



Helping people living in extraordinary circumstances to live ordinary lives

Short Guide to Governance Arrangements

Summary of our governance model

Kingsley Learning Foundation Trust is a charitable company and single legal entity responsible for operating its academies. Our governance model relies on a clear two-tier structure consisting of our Members and our Trustees, ensuring strategic board decision-making alongside focused and effective executive leadership.

While governance authority sits firmly within these two tiers, local engagement and stakeholder input remains central to our mission. To achieve this, our Education and Standards Committee integrates our statutory requirement for elected parent representation alongside trustees and community stakeholders. This collaborative approach ensures that the schools' values and ethos are preserved, educational and financial performance is rigorously monitored, and our schools remain deeply connected to the communities they serve.

This short guide provides an overview of our governance arrangements but should be read in conjunction with the full documents referred to within the text.

The tiers of governance are:

- **Members:** The role of members is to hold the trustees to account, assure themselves that the governance of the trust is effective and that trustees are acting in accordance with the trust's charitable object(s). Members are not involved in the day-to-day business of the trust. However, members have key powers, including the appointment and removal of trustees, appointing the external auditor, receiving the annual accounts, the power to change the trust's name, and amending the memorandum and articles of association.
- **Board of trustees:** The board of trustees is the legally responsible and accountable body for the academies within the trust. The board holds ultimate legal liability for areas that would normally be the responsibility of a local governing body in a maintained school, such as the single central register and statutory policies, supported by the central team. While the board may delegate many of its functions (for example to the executive team or a committee), the board remains wholly accountable for these functions.

The board comprises a minimum of three trustees as defined by our articles of association, though in line with sector best practice we typically maintain a board of 5–9 trustees appointed by the members. Trustees serve a four-year term, and the board meets 4 to 5 times per year.

- **Trustee committees:** Through the governance framework and scheme of delegation, the board delegates authority and responsibility for a range of duties to specific committees to ensure effective oversight:

- **Finance, Audit and Risk committee:** Responsible for monitoring and reviewing governance, compliance, risk management and internal controls, annual budgets, long-term financial strategy and planning, investments, reserves, pensions and statutory financial submissions.
Note: As a small MAT, these functions are combined into one committee, with Audit & Risk remaining a distinct agenda item
- **Education and standards committee:** Responsible for monitoring, scrutinising and advising on educational performance, curriculum strategy, safeguarding practice, stakeholder engagement, pupil and staff wellbeing, behaviour and attendance.
Note: Integrates at least two elected parent representatives to ensure appropriate parental representation in line with the Trust's Articles of Association.
- **Remuneration committee:** Responsible for reviewing senior executive salaries and advising on trust-wide pay policies.
Note: Committee members may include both trustees and independent co-opted individuals with relevant expertise. Committees meet between 3 to 5 times a year and report directly to the full board.

The Executive Team

Through the governance framework and scheme of delegation, the board delegates operational authority to the executive leadership:

- **Executive team and trust shared services:** Responsibility for the clear delivery of strategic goals alongside educational, financial and operational outcomes agreed upon with the board.
- **Academy Head teachers:** Responsibility for delivering all educational and operational outcomes within their individual academies, including the day-to-day management of school-level financial and HR matters, supported by trust shared services.

How does the board of trustees obtain assurance that functions are carried out properly?

1. Clear Governance Structures:

- **Defined Roles:** Roles are clearly mapped for both trustees and management, detailed in the governance plan and supported by our Scheme of Delegation RACI matrix (Responsible, Accountable, Consulted, Informed).
- **Committee Structure:** Committees meticulously monitor their delegated areas, sending formal reports up to the main board.
- **Scheme of Delegation:** A formal document clarifying which decisions are strictly reserved for the board and which are distributed to management, committees, and headteachers. This provides clarity and accountability and is reviewed annually by the Board.

2. Monitoring and Reporting:

- **Regular Reporting:** The Executive team and CEO provide scheduled reports to the board covering key performance indicators (KPIs), financial health, and operational activities
- **Financial Audits:** Independent external audits provide legal assurance that financial records are accurate and funds are used appropriately.



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- **Internal Scrutiny:** Regular internal scrutiny evaluates the effectiveness of the trust's internal controls and risk management processes.
- **Performance Reviews:** The board conducts regular performance reviews of the trust's executive leadership.

3. Risk Management & Compliance:

- **Risk Registers:** The board oversees the risk register through the Finance, Audit, and Risk Committee.
- **Internal Controls:** Robust internal mechanisms are enforced to safeguard assets and prevent fraud.
- **Compliance & Policy Review:** The board ensures compliance with all applicable laws and regulations, and regularly updates policies to ensure they remain effective and current

4. Safeguarding and Single Central Register (SCR):

- **Safeguarding Oversight:** The board maintains oversight of safeguarding across academies through regular reporting from the Education and Standards Committee, safeguarding audits, and trustee visits to schools.
- **Single Central Register:** While day-to-day maintenance of the SCR is delegated to headteachers, the board retains ultimate legal accountability. A member of the executive team conducts regular verification checks of the SCR at each academy to guarantee:
 1. All required pre-employment checks are completed.
 2. The register is accurate and kept up to date and regularly reviewed
 3. The academy is fully compliant with the statutory Keeping Children Safe in Education (KCSIE) guidance.

Regular, independent compliance audits of Safeguarding to include the SCR are conducted by the central team or external experts for assurance purposes. The designated Safeguarding Trustee reviews these audit reports to guarantee full compliance with the statutory *Keeping Children Safe in Education (KCSIE)* guidance.

How we differ from maintained schools

Academies deliberately operate under a distinct legal structure compared to maintained schools, which are overseen by local authorities. Maintained school governance is heavily dictated by rigid local authority legislation. In contrast, Academy Trusts have the flexibility to establish their own governance models to better reflect their scale, shared values, and local community needs.

Are committee members "Governors" in the legal definition.

No

The Legal Entity: Unlike traditional maintained schools where local governing bodies have independent legal powers, a MAT operates as a single legal entity.

Ultimate Accountability: The Trust Board retains full legal liability and accountability for all governance functions across the entire trust.

The Local Role: Because of this, those serving at the local level do not have independent legal standing, the individuals serving on them do not hold the legal status or liabilities of traditional school governors. They are committee members sitting on a sub-committee, exercising specific responsibilities delegated to them by the Trustees. They act as a joint local tier of governance and as such are called our LGB.

Leadership and governance during Ofsted inspections

The Ofsted inspection framework explicitly recognises the structure of Multi-Academy Trusts.

Inspectors evaluate leadership and governance by looking at where accountability sits across the entire entity.

Therefore, during an academy inspection:

- Trust Executive Staff (such as the CEO or operational leads) can be present during the pre-inspection calls and end-of-day feedback meetings.
- Trust Leaders will clarify the governance structure and Scheme of Delegation during the initial notification call so inspectors understand which responsibilities sit at the trust level versus the school level.
- Central Specialists will be available to speak directly with inspectors regarding centrally managed functions (e.g., trust-wide safeguarding systems, central financial controls, or school improvement models).

Who attends inspections on behalf of the trust?

The trust will work collaboratively with inspectors to ensure they speak with those holding delegated governance responsibilities for the school. In most cases, this will include a representative of the Education and Standards Committee to address core areas such as safeguarding, health and safety, pupil progress, and attendance.

Further Information

For deeper insights into our governance model, or to view our full Scheme of Delegation and Articles of Association, please visit the Governance page on our website or contact our governance professional by email at: admin@KLF.foundation