Prepared		Academy Community Council Meeting w/b 08.12.25		
ACC Trust wide training Centrally Delivered		Trustee and ACC annual safeguarding training Melhoria Education 13.11.2025			Roles and responsibilities of the ACC training – CEO 01.12.25			
Trust Board and Committee Meetings incl. Members		Quality of Education Committee (QEC) 11.11.25	Audit and Risk Committee (ARC) 18.11.25	Finance and Resources Committee (FRC) 25.11.25			Trust Board meeting 16.12.25	
Trust Deadlines			Draft Annual Accounts				Annual Accounts submitted	



Governance Framework (MPTFRA-GOV)

Meeting Schedule for the Spring Term

	T3 W1 5.1.26	T3 W2 12.1.26	T3 W3 19.1.26	T3 W4 26.1.26	T3 W5 2.2.26	T3 W6 9.2.26		
ACC Local Board Meetings	Head to update Risk Register & Strategic Plan							
ACC Trust wide training		ACC CEO update briefing – CEO 12.01.26						
Trust Board and Committee Meetings incl. Members		Members Meeting 13.01.26	Chairs' and Clerks' Network 20.01.26		Quality of Education Committee (QEC) 03.02.26	Audit and Risk Committee (ARC) 10.02.26		
Trust Deadlines	Annual Accounts Return			Internal Audit Plan Finalised Corporation Tax Return				

	T4 W1 23.2.26	T4 W2 2.3.26	T4 W3 9.3.26	T4 W4 16.3.26	T4 W5 23.3.26	T4 W6 30.3.26 (South Glos ONLY)		
ACC Local Board Meetings	HT Report prepared Head to update Risk Register & Strategic Plan	Academy Community Council Meeting w/b 02.03.26						
ACC Trust wide training	ACC Pupil Outcomes – Director of Education and Area Improvement Lead Training 23.02.26				ACC Resources and Finance Training – CFO and CEO 23.03.26			
Trust Board and Committee Meetings incl. Members	Finance and Resources Committee (FRC) 24.02.26		Trust Board Meeting 10.03.26					
Trust Deadlines	School Resource Management Self-Assessment Checklist Capital Spend Plan				Gender Pay Gap report submission			



Governance Framework (MPTFRA-GOV)

Meeting Schedule for the Summer Term

	T5 W1 13.4.26 (Wilts ONLY)	T5 W2 20.4.26	T5 W3 27.4.26	T5 W4 4.5.26	T5 W5 11.5.26	T5 W6 18.5.26		
ACC Local Board Meetings	Head to update Risk Register & Strategic Plan (Wilts)	Head to update Risk Register & Strategic Plan		ACC Training – Inclusion (SEND), Disadvantaged and Behaviour – Inclusion and SEND Lead & AIL 05.05.2025				
ACC Trust wide training		ACC CEO update briefing – CEO 21.04.26						
Trust Board and Committee Meetings incl. Members			Chairs' and Clerks' Joint Network 28.04.26					
Trust Deadlines				Capital Spend Survey		TPS unaudited EOYC Finalised Draft Budget		

	T6 W1 1.6.26	T6 W2 8.6.26	T6 W3 15.6.26	T6 W4 22.6.26	T6 W5 29.6.26	T6 W6 6.7.26	T6 W7 13.7.26	T6 W8 20.7.26
ACC Local Board Meetings	Head to update Risk Register & Strategic Plan			HT Report Prepared		Academy Community Council Meeting w/b 06.07.26		
ACC Trust wide training		ACC Estates and Health and Safety Training – Estates and Sustainability Manager 10.06.26			ACC Compliance Training – Governance Professional and Compliance Officer 02.07.26			
Trust Board and Committee Meetings incl. Members			Audit and Risk Committee (ARC) 16.06.26	Quality of Education Committee (QEC) 23.06.26	Finance and Resources Committee (FRC) 30.06.26	Members Meeting 06.07.2026	Trust Board Meeting 14.07.26	
Trust Deadlines				Final Budget Submission			Submit BFR	



Governance Framework (MPTFRA-GOV)

8.0 MPT Centrally delivered training programme overview

Course	Date	Time	Audience
ACC CEO Update Briefing	09 September 2025 12 January 2026 21 April 2026	6-7pm Teams	Academy Community Councillors
The briefing will be delivered by the CEO with support from the Director of Education and the Chief Finance Officer. It will cover strategic Trust information, national changes including updates in areas such as the Ofsted Inspection Framework etc...			
MPT Risk Register Training for ACCs	16 September 2025	6-7.30pm Teams	Academy Community Councillors
This would cover the rationale and thinking behind risk registers, their importance in terms of high-level risks, how they dovetail at school level into the Trust Risk Register and what you would expect to see over the course of the year. It will cover the importance of transparency and openness, where some risks may need to be tolerated whereas others will need to be mitigated. The registers will form a part of the ACC meeting and are important in providing ACCs with a high-level overview of the school of which there should be focused discussion in the context of the ACC meetings. Understanding the higher risks or new risks is critical to the effectiveness of the Local Board.			
MPT ACC & Trustees Safeguarding Training with Melhoria Education	13 November 2025	6-7.30pm Teams	Academy Community Councillors and Trustees
This course focuses on the roles and responsibilities of the Trust and ACC Boards and the Safeguarding Link Councillor roles in supporting them to execute their roles to meet the 3 core strategic functions and statutory responsibilities in relation to Safeguarding. It will provide an opportunity to reflect upon current governance practices and explore strategies for effective strategic systems and processes for Trustees and ACCs to hold leaders to account for the effectiveness of Safeguarding to meet Ofsted expectations. The training will support ACCs and Trustees in understanding what challenging questions look like to hold leaders to account, how to plan for effective Safeguarding monitoring visits and strategies for writing effective Councillor visits reports for the Board. The course will look at how ACC's and Trustees use Safeguarding information from the school and documentation effectively. It will help them gain a more in depth understanding of the effectiveness of Safeguarding in the school. This course complements the DSL Safeguarding training course designed for school DSLs and Deputy DSLs by providing ACC's and Trustees with a practical way forward to execute their role to hold the school to account for the effectiveness of Safeguarding and the impact this is having on keeping children safe in education. It will provide an opportunity to reflect on the impact of your own work as Trustees and ACCs enabling you to evaluate how governance promotes a culture of safeguarding within the school to keep children safe.			
ACC Roles and Responsibilities	1 December 2025	6-7.30pm Teams	Academy Community Councillors
This course provides an introduction to the key roles and responsibilities of the ACCs to ensure effective governance including monitoring. We will explore this through the 3 core strategic functions. We will look at the process of governance, the overall role and responsibility of the ACC focusing on the strategic work of the Board, how councillors challenge and support the school by being a 'critical friend' holding the school to account in			



Governance Framework (MPTFRA-GOV)

<p>a systematic and robust way and then consider how the Board demonstrates its accountability to the trust, its stakeholders and itself. It will cover a key component of governance which is monitoring and how best this can support school leaders and provide ACCs with an understanding of how the school operates on the ground.</p>			
<p>Pupil Outcomes: The role of the ACC in holding leaders to account in a changing landscape of data.</p>	<p>23 February 2026</p>	<p>6-7.30pm Teams</p>	<p>Academy Community Councillors</p>
<p>This training session will focus on supporting ACCs to understand the published data and how to use this high-level information effectively to hold leaders to account for the children's outcomes. It will provide an opportunity for ACCs to consider any risks to different groups of children not meeting age related expectations in any year group. It will also cover how the ACC hold leaders to account for addressing any identified risks. It will focus on the school and trusts documentation to enable them to hold leaders to account for the progress towards the school priorities.</p>			
<p>Resources – Trust finances and how they work and understanding at an ACC level how we challenge and support leaders use of Resources to support outcomes</p>	<p>23 March 2026</p>	<p>6-7.30pm Teams</p>	<p>Academy Community Councillors</p>
<p>This course will enable ACCs to develop an increased understanding of the role of the MPT in strategically managing and setting budgets within the trust to meet the ESFA requirements. The focus of the session will be on how ACC's hold leaders to account for the impact of spend to ensure the use of the resources are improving the outcomes for the children.</p>			
<p>ACC Training – Inclusion (SEND), Disadvantaged and Behaviour – Inclusion and SEND Lead and Area Improvement Lead</p>	<p>5 May 2026</p>	<p>6-7.30pm Teams</p>	<p>Academy Community Councillors/SEND Link Councillor</p>
<p>This course is designed to help ACCs understand their strategic role in promoting inclusion across the Trust, with a focus on SEND, disadvantaged pupils, and behaviour. It provides an overview of statutory responsibilities and explores how ACCs can support inclusive practice by asking informed questions, interpreting key data, and holding school leaders to account. The training highlights how governance can drive equity and ensure that all pupils, regardless of background or need, are supported to thrive within a safe, respectful, and ambitious school environment.</p>			
<p>ACC Estates and Health and Safety Training – Estates and Sustainability Manager</p>	<p>10 June 2026</p>	<p>6-7.30pm Teams</p>	<p>Academy Community Councillors/ Health and Safety Link Councillor</p>
<p>This course aims to provide an understanding of your role as a health and safety councillor within the context of the MPT, specifically in relation to how to execute your functions to meet your responsibilities and duties. It will provide an introduction to health and safety within the Trust. The key focus will be on how to carry out your duties as a health and safety councillor knowing what questions to ask to hold leaders to account for all aspects of Health and Safety within the school setting.</p>			



Governance Framework (MPTFRA-GOV)

ACC Compliance Training – Governance Professional and Compliance Officer	2 July 2026	6-7.30pm Teams	ACC Clerks/Academy Community Councillors
<p>This course is designed to provide ACCs with a clear understanding of their role in governance and compliance within the context of a Multi-Academy Trust. It offers an introduction to the key responsibilities and duties expected of ACCs, with a focus on how to carry out these functions effectively. The training will equip governors with the knowledge and confidence to ask the right questions, interpret relevant information, and hold school leaders to account across areas such as statutory compliance, safeguarding, data protection, and strategic oversight. The aim is to strengthen governance practice and ensure accountability across the Trust.</p>			

9.0 Governor Hub Knowledge Training Programme

All Governor Hub Knowledge training is available via the portal and provides a description of the training and how to access content.

[GovernorHub](#)

10 Academy Community Council – Annual Meeting Planner and Agendas

	Meeting 1 (Aut 1) 2 Hour Meeting	Meeting 2 (Aut 2) Between 1.5- and 2-Hour Meeting	Meeting 3 (Spr 2) Between 1.5- and 2-Hour Meeting	Meeting 4 (Sum 2) Between 1.5- and 2-Hour Meeting
Standing Items	<p>Welcome and introductions</p> <p>Apologies for absence</p> <p>Declarations of interest (update as appropriate)</p> <p>Approve minutes of the previous meeting and matters arising</p> <p>Agree any other business (to have been agreed in advance with the Chair and Headteacher)</p>			
Procedures	<p>Election of Chair to be approved by the MPT Board and election of the Vice-Chair</p> <p>Adopt the Governor's code of conduct (Nolan Principles for Public Life)</p> <p>Review ACC role in the context of the scheme of delegation</p>	<p>Confirm composition of the Board against the MPT Governance Framework</p>	<p>Discuss succession planning within the ACC including changes to key roles</p>	<p>Discuss performance of the ACC in the context of the academic year</p>



Governance Framework (MPTFRA-GOV)

	Appoint Link ACC roles			
Compliance	<p>Register of interests of relevant business and pecuniary interests (reviewed annually and updated throughout the year as appropriate)</p> <p>Annual declaration to show that key policies and processes have been read and understood.</p>	<p>Confirm website compliance</p> <p>Confirm GIAS is complaint</p> <p>Assurance of SCR compliance</p> <p>Compliance Reporting</p> <p>Confirm annual appraisal for all staff completed</p>	<p>Confirm website compliance</p> <p>Confirm GIAS is complaint</p> <p>Assurance of SCR compliance</p> <p>Compliance Reporting</p>	<p>Confirm website compliance</p> <p>Confirm GIAS is complaint</p> <p>Assurance of SCR compliance</p> <p>Compliance Reporting</p> <p>Review Section 175 Audit</p>
Review the following published information	Statement on website on PE and Sports Premium Funding	<p>SEND Information Report</p> <p>Pupil Premium Strategy Statement</p>		
<p>Core Business of the meeting</p> <p>Item 5 on the agenda</p>	<p>Discussion of the School Data Dashboard</p> <p>Discussion of the presented School Strategic Plan</p> <p>Discussion of the presented School Risk Register</p> <p>Christian Distinctiveness (CE Schools)</p>	<p>School In-Year Dashboard</p> <p>Headteacher High-Level Summary Report</p> <p>Review of progress against the School Strategic Plan</p> <p>Review of Risk Register</p>	<p>School In-Year Dashboard</p> <p>Headteacher High-Level Summary Report</p> <p>Review of progress against the School Strategic Plan</p> <p>Review of Risk Register</p>	<p>School In-Year Dashboard</p> <p>Headteacher High-Level Summary Report</p> <p>Review of progress against the School Strategic Plan</p> <p>Review of Risk Register</p>
Audits			Set the ACC Skills Audit	Review skills audit and agree on ACC development needs
Surveys		<p>Set Parent and Staff Surveys</p> <p>Share outcomes of Parent and Staff Surveys</p>		
Policies to Adopt that have been approved by the Trust Board	All Trust Policies and Privacy Notices as cascaded to Heads, SBMs, Chairs and Clerks.	All Trust Policies and Privacy Notices as cascaded to Heads, SBMs, Chairs and Clerks.	All Trust Policies and Privacy Notices as cascaded to Heads, SBMs, Chairs and Clerks.	All Trust Policies and Privacy Notices as cascaded to Heads, SBMs, Chairs and Clerks.
Policies to Approve that are at	Accessibility Plan (2027)	School Behaviour Policy (annual) Collective Worship Policy (annual)	First Aid Arrangements (annual)	RSHE Policy (annual)



Governance Framework (MPTFRA-GOV)

school level			Uniform Policy (annual)	
Training and feedback	Share training record of the ACC.	Share training record of the ACC.	Share training record of the ACC.	Share training record of the ACC.
	Feedback from centrally delivered and Governor Hub Knowledge training	Feedback from centrally delivered and Governor Hub Knowledge training	Feedback from centrally delivered and Governor Hub Knowledge training	Feedback from centrally delivered and Governor Hub Knowledge training
		Link ACC feedback	Link ACC feedback	Link ACC feedback

Autumn 1 ACC Agenda

No.	Time mins	Agenda Item	Purpose	Lead	Paper Ref/Link
1	5	Introduction (standing agenda item): 1.1 Opening Prayer/Reflection (CE schools) 1.2 Welcome and meeting protocol 1.3 Apologies 1.4 Declarations of Interest 1.5 Any other business (<i>which is required to be submitted to the Clerk/Chair and CEO at least 48 hours in advance</i>)	Discussion	Clerk	n/a
2	15	2.1 Election of Chair to be approved by the MPT Board and election of the Vice-Chair 2.2: Approve minutes of the last ACC meeting: 2.3: Review ACC meeting action log and update on actions from the previous meeting. 2.4 Adopt the Governor's code of conduct (Nolan Principles for Public Life)	Decision and Approval Approval Discussion Approval	Chair	2.2 2.3



Governance Framework (MPTFRA-GOV)

		<p>2.5 Review ACC role in the context of the scheme of delegation</p> <p>2.6 Appoint Link ACC roles</p>	<p>Discussion</p> <p>Decision and Approval</p>		
3	10	<p>3.1 Register of interests of relevant business and pecuniary interests (reviewed annually and updated throughout the year as appropriate)</p> <p>3.2 Annual declaration to show that key policies and processes have been read and understood. (See key policy guide for ACCs)</p>	<p>Declaration</p> <p>Confirmation</p>	Chair	n/a
4	10	<p>4.1 Review the statement on website on PE and Sports Premium Funding (<i>questions required to be submitted to the Clerk/Chair and Head at least 48 hours in advance</i>)</p>	<p>Discussion (if appropriate)</p>	Headteacher	4.1
5	60	<p>5.1 Discussion of the School Data Dashboard</p> <p>5.2 Discussion of the presented School Strategic Plan</p> <p>5.3 Discussion of the presented School Risk Register</p> <p>5.4 Christian Distinctiveness (CE Schools)</p> <p><i>(questions required to be submitted to the Clerk/Chair and Head at least 48 hours in advance for this section)</i></p>	<p>Discussion</p>	Headteacher	<p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p>
6	5	<p>6.1 Adopt Trust Policies</p>	<p>Information</p>	Chair	6.1
7	10	<p>7.1 Share training programme for the ACC</p>	<p>Discussion</p> <p>Discussion</p>	<p>Clerk</p> <p>All</p>	7.1



Governance Framework (MPTFRA-GOV)

		7.2 Feedback from centrally delivered and Governor Hub Knowledge training			
8	5	8.1 Any other business 8.2 2-3 key areas that the ACC will focus on the next term with school leaders 8.3 Closing Prayer/Reflection	Discussion Discussion	Chair Chair/Clerk	n/a

Autumn 2 ACC Agenda

No.	Time mins	Agenda Item	Purpose	Lead	Paper Ref/Link
1	5	Introduction (standing agenda item): 1.1 Opening Prayer/Reflection (CE schools) 1.2 Welcome and meeting protocol 1.3 Apologies 1.4 Declarations of Interest 1.5 Any other business (<i>which is required to be submitted to the Clerk/Chair and CEO at least 48 hours in advance</i>)	Discussion	Chair	n/a
2	15	Minutes (standing agenda item): 2.1: Approve minutes of the last ACC meeting: [date] 2.2: Review ACC meeting action log and update on actions from the previous meeting: [date]	Approval Discussion	Chair	2.1 2.2



Governance Framework (MPTFRA-GOV)

3	10	3.1 Confirm composition of the Board against the MPT Governance Framework (<i>Share confirmed composition with the MPT Governance and Compliance Professional – highlighting any gaps</i>)	Discussion and Confirmation	Chair/Clerk	n/a
4	10	4.1 Confirm website compliance 4.2 Confirm GIAS is complaint 4.3 Assurance of Safeguarding Compliance inc. SCR compliance 4.4 Compliance Reporting 4.5 Confirm annual appraisal for all staff completed 4.6 SEND Information Report 4.7 Pupil Premium Strategy Statement	Confirmation Confirmation Confirmation Confirmation Confirmation Discussion Discussion	Chair Clerk/ Head	4.6 4.7
5	40-60	5.1 School In-Year Dashboard 5.2 Headteacher High-Level Summary Report incl. Christian Distinctiveness (CE Schools) 5.3 Review of progress against the School Strategic Plan 5.4 Review of Risk Register <i>(questions required to be submitted to the Clerk/Chair and Head at least 48 hours in advance for this section)</i>	Discussion	Headteacher	5.1 5.2 5.3 5.4
6	5	6.1 Adopt Trust Policies 6.2 Approve School based policies: School Behaviour Policy (annual) Collective Worship Policy (annual)	Information Discussion and Approval	Chair	6.1 6.2



Governance Framework (MPTFRA-GOV)

7	10	7.1 Feedback from centrally delivered and Governor Hub Knowledge training	Discussion	All	7.1
		7.2 Set Parent and Staff Surveys (if appropriate)	Discussion and Decision		7.2
		7.3 Share outcomes of Parent and Staff Surveys (if appropriate)	Discussion		7.3
8	5	8.1 Any other business	Discussion	Chair	n/a
		8.2 2-3 key areas that the ACC will focus on the next term with school leaders	Discussion	Chair/Clerk	
		8.3 Closing Prayer/Reflection			

Spring 2 ACC Agenda

No.	Time mins	Agenda Item	Purpose	Lead	Paper Ref/Link
1	5	1.1 Opening Prayer/Reflection (CE schools) 1.2 Welcome and meeting protocol 1.3 Apologies 1.4 Declarations of Interest 1.5 Any other business (<i>which is required to be submitted to the Clerk/Chair and CEO at least 48 hours in advance</i>)	Discussion	Chair	n/a
2	15	Minutes (standing agenda item): 2.1: Approve minutes of the last ACC meeting: [date] 2.2: Review ACC meeting action log and update on actions from the previous meeting: [date]	Approval Discussion	Chair	2.1 2.2



Governance Framework (MPTFRA-GOV)

3	10	3.1 Discuss succession planning within the ACC including changes to key roles	Discussion	Chair	n/a
4	10	4.1 Confirm website compliance 4.2 Confirm GIAS is complaint 4.3 Assurance of Safeguarding Compliance inc. SCR compliance 4.4 Compliance Reporting	Confirmation Confirmation Confirmation Confirmation	Chair Clerk/ Head	
5	40-60	5.1 School In-Year Dashboard 5.2 Headteacher High-Level Summary Report incl. Christian Distinctiveness (CE Schools) 5.3 Review of progress against the School Strategic Plan 5.4 Review of Risk Register <i>(questions required to be submitted to the Clerk/Chair and Head at least 48 hours in advance for this section)</i>	Discussion	Headteacher	5.1 5.2 5.3 5.4
6	5	6.1 Adopt Trust Policies 6.2 Approve School based policies: First Aid Arrangements (annual) Uniform Policy (annual)	Information Discussion and Approval	Chair	6.1 6.2
7	10	7.1 Feedback from centrally delivered and Governor Hub Knowledge training 7.2 Set Parent and Staff Surveys (if appropriate) 7.3 Share outcomes of Parent and Staff Surveys (if appropriate) 7.4 Set the ACC Skills Audit	Discussion Discussion and Decision Discussion Discussion	All	7.1 7.2 7.3 7.4



Governance Framework (MPTFRA-GOV)

8	5	8.1 Any other business 8.2 2-3 key areas that the ACC will focus on the next term with school leaders 8.3 Closing Prayer/Reflection	Discussion Discussion	Chair Chair/Clerk	n/a
---	---	---	------------------------------	--------------------------	-----

Summer 2 ACC Agenda

No.	Time mins	Agenda Item	Purpose	Lead	Paper Ref/Link
1	5	Introduction (standing agenda item): 1.1 Opening Prayer/Reflection (CE schools) 1.2 Welcome and meeting protocol 1.3 Apologies 1.4 Declarations of Interest 1.5 Any other business (<i>which is required to be submitted to the Clerk/Chair and CEO at least 48 hours in advance</i>)	Discussion	Chair	n/a
2	15	Minutes (standing agenda item): 2.1: Approve minutes of the last ACC meeting: [date] 2.2: Review ACC meeting action log and update on actions from the previous meeting: [date]	Approval Discussion	Chair	2.1 2.2
3	10	3.1 Discuss performance of the ACC in the context of the academic year	Discussion	Chair	n/a
4	10-15	4.1 Confirm website compliance	Confirmation	Chair Clerk/	



Governance Framework (MPTFRA-GOV)

		<p>4.2 Confirm GIAS is complaint</p> <p>4.3 Assurance of Safeguarding Compliance inc. SCR compliance</p> <p>4.4 Compliance Reporting</p> <p>4.5 Review Section 175 Audit</p>	<p>Confirmation</p> <p>Confirmation</p> <p>Confirmation</p> <p>Discussion</p>	<p>Head</p>	<p>4.5</p>
5	40-60	<p>5.1 School In-Year Dashboard</p> <p>5.2 Headteacher High-Level Summary Report incl. Christian Distinctiveness (CE Schools)</p> <p>5.3 Review of progress against the School Strategic Plan</p> <p>5.4 Review of Risk Register</p> <p><i>(questions required to be submitted to the Clerk/Chair and Head at least 48 hours in advance for this section)</i></p>	<p>Discussion</p>	<p>Headteacher</p>	<p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p>
6	5	<p>6.1 Adopt Trust Policies</p> <p>6.2 Approve School based policies:</p> <p>RSHE Policy (annual)</p>	<p>Information</p> <p>Discussion and Approval</p>	<p>Chair</p>	<p>6.1</p> <p>6.2</p>
7	10-20	<p>7.1 Feedback from centrally delivered and Governor Hub Knowledge training</p> <p>7.2 Set Parent and Staff Surveys (if appropriate)</p> <p>7.3 Share outcomes of Parent and Staff Surveys (if appropriate)</p> <p>7.4 Review skills audit and agree on ACC development needs</p>	<p>Discussion</p> <p>Discussion and Decision</p> <p>Discussion</p> <p>Discussion</p>	<p>All</p>	<p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p>
8	5	<p>8.1 Any other business</p>	<p>Discussion</p> <p>Discussion</p>	<p>Chair</p> <p>Chair/Clerk</p>	<p>n/a</p>



Governance Framework (MPTFRA-GOV)

		8.2 2-3 key areas that the ACC will focus on the next term with school leaders 8.3 Closing Prayer/Reflection			
--	--	---	--	--	--

11.0 MPT Governance Evaluation, Reporting and Planning

The next section of this document sets out how the Mosaic Partnership Trust evaluates, reports and plans at the different levels within the organisation. It aims to set out a clear overview of what happens and when and how different processes link together to support effective governance.

This document draws from a range of sources to ensure that as a Trust we follow best practice including but not limited to:

- [Commissioning High-Quality Trusts \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Annex A - Trust Quality Descriptions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Annex B – Trust Quality Evidence \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Academy trust risk management - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Academy trust governance guide - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- Being the CEO Report 2023 – Forum Strategy (Available to Members only)
- [Good practice guide: Good practice in annual reporting February 2024 \(nao.org.uk\)](https://nao.org.uk)
- [A School's Guide to Implementation guidance report | Education Endowment Foundation \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net)
- [Editable implementation plan template | Education Endowment Foundation \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net)
- DNA of Trust-led school improvement – CST
- Guide to using conceptual model – CST

Key evaluation, reporting and planning documents

Name of Document	Type of Document	Level for Document	Shared/presented
Annual Report to Members	Report	Members	Spring Term
Summary Report to Members	Report	Members	Summer Term
Trust Strategic Plan	Plan	Trustees	September December March July
CEO Report to Trustees	Report	Trustees	September December March July
CFO Report to Trustees	Report	Trustees	September December March July
Trust Risk Register	Register	Trustees	September



Governance Framework (MPTFRA-GOV)

			December March July
Quality of Education Reports and Data Dashboard	Report Data	Trustees (Sub-Committee)	November February June
Audit and Risk Reports and Data Dashboard	Report Data	Trustees (Sub-Committee)	November February June
Finance and Resources Report and Management Accounts	Report Accounts	Trustees (Sub-Committee)	November March June
Head Teacher High-Level Report	Report	ACCs	December March July
School Strategic Plan	Plan	ACCs	September December March July
School Risk Register	Report	ACCs	September December March July
Annual Data Dashboard	Report	ACCs	September
In-Year Data Dashboard: <i>Context, Attendance, Behaviour, staffing and safeguarding</i>	Dashboard	ACCs	December March July

Trust and School Strategic Plans

The Trust Strategic Plan will cover the following 5 areas that align with the Trust Quality Evidence Descriptions and are as follows:

- High Quality and Inclusive Education
- School Improvement
- Workforce
- Finance and Operations (Resources)
- Governance and Leadership

The Trust Strategic Plan will follow the guidance as set out in the EEF guide to implementation and will also include milestones:

Problem (why?)	Intervention description (what?)	Implementation Strategies (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
----------------	----------------------------------	----------------------------------	-------------------------------------	--------------------------

At school level, the school strategic plan will cover the first two areas of the Quality Evidence Descriptions which are as follows:

- High Quality and Inclusive Education
- School Improvement



Governance Framework (MPTFRA-GOV)

The School Strategic Plan will follow the guidance as set out in the EEF guide to implementation and will also include milestones:

Problem (why?)	Intervention description (what?)	Implementation Strategies (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
----------------	----------------------------------	----------------------------------	-------------------------------------	--------------------------

Trust and ACC Risk Registers

Risk registers are in place at Trust level but also at school level.

The CEO, CFO and Director of Education keep the Trust Risk Register under monthly review in the light of changing circumstances that covers Risk Areas 1-5 from the Quality Evidence Descriptions. Each school has its own School Risk Register based on the same model. The Risk Register is reviewed termly (small term) by the Headteacher and their Senior Leadership Team alongside the CEO who tracks movement, new risks and high-level risks. A sample of risk registers from schools is reviewed by ARC and there is a risk tracker which looks at common risks across the Trust as an organisation.

Risk Area	Code
1. High Quality and Inclusive Education:	
Quality of Education including curriculum	QE
School Context	SC
Behaviour, Attitudes and Attendance	BA
Safeguarding	SA
Community	CO
2. School Improvement:	
Pupil Outcomes	PO
3. Workforce:	
Personnel	PE
4. Finance and Operations (Resources):	
Finance	FI
Central Services	CS
Resources	RS
Estate, including Health and Safety	ES
5. Governance and Leadership:	
Leadership and Management	LM
Governance	GO



Governance Framework (MPTFRA-GOV)

The format for both the Trust and ACC Risk Register is as follows with details of how to complete the document at the start of each Risk Register.

Risk No.	Risk Area	Risk Description	Risk Consequence	Risk Score	Risk Resp.	Controls and Mitigation	Lead Person	Movement
----------	-----------	------------------	------------------	------------	------------	-------------------------	-------------	----------

CEO, CFO, DOE and Headteacher Reports

Overview

The Trust follows the NAO principles in terms of effective reporting.

- Supporting accountability
- Transparency
- Accessibility
- Understandable

All reports are intended to be:

- High-level
- Succinct
- Honest

The reports all follow the same process which is simple and aligns with the Forum Strategy recommended format that focuses on:

What is going well? How do you know?	What is not going well? How do you know?	What am I prioritising?
---	---	--------------------------------

CEO Reporting

The CEO video report and written summary to Trustees will be based on the Trust Quality Evidence Descriptions:

- High Quality and Inclusive Education
- School Improvement
- Workforce
- Finance and Operations
- Governance and Leadership

CFO and DOE Reporting

The CFO report and DOE of reports will be bespoke, but will also follow the same process as outlined above in terms of:

What is going well? How do you know?	What is not going well? How do you know?	What am I prioritising?
---	---	--------------------------------

Heads Reporting

At ACC level, Heads will complete a high-level summary report that should be read in conjunction with the relevant data report (centrally produced), school strategic plan and school risk register. They will follow the same process as outlined above in terms of:

What is going well? How do you know?	What is not going well? How do you know?	What am I prioritising?
---	---	--------------------------------



Governance Framework (MPTFRA-GOV)

ACC meetings should focus their time and discussions around Item 5 of the agenda. It is taken that all reports and information have been read in advance of the meeting to allow for professional discussion take place. The purpose of the meeting is to add value to the school leadership and should be less about the Head proving but more about a dialogue that focuses on areas where objective input from ACCs can support the school and the Head in their thinking. Areas to home in on should include progress in against the education priorities and addressing high, moving or new risks, discussions should be strategic and not operational.

12.0 Annual Ongoing tasks for ACCs

- Review and approve policies in accordance with the policy review cycle
- Receive the Headteacher report of progress against strategic priorities and the development plan
- Ensure Getting Information About Schools (GIAS) and academy/trust websites are up to date with required information relating to governance and trust staff
- Approve and retain Academy Community Council meeting minutes and share with the Trust Governance Professional and Compliance Officer
- Ensure that the register of pecuniary interests is maintained and kept up to date at all times and published on school website
- Appoint ACC Members to link roles as defined in the schedule below
- Conduct ACC visits in line with the agreed schedule
- Monitor Academy Community Council Membership – ends of term of office and vacancies

13.0 Link Academy Community Councillors

Monitoring visits provide Academy Community Councils with essential information about how the Trust strategy is being implemented and how issues discussed at Council level translate into the everyday life of the school. Visiting school on a planned, regular basis allows ACC Members and Trustees to:

- better understand their school's strengths and areas for development
- determine if agreed local plans and procedures are working in practice
- identify how resources are being used
- show staff and pupils that they are interested in school life, work and achievements
- experience the culture and ethos of the school

School visits can cover several activities, such as:

- meeting staff with leadership responsibility for specific areas, such as safeguarding, curriculum or SEND
- talking to staff and pupils
- seeing examples of pupil work

In many cases, school visits are carried out by a link ACC Member or Trustee given responsibility for monitoring a strategic priority or area of compliance.

Mosaic Partnership Trust Link Academy Community Councillors

The following are determined by the Trust as link governor/councillor roles which will require at least 3 visits to be scheduled per year. Link ACC Members will receive training from the Mosaic Partnership Trust in order to fulfil their roles:

- Safeguarding
- SEND and Inclusion



Governance Framework (MPTFRA-GOV)

- Health and Safety
- Christian Distinctiveness (CE Schools)

14.0 ACC Monitoring Visits

ACC visits are essential for ACCs to be able to carry out their role effectively. All visits should be conducted in line with the Trust Principles of integrity, innovation, partnership, equality, diversity, inclusion and belonging

ACCs have a statutory responsibility to monitor the school's effectiveness across a variety of areas. These visits allow them to 'see the school in action' and monitor whether policies are being implemented, and the progress and impact of the school strategic plan intended to deliver school improvement priorities.

ACC monitoring visits should be:

- In line with the School Strategic Plan and Mosaic Principles
- For an identified purpose linked to the ACC's responsibilities, such as safeguarding
- Pre-arranged with the headteacher or executive headteacher.

Individual Members of the ACC do not have an automatic right to enter the school whenever they wish and that 'It is not the ACC's role to assess teaching and learning or to have operational involvement in the day-to-day running of the school.'

ACC visits serve several key purposes:

- **Monitoring and evaluation:** Ensure the school's policies and practices are aligned with the strategic priorities set out in the school Strategic Plan.
- **Understanding school context:** Gain a better understanding of the school's challenges, strengths, and needs in the context of the Trust
- **Provide assurance** that the Trust's strategies and priorities are being implemented effectively.
- **Building relationships:** Foster positive relationships between ACC Members, staff, and the school community.

ACC visits can take various forms, depending on the purpose. There may be:

- **Focused visits:** Looking into specific areas such as safeguarding, Special Educational Needs and Disabilities (SEND), disadvantaged learners, etc. Visits must align with the Trust priorities or the link ACC role.
- **Discussions with stakeholders** with a clear purpose based on the School Strategic Plan and education priorities.

ACC with link roles, such as safeguarding or SEND, must be able to carry out their responsibilities effectively.

An annual monitoring schedule linked to the School Strategic Plan is essential for ensuring that all key areas are systematically monitored and that responsibilities are distributed effectively across the ACC. This structured approach helps to ensure comprehensive oversight, prevents duplication of effort, and ensures that no critical area is overlooked. By aligning the schedule with the School Strategic Plan ACC Members can ensure that their visits contribute meaningfully to the Trust's and school's strategic priorities and goals.

Having an annual schedule also assists the headteacher in coordinating ACC visits with other senior leadership team (SLT) monitoring activities, minimising disruptions and balancing



Governance Framework (MPTFRA-GOV)

school operations. It allows the Headteacher to plan in advance, taking account of the Annual Trust Calendar and ensuring that key staff Members are available and prepared for focused visits. This kind of planning helps align ACC visits with ongoing school initiatives, providing more cohesive support to the school community. The Trust advises the following in terms of monitoring visit expectations:

Link ACC	Visits schedule for the year
<ul style="list-style-type: none"> • Safeguarding • SEND and Inclusion • Health and Safety 	Once every other term (3 per year)
Other monitoring roles	Visit schedule for the year
<ul style="list-style-type: none"> • School Strategic Plan Priorities (No more than 4) • Christian Distinctiveness (CE Schools) 	Twice in an academic year

If a pre-booked visit schedule is not in place, then ACCs must make sure that they liaise with the headteacher to arrange a convenient time to visit. Each visit should have a clearly defined purpose to ensure that both the ACC Member and staff Members have aligned expectations, which helps to make the visit focused and purposeful.

Preparation is key to a successful visit and must at all times be conducted in line with the Trust Principles. ACCs should:

- Familiarise themselves with the relevant school policies, previous visit reports, the School Strategic Plan and any other relevant information;
- Prepare questions in advance that are aligned with the visit's focus;
- Align the visit with the roles above, ensuring that the visit contributes to monitoring progress in these key areas.

ACCs should visit the school with a focus on the chosen theme without interfering in the daily running of the school and accordingly should:

- Arrive on time and wear their ACC (or visitor) badge;
- Be prepared to discuss the purpose of their visit;
- Discuss how the school is implementing plans and approaches and how they are working in practice;
- Observe how the school is delivering School Strategic priorities and/or compliance and the impact of these;
- Have the opportunity to gather the views of pupils and staff where appropriate;
- ACCs should listen actively, observe, and be mindful of the tone and intent of their questions. Avoid leading questions or those that imply criticism;
- Be respectful of the school environment and maintain confidentiality;
- Report any safeguarding concerns to the Designated Safeguarding Lead (DSL).

ACCs should not:

- Pass comment on classroom practice, judge the quality of teaching or make evaluative statements;
- Interfere with the day-to-day running of the school;



Governance Framework (MPTFRA-GOV)

- Behave in a manner that would make staff feel that they are there to inspect;
- Pursue a personal agenda or seek to take advantage of their position.

The ACC should follow the visit form template shared in Appendix A.

15.0 Clerking Overview

Roles and responsibilities

The Clerk's role differs within the Mosaic Partnership Trust and this is because some clerks have their clerking role included within a job role within a school, some may have another role within the school, with clerking then delivered through a separate contract, for other clerks they may purely perform a clerking function for a school or number of schools and have no additional roles or responsibilities.

Precise duties will be set out in the job description and person specification which the school will have provided the clerk with, but the core functions are as follows:

Meetings:

- Uphold the Principles of the Mosaic Partnership Trust;
- Convene meetings;
- Circulate agendas and minutes;
- Take the minutes;
- Record attendance;
- Check Quorum before allowing the meeting to proceed;
- Record apologies received and the ACCs decision regarding acceptance;
- Record declarations of interest and the annual Statutory Declarations;
- Report changes to the ACC Membership;
- Record actions agreed;
- Record instances of ACC discussion around successes, challenges and priorities.

ACC Membership:

- Maintain and monitor the ACC Membership list including the names, contact details, category and terms of office of individual ACCs;
- Monitor absences to inform the ACC of possible automatic disqualifications;
- Monitor terms of office and support the Chair of the ACC to ensure elections and appointments can be organised in a timely manner;
- Assist the Chair of ACC in the election of Parent and Staff ACC if required;
- Ensure that new ACC Members are inducted as per ACC induction (See below);
- Ensure any changes to ACC Membership are communicated to the Trust Governance Professional and Compliance Officer and that any Membership changes or resignations are also conveyed to the appropriate appointing bodies in a timely fashion in the case of Church of England schools.

Advice and Information:

- Advise the ACC on procedural issues;
- Provide advice regarding which statutory policies are required;
- Maintain records of any ACC correspondence;
- Ensure a register of pecuniary and business interests is signed annually by the ACCs. You should have a copy of the up-to-date register at the meeting.



Governance Framework (MPTFRA-GOV)

MPT **suggested** clerking hours (to be agreed at a local level between the Clerk, Chair, the Headteacher and the Governance Professional & Compliance Officer at the start of the Autumn Term)

Task	Suggested Number of Hours	Total
ACC Meeting: <ul style="list-style-type: none"> - Collating and sending paperwork - Managing and distributing questions in advance of the meeting - minuting the meeting - completing the minutes and action log 	4-6 hours per meeting x 4	16-24
Statutory duties / other tasks including governor queries & emails, distributing information and maintaining records	4-6 hours per term x 6	24-36
Attendance at Clerks and Chairs Network Meetings	2 hours per meeting x 3	6
Attendance at informal Network with Governance Professional and Compliance Officer	1 hour per meeting x 3	3
Training, development and research	6 hours per annum	6
Total		55-75

In addition, clerks may be asked to support the following additional activities of which the number of hours is agreed in advance with the Chair and Headteacher. Some of these activities are not performed by the clerk, **so is a local decision**:

- Clerking for hearings and/or appeals and/or supporting parent/staff elections;
- Maintaining the website;
- Clerking additional meetings as requested by the Trust e.g. HT Recruitment;
- Other tasks not listed above in agreement with the Chair/Headteacher.

16.0 ACC Induction

The Mosaic Partnership Trust believes it is essential that all new ACC Members receive a comprehensive induction covering a range of areas. We are fully committed to ensuring new ACCs are given the necessary support to fulfil their role with confidence. The process is considered an important investment leading to more effective governance and aiding ACC retention. The new governor induction process will be co-ordinated by the Chair of the ACC, along with Headteacher and includes the following aspects:

- An opportunity to read through the MPT Governance Framework as the Trust's overarching guide to governance and the Delegated Authority Framework (Scheme of Delegation);
- A welcome to the ACC and an opportunity to meet other ACC Members;
- The opportunity to the school/s with a Member of Senior Leadership Team to meet staff and children, and to experience their atmosphere and to understand the Trust's principles and the school's vision;
- An explanation of the role and responsibilities of ACC, and of how the ACC works;
- Sharing the Trust Statutory Policies;
- Sharing the School Strategic Plan and Risk Register;



Governance Framework (MPTFRA-GOV)

- Being given background material on the school and the Trust and its current priorities and challenges;
- The opportunity to ask questions about their role and the school/s;
- The opportunity to meet informally with an existing ACC Member who will act as their mentor. The mentor to help and support the new ACC Member before and after their first meeting as appropriate;
- Completion of a DBS check;
- Set up with a school email and access to Governor Hub Knowledge;
- Discussion on agreed communication protocols;
- Seeking feedback from new ACC so induction procedures at school level can be refined in conjunction with the Trust.

17.0 Recruitment and Retention of Trustees and ACCs

Being a school ACC or a Trust Trustee is a challenging but hugely rewarding role. It will give you the chance to make a real difference to young people, give something back to your local community and use and develop your skills in a Board-level environment.

Schools need ACCs that have a balance and diversity of knowledge, skills and experience to enable it to be effective.

Anyone aged 18 or over can be an ACC or Trustee (but there are some exceptions). There is no requirement for you to have an understanding of the education system, just the necessary skills, character and time to contribute. Schools and Trusts need and benefit from a range of professional knowledge on their Community Council including education, finance, human resources, legal, marketing and public relations, property and estates management, and organisational change.

This video by the NGA provides information on the role of ACC Members and Trustees: https://youtu.be/mRqJ_bFipHk

We would love to hear from you or people that you know that are interested in making a difference for the children in our schools. The Mosaic Partnership Trust is keen to expand the governance teams and encourage volunteers from diverse backgrounds to build on our inclusive culture and represent the communities we serve. We welcome applications from everyone.

Board of Trustees

Trustees are both company directors and charity Trustees as academies have the legal status of both company and charitable trust.

Because Trustees are directors under company and charity law, Trustees have legal responsibilities that ACCs of maintained schools do not. With no local authority to answer to, if anything goes wrong, the multi academy trust is accountable. The Board of Trustees manages the business of the multi academy trust and may exercise all the powers of the trust in compliance with its charitable objects, company and charity law.

The core functions of their role are ensuring clarity of vision, principles, ethos and strategic direction and culture; holding executive leaders to account for the educational and financial performance of a charitable company funded by the public money.



Governance Framework (MPTFRA-GOV)

In 2025-2026 we have one or two vacancies on our Board of Trustees for professionals with strong skills and understanding of the Estates, Property and Health and Safety Sector alongside the personnel from the Corporate HR sector.

Academy Community Councils

The purpose of the Academy Community Council is to ensure that they provide local direction for the school within the Framework of the Mosaic Partnership Trust governance structure. The delegated responsibilities of the Academy Community Council are laid out in detail within the trust's Delegated Authority Framework.

We are always interested to talk with anyone interested in joining our school-based ACCs. No special qualifications are needed, and the most important thing is to have a keen interest in the school and be prepared to play an active part in the local ACC's work. However, we would particularly welcome the following skills or interests:

- Someone willing to uphold and support the Trust Principles (pre-requisite)
- Understanding of the current education policy and curriculum requirements
- Knowledge of child welfare / safeguarding / special educational needs
- Understanding of the community and engaging stakeholders

For applications to become a Co-opted or Foundation ACC Member, the form in Appendix B.2 will require completion. For the appointment of Foundation ACC Members, please liaise directly with both the Diocese of Bristol and Gemma Goodman, the MPT Governance Professional and Compliance Officer who will provide further details around the process involved for this role.

Incorporated into Appendix B are the processes and templates for the recruitment of parent and staff ACC Members, before Appendix B.2 are the processes for parent/carer and staff appointments (Appendix B), alongside this are template letters B.1 and B.3.

If you wish to enquire about any Trustee or ACC vacancies or would like to signpost someone as a potential Trustee or ACC Member who may be interested please contact Gemma Goodman Gemma.Goodman3@mosaicpt.org.uk the Governance Professional and Compliance Officer for the Trust.

18.0 MPT Parent and Staff Surveys

As a Trust we have standard staff and parent surveys produced online using MS forms, the templates for these are available in Appendix C. Surveys are to be completed annually between December and June with the outcomes shared with the Governance Professional and Compliance Officer.



Governance Framework (MPTFRA-GOV)

Appendix A: Trustee and ACC Monitoring Form

Name and role of Trustee/ACC Member		
Role below if link Trustee/ACC Member		
Name of school or state if Trust central		
Name/s of Trust staff Member/s that form part of the visit		
Date of visit		
School Strategic Plan linked visit	Yes	No
Link ACC visit (E.g. SEND)	Yes	No
Strategic Focus	<i>Ensure you focus on this agreed reason for the visit</i>	
Questions	<i>To help prepare you may wish to note specific questions you want to ask based on the School Strategic Plan or from information pertinent to the link role. There may be points to follow up on from a previous visit. Share these questions with the staff Member you are visiting in advance.</i>	
Summary of monitoring activities	<i>What have you covered during your monitoring, what have you seen and who have you spoken to?</i>	
Evaluation of visit	<i>Include specific evidence that demonstrates the intent of what you are monitoring; how it is being implemented and the impact and how it is measured. Where a positive impact has not been made yet, note down why that is and what steps are being taken to make progress.</i>	
Comment on the visit in the context of the Trust Principles (Integrity, Innovation, Partnership, Equality, Diversity, Inclusion and Belonging)	<i>The Trust principles can be evident in many forms, please note how the principles were evident in your visit.</i>	
Discussion points as a result of the visit (no more than two)	<i>High-level points only.</i>	



Governance Framework (MPTFRA-GOV)

Appendix B: Recruitment of parent and staff ACC

Process for MPT parent/carer appointments

Who can stand and vote for parent ACC:

The definition of parent under education law covers:

- all natural parents whether they are married or not;
- any person who has parental responsibility for a child or young person;
- any person who has care of a child or young person, such as lives with and looks after the child.

The school will need to decide who comes within the definition of parent in respect of a particular pupil. Generally, parents include all those with day-to-day responsibility for a child.

Disqualification criteria:

A person is disqualified from election or appointment as a parent ACC of a school if the person:

- is paid to work at the school for more than 500 hours in any twelve consecutive months;
- has information from their DBS check that disqualifies them: Disclosure and Barring Service (DBS) checks in education are vital safeguards ensuring the safety and well-being of children and young people.

Seeking nominations:

The Chair/Headteacher should send a letter to parents inviting applications for the role of parent ACC:

- as soon as a parent of the ACC resigns; or
- at the beginning of the term in which a parent ACC's term of office expires.

See Appendix B.1 for an example letter which includes the standard information you should send to all those eligible to be a parent ACC. You should personalise it as you see fit to attract the right candidates for your school. Personalise the letter to attract the right candidates for your school by listing any skills, experience, or attributes identified by the Academy Community Council through the skills matrix that would strengthen the school's governance within the school.

Send a letter to the registered email addresses. Where a child has more than one person with parental responsibility living at different addresses, the email should be sent to the respective email addresses of the parents.

Parents interested in standing as an ACC **must** complete an MPT School ACC application form Appendix B.2 and be sent a copy of the Governance Framework.

This will ensure that all potential candidates are aware of the current disqualification criteria, and it gives them the opportunity to state:

- How they will uphold the principles of the Trust and vision of the school;
- Their reasons for applying;
- The experience and personal skills they can bring to the role;
- Their understanding of the Governance Framework.

Use this information to form their election statement to go out with the on-line MS Forms ballot paper, if this part of the process is required.



Governance Framework (MPTFRA-GOV)

The closing date for applications should be ten school-working days from the date letters are distributed. The actual closing date and time should be clearly stated in the letter so that parents are aware of the timescale to submit their application form.

Processing applications:

If the number of applications is equal to, or less than the number of vacancies to be filled, a ballot doesn't need to be held. The applicant(s) is automatically elected. The Chair or Headteacher of ACC should notify the successful candidate(s), as soon as possible after the closing date. They should then complete the relevant section on the school ACC application form(s) to confirm they have elected the candidate(s) and checked their identity. The Chair/Headteacher should then pass it to the clerk to update their records and the Governance Professional and Compliance Officer to update the central database.

If there are more applications than there are vacancies, the Chair will have to hold a virtual secret ballot.

The ballot:

Voting will be carried out electronically through Microsoft Forms.

Electronic criteria should include:

- The 'Reasons for applying' and 'Experience and personal skills' sections of the application form should be used as the election statement at the start of the MS Form, with then a section to vote for the parent, with the parents listed as part of a multiple choice that limits the voting to one person per email.
- Allow ten school-working days between the MS Form being sent out and the last date for their return. The return date and time should be clearly stated on the MS Forms Survey.

Counting the votes on MS Forms:

The completed MS Forms Survey will take place on the next school working day after the closing date of the completed MS Forms.

The Chair/Headteacher, or their nominee, will conduct the count which will be produced through the survey being downloaded to MS Excel. If the votes are equal for two or more candidates, then the Chair/Headteacher, or their nominee, should arrange for them to draw lots.

After the election:

The Chair should inform all candidates of the outcome and thank unsuccessful candidates for their interest. See example letter informing the candidate of the result in Appendix B.3.

The Chair should complete the relevant section on the school ACC application form to confirm they have elected the candidate and checked their identity. They should then pass it to the clerk to update their records and the MPT Governance Professional and Compliance Officer.

Inform parents and the ACC of the result within ten school working days.

Candidate's start date:

The successful candidate will start the day* after the present parent ACC finishes.

* This refers to the next calendar day irrespective of whether it is a weekend or school holiday.



Governance Framework (MPTFRA-GOV)

Where the post is already vacant the start date is the date of the count. If an election did not take place the start date is the day after the closing date for applications.

Process for MPT staff ACC appointment

Who can stand and vote for staff ACC role:

A staff ACC can be anyone employed by the Mosaic Partnership Trust at a local (school or federation) level. They must be under a contract of employment to work at the school at the time of the election. All those employed in the same capacity have a right to a vote if there is a need for a ballot.

The headteacher is a Member of the ACC by virtue of their office and is required to be on the ACC in the context of the Mosaic Partnership Trust.

Disqualification criteria:

- Although being a parent/carer is not a disqualification on its own, if the composition of the ACC through the parent, co-opted and foundation (where appropriate) roles is more than 66% of parents, then this becomes a disqualification in the context of the staff ACC role.

Seeking applications:

The Chair or headteacher should send a letter to eligible staff inviting applications for the role of staff ACC:

- as soon as a staff ACC resigns; or
- at the beginning of the term in which the staff ACCs term of office expires.

See Appendix B.1 example letter inviting applications.

All applicants must complete a school ACC application form Appendix B.2. This will make sure all potential candidates are aware of the current disqualification criteria.

There is also space on the form for candidates to supply their reasons for applying, and the experience and personal skills they can bring to the role. Use this information for their election statement that goes out with the ballot paper on MS Forms; if this part of the process is required.

The closing date for applications should be ten school working days from the date the invite for applications is sent out. The actual closing date and time should be clearly stated on the invite.

Processing applications:

If no applications are received by the deadline, the Chair or Headteacher will need to repeat the process as early as possible.

If there is only one application received there is no need to hold an online ballot. The applicant is assumed to have been elected unopposed.

The Chair or Headteacher should notify the successful candidate as soon as possible after the closing date. They should then complete the relevant section on the school ACC application form to confirm they have elected the candidate. The Chair or Headteacher should then pass it to the clerk to update their records and the Governance Professional and Compliance Officer.



Governance Framework (MPTFRA-GOV)

The Chair or Headteacher should inform all staff eligible to vote and ACC of the result within ten school working days.

If there are more applicants than vacancies then there has to be a ballot which aligns with the process stated above in the Parent ACC election through the use of MS Forms (Please see the process outlined above in the parent section).

Candidate's start date:

The successful candidate will start the day after the present staff ACC finishes.

Where the post is already vacant the start date is the date of the count. If an election did not take place the start date is the day after the closing date for applications.



Governance Framework (MPTFRA-GOV)

Appendix B.1

Dear **Parent(s)/Guardian(s) or Staff Member** (Red marks delete as appropriate)

Parent **Academy Community Council** (ACC) Vacancy

We have a vacancy for a **parent/staff** ACC Member which we need to fill as soon as possible. _____ school has always aimed for a partnership with parents which undoubtedly brings great benefits to the children. One of the most significant ways you can help in promoting this aim is to volunteer to be a **parent/staff** ACC Member. The Mosaic Partnership Trust Academy Community Councils are committees of the board made up of Trust Councillors. Councillors are known as Academy Community Councillors as they are there to support all children and all schools in our school family. Academy Community Councillors are responsible for the effective management of their individual schools.

The ACC's main role is to:

- Seek to ensure that the Headteacher has created a culture that enables children and staff to thrive within the Trust principles;
- Focus on the degree to which the Headteacher and their team are uncompromising in their ambition, consistently improving the quality of education and inclusion for all pupils, but especially for those that are disadvantaged and/or with SEND;
- Challenge and support senior leaders so that the effective deployment of staff and resources, including the pupil premium, service premium and special educational needs funding, secures strong provision and outcomes for all children;
- Take a questioning and information gathering approach with leaders about variations in provision and outcomes for pupil groups. They should have knowledge and oversight of the protected characteristics and be advocates of equality;
- Seek to maintain a deep, accurate understanding of the academy's effectiveness informed by the views of children, community and staff;
- Champion the trust to the community, including, where appropriate, promoting strong links with the parish to ensure the church is fully engaged in the Christian life of the academy;
- Challenge senior leaders to ensure that there is a culture of safeguarding and that systems and processes within this are highly effective.

Parent/staff ACCs are welcomed as valued Members of the team and play a vital role in ensuring the ACC is aware of the views of **parents/staff** and the local community. We feel sure that there are **parents/staff** prepared to take on this important role and give their time and commitment to helping us to continue to improve the school's performance.

In looking to fill this vacancy the ACC Members of the school have identified the following skills, experience and attributes that they feel would help strengthen the ACC:

- [Please reference skills, experience and attributes that would help strengthen **your** ACC]
- [Please reference skills, experience and attributes that would help strengthen **your** ACC]
- [Please reference skills, experience and attributes that would help strengthen **your** ACC]



Governance Framework (MPTFRA-GOV)

Training and support will be available to help you develop into the role from the Mosaic Partnership Trust. This will include in-house mentoring and support as well as access to training from the Trust Central Team and through Governor Hub Knowledge.

If you feel you can help in this capacity, please contact the office for an application form which will need to be completed and returned to the school by 12.00 noon on **[Insert date]**.

The guidelines giving full details about how vacancies are filled can be found on the school's website. You should also look at the information about the Mosaic Partnership Trust from the MPT website: <https://mosaicpt.org.uk/>.

Please note that for the protection of children all ACC appointments are subject to an identity check.

If there are more applications than vacancies, we will hold an electronic election via MS Forms.

Yours sincerely

Headteacher/Chair of ACC



Governance Framework (MPTFRA-GOV)

Appendix B.2

School ACC Application Form (Co-opted, Foundation, Parent and Staff)

Personal details (please print)

First Names:

Surname:

Previous Names:

Address and Postcode:

E mail address:

Daytime telephone:

Evening telephone:

Mobile:

For parent application. Year group/s of children:

Other information

Have you ever been or are you currently an ACC/Governors? Yes No

If yes, please give details of the school, type of ACC/Governor and period of office:

Are you willing to attend training? Yes No

Reasons for applying:

Please outline below your reasons for applying.

Experience and personal skills:

Please give details of any experience skills, abilities and interests you have that demonstrate you meet the criteria set out by the ACC in its advert for this post.

Understanding of the Mosaic Partnership Trust

Please give details of your understanding of the Mosaic Partnership Trust and its Principles

References: this section is not applicable for parent/staff ACC applications.



Governance Framework (MPTFRA-GOV)

Please provide contact details for two referees. These can be business or personal references.

Referee 1:	Referee 2:
Name:	Name:
Address:	Address:
Telephone:	Telephone:
Email:	Email:
Relationship to you:	Relationship to you:

Vetting

ACCs must apply for an enhanced criminal records certificate for any governor who does not already hold one. They must do this within 21 days of your appointment or election. "Spent" criminal records and other relevant information may legitimately be disclosed when individuals are involved with schools. If you are aware of any information which may be disclosed, you may wish to discuss its relevance with the headteacher or Governor Services in advance of your application.

The General Data Protection Regulation (GDPR) and Data Protection Act 2018

The information that you provide on this form will be held on a computerised database maintained by the data controller (Mosaic Partnership Trust). Your data will be used in accordance with the principles set out in the GDPR and the Act, which protects the right to privacy of individuals whose personal details are held by the data controller.



Governance Framework (MPTFRA-GOV)

Declaration

I have read the Mosaic Partnership Trust Governance Framework and confirm that I am not disqualified from serving as a school ACC Member and that in the event that I am appointed to an ACC, I will notify the clerk to the ACC immediately should I become disqualified during my term of office.

I agree to the information given on this form being recorded and used by the Mosaic Partnership Trust and the school at which I will be an ACC Member in accordance with the GDPR and the Data Protection Act and confirm that it is correct and complete to the best of my knowledge and belief.

Signed:

Date:

Clerk's use only

School:

I confirm that the person named on this form has been appointed / elected to the ACC and their proof of identity has been checked.

Type of ACC:

Date of appointment / election (please delete as appropriate):

Signature:

Clerk to ACC

Date:

Date Governance and Compliance Professional notified:



Governance Framework (MPTFRA-GOV)

Appendix B.3

Dear

Re: Election of **Parent/Staff** ACC(s) at _____ School

I am pleased to inform you of the result of our election for **parent/staff** ACC Member

Elected: Name of candidate

We would like to thank all those who put their name forward and we are sorry that there were not enough vacancies this time around for you all to have a place on the ACC. Details of the actual number of votes cast can be obtained on request from the school office.

If you were unsuccessful and would like to be considered as an ACC elsewhere I know the Governance Professional and Compliance Officer for the Mosaic Partnership Trust will be pleased to hear from you: Gemma Goodman Gemma.Goodman3@mosaicpt.org.uk

Thank you once again for your interest.

Yours sincerely

Chair of ACC/Headteacher



Governance Framework (MPTFRA-GOV)

Appendix C Staff and Parent/Carer Surveys

C.1 Staff Survey (To be inputted into an MS Forms Survey Format)

1 Role (Leave blank if you are worried this would identify you)

Drop down menu:

Senior leader

Middle leader

Teacher

Support staff - teaching

Support staff - other

Other

2 I understand the Mosaic Partnership Trust principles and see these in action

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

3 I am proud to be a member of staff at this school

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

4 Pupils are safe at this school

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree



Governance Framework (MPTFRA-GOV)

5 Staff consistently manage the behaviour of pupils well

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

6 The pupils' behaviour is at least good at this school

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

7 Leaders support staff well in managing behaviour

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

8 The school deals with any cases of bullying of pupils effectively (bullying includes persistent name-calling, online or prejudice-based bullying)

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

9 Leaders use professional development to encourage, challenge and support teachers' improvement

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree



Governance Framework (MPTFRA-GOV)

10 Leaders do all they can to ensure the school has a motivated, respected and effective teaching staff

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

11 Leaders have created a climate in which teachers are trusted to take risks and innovate in ways that are right for the pupils

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

12 This school has a culture that encourages calm and orderly conduct and is aspirational for all pupils

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

13 The school challenges all pupils to make at least good progress, particularly those with SEND and are those who are disadvantaged or under resourced

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree



Governance Framework (MPTFRA-GOV)

14 This school is well led and managed

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

15 Leaders including Trust Leaders and managers take workload into account when developing and implementing policies and procedures so as to avoid placing unnecessary burdens on staff.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

16 I feel well supported working in this school

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

17 All staff are treated fairly and with respect at this school

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

18 Leaders and managers are considerate of my well-being

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree



Governance Framework (MPTFRA-GOV)

19 The Trust are considerate of my well-being

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

20 I am aware of the Trust's Employee Assistance Programme (EAP)

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

21 I enjoy working at this school

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

22 I have accessed Trust based training, support and/or other opportunities

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

23 These are areas that I think will help our school moving forwards:

Free text

24 These are areas that I think will help the Trust moving forwards

Free text

25 Any other comments

Free text



Governance Framework (MPTFRA-GOV)

C.2 Parent/Carer Survey (To be inputted into an MS Forms Survey Format)

The survey asks parents to respond to 16 statements and questions.

1. My child is happy at this school.
2. My child feels safe at this school.
3. The school makes sure its pupils are well behaved.
4. My child has been bullied and the school dealt with the bullying quickly and effectively.
5. The school makes me aware of what my child will learn during the year.
6. When I have raised concerns with the school they have been dealt with properly.
7. Does your child have special educational needs and/or disabilities (SEND)?

(yes/no)

If yes, the survey asks parents how strongly they agree with this statement:

- 'My child has SEND, and the school gives them the support they need to succeed.'
8. The school has high expectations for my child.
 9. My child does well at this school.
 10. The school lets me know how my child is doing.
 11. There is a good range of subjects available to my child at this school.
 12. My child can take part in clubs and activities at this school.
 13. The school supports my child's wider personal development.
 14. I would recommend this school to another parent. (yes or no)
 15. I have an understanding that my school is part of an Academy Trust
 16. I receive communications about the Mosaic Partnership Academy Trust

Unless otherwise specified above, all the answer options to the statements are:

- strongly agree
- agree
- disagree
- strongly disagree
- don't know.

For statement 4, 'My child has been bullied and the school dealt with the bullying quickly and effectively', parents can also select 'My child has not been bullied'.

For statement 6, 'When I have raised concerns with the school they have been dealt with properly', parents can select 'I have not raised any concerns'.



Governance Framework (MPTFRA-GOV)

Appendix D Agendas for QEC

[TO BE UPDATED]



Governance Framework (MPTFRA-GOV)

Appendix E Agendas for FRC

[TO BE UPDATED]



Governance Framework (MPTFRA-GOV)

Appendix E Agendas for ARC

[TO BE UPDATED]