



Rainbow Education Multi-
Academy Trust

Governance Handbook



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Welcome to Rainbow Education Multi-Academy Trust

Thank you for joining our Trust. This governance handbook explains what is involved in school governance and signposts you to the resources you will need to support you in your role as a Member, Trustee or a Local Academy Councillor (LAC).



Heygreen Community Primary School is a non-faith school with an age range of 2 -11. There are currently 243 pupils enrolled at the school.



Townfield Primary School is a non-faith school with an age range of 3 -11. There are currently 514 pupils enrolled at the school.



St Gabriel's CE Primary School is a Church of England school with an age range of 3 -11. There are currently 211 pupils enrolled at the school.



Croxteth Community Primary School is a non-faith school with an age range of 3 -11. There are currently 308 pupils enrolled at the school.



St Silas CE Primary School is a Church of England school with an age range of 3 -11. There are currently 338 pupils enrolled at the school.



The District CE Primary School is a Church of England school with an age range of 2 -11. There are currently 317 pupils enrolled at the school.



Garston CE Primary School is a Church of England school with an age range of 3 -11. There are currently 231 pupils enrolled at the school.



Shoreside Community Primary School is a non-faith school with an age range of 3 -11. There are currently 213 pupils enrolled at the school.

Key Governance Contacts

Trust Governance Contacts



Dave Cadwallader
Chair of Trustees



Dawn Harrison
Diocese of Liverpool:
Governance & Admissions



Frank Maguire
Chair of Members



Kerry Morris
Governance Officer

School Governance Contacts:



Elaine Rees
Chair of LAC
Croxteth Primary School
Email: croxtethoffice@remat.org.uk
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Chair of LAC
Heygreen Primary School
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Townfield Primary School
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Matthew Hughson
Chair of LAC
Garston CE Primary School
Email: garstonoffice@remat.org.uk
Tel: 01514277517



Frank Maguire
Chair of LAC
The District Primary School
Email: district@sthelens.org.uk
Tel: 01744 678250



Jan Rowe
Chair of LAC
St Silas CE Primary School
Email: stsilasoffice@remat.org.uk
Tel: 0151 727 6067



Diane Pennington
Chair of LAC
St Gabriel's CE Primary School
Email: stgabrielsoffice@remat.org.uk
Tel: 0151 477 8250

Central Team



Gina Donaldson
Chief Executive Officer



James Ray
Chief Finance and
Operations Officer



Sarah Knipe
Director of School
Improvement



Liam Haughey
Estates Manager



Jen Murphy
Director of Rainbow
Teaching School Hub



Nic Tierney
Trust HR Manager



Tammy Ashcroft
Payroll Officer



Kerry Morris
Governance Officer



Andy Briggs
Finance Manager



Bob Burton
Marketing, Media and
Communications Officer

School Leaders & Subject Leaders



Richard Morris
Headteacher
St Silas CE Primary School



Nicola Rutter
Headteacher
Heygreen Primary School



Moira Loftus
Headteacher
Townfield Primary School



Mandy Bushell
Headteacher
St Gabriel's CE Primary School



Lottie Harriman
Headteacher
Croxtheth Primary School
Trust SEND Lead



Matt Power
Headteacher
Shoreside Primary School
Trust Curriculum Lead



Lavern Shelford
Headteacher
The District CE Primary School



Rachel Dean
Head of School
Garston CE Primary School
Trust EYFS Lead



Alison Durham
Deputy Head at Townfield Primary School
Trust Curriculum Lead



Garry White
Trust School Improvement Lead



Jack Chalmers
Trust History Lead



Lisa Mathieson
Trust Art Lead



Alex Gilbert
Trust Science Lead



Laura Riley
Trust DT Lead



Sarah Buckley
Trust Geography Lead



Harley Williamson
Trust RE Lead



Jazz Taylor
Trust Computing Lead

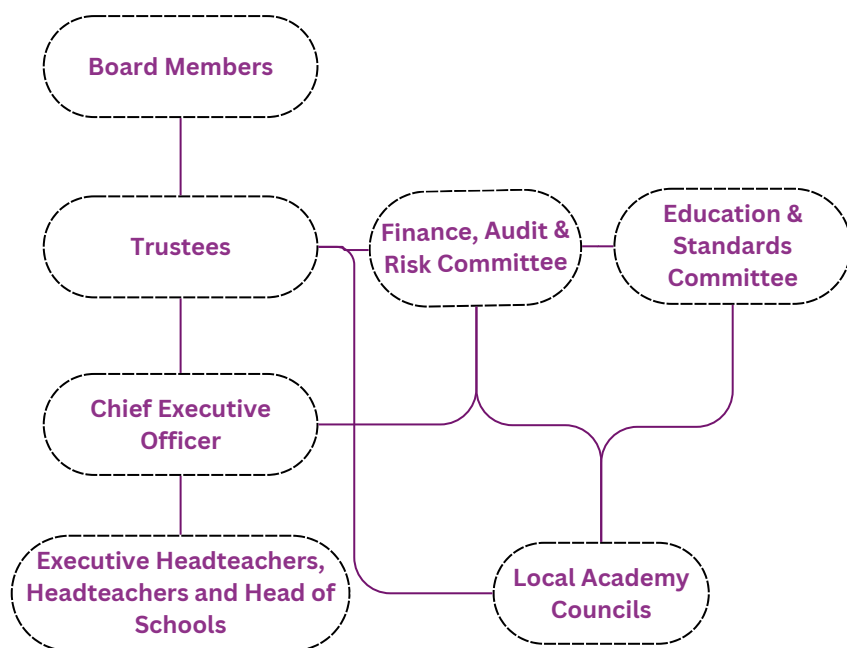


Kate Cassim
Trust Child Wellbeing Officer



Nichola Stout
Trust Family Engagement Officer

REMAT Governance Structure



Board Members have an overview of the governance arrangements of the Trust and the power to appoint and remove Trustees. While members hold the Trust Board to account for the effective governance of the Trust, the members themselves have a minimal role in the actual running of the Trust.

The Trustees provide strategic oversight and ensure that the Trust meets its legal obligations, both directly and through the assigned committees. It is the Trust Board, not the members, who are the organisation’s key decision makers.

The Education and Standards Committee is a committee established to support the Trust in the discharge of its responsibilities to provide a high standard of education and duty of care to every student in its schools within available resources.

The F & A Committee is a committee established to support the Trust board in the discharge of its responsibilities for financial systems, operational controls, governance and risk, including health and safety.

Local Academy Councils will serve as the single local advisory body squarely focused on providing insight into the experiences of pupils, parents, staff and the wider community. Comprised of parents, community members, staff, school leaders and a Trust link member, they will serve as a source of validation and (where necessary) modification of the Trust's understanding of the school's success in meeting the needs of its pupils and community.



PLEASE FOLLOW THE LINK TO ACCESS THE **REMAT SCHEME OF DELEGATION 2024**

Here is the breakdown of how meetings are spread throughout the year in all layers of governance. Additional meetings can occur when requested for time sensitive issues. Visits and link meetings are also arranged in between these meetings.

Meetings per year				
Governance Layer	Autumn 1	Autumn 2	Spring	Summer
All Schools	1	1	1	1
Members		1		1
Trustees	1		1	1
Finance, Audit & Risk Committee	1		1	1
Education & Standards Committee	1		1	1

Governance Roles & Responsibilities



Vice Chair of LAC

An individual elected by the LAC to support the Chair in ensuring other LAC's are fully involved and work as a team.



Member

An individual from the community who may be one of the founders of the Trust. They should be seen as the guardians of governance and have the power to appoint, remove and hold Trustees to account.



Chair of LAC

An individual elected by the LAC to lead the board. They should be elected every year. Staff LAC's and head teachers cannot be a chair or vice chair.



Co-opted LAC

An individual from the community appointed by the existing board, following an application process.



Associate Member

An individual invited to attend LAC meetings because of the expertise and/or specialist knowledge. They are not Local Academy Councillors and do not form part of the constitution.



Parent LAC

An individual who has a child of legal school age and is elected by the parental community.



Staff LAC

An individual who is a member of staff, usually elected by the staff, to ensure that is staff representation on the board.



Trustee

An individual from the community who have experience of strategic oversight. They will be appointed by the Trust board members, following an application process.



Foundation LAC

An individual whose appointment to the school board is approved by the Diocese (Church) which is responsible for the school.

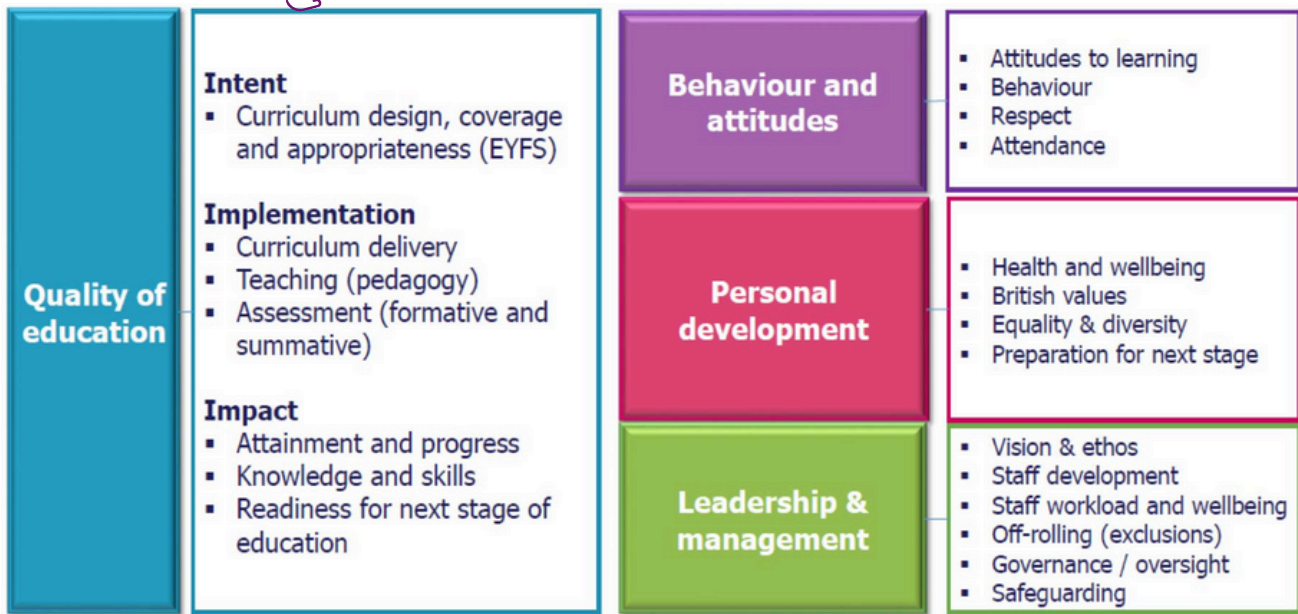
Link LAC's are members of, and are appointed by the Local Academy Council to oversee specific aspects of Councillors' responsibilities within the school.

The link roles are reviewed and appointed on an annual basis and are as follows:

- Safeguarding (inc attendance)
- SEND
- Pupil & Sports Premium
- Mental Health and Wellbeing
- Standards, Teaching & Learning, Assessment
- Curriculum
- Building, Health & Safety
- Early Years
- Internet Safety
- Cultural Links
- RE/Collective Worship (if applicable)
- Equality, Diversity and Inclusion
- Digital Strategy

Ofsted

Below is guidance on the framework which is used to help Ofsted make their judgements. Follow this link for access to [an Ofsted Inspection reports of your choice.](#)



SIAMS

Please follow the link for more information on how SIAMS inspections and how the [Church of England](#) and the [Diocese of Liverpool](#) support our schools and the Trust through this.












REMAT crib sheets

These crib sheets are here for all of our governance communities to use when they need some guidance or support. They can give you a guide on what questions to ask which people, what answers to expect or hope to see and when these questions would be most effective when you are gaining information on the school and its leaders.

We have structured these crib sheets around the 4 x S' that have a strong presence in our Trust and they are; Stakeholders, Standards, Safeguarding and SEND.

Please see below where each of the crib sheet sits and how we would advise it should be used.

Crib sheet	Which of the 4 x S' does this come under?	Who should I be asking this?	When would be best to ask these questions?
 Questions to ask about Wellbeing	Stakeholders	Any staff member	School visit
 Questions to ask about Safeguarding	Safeguarding	Any member of the Safeguarding team	School visit or Link LAC visit
 Questions to ask about SEND	SEND	The school SENCO	Link LAC visit
 Questions to ask about Sports Premium and Pupil Premium	Standards	School leader	School visit or LAC meeting
 Questions to ask a Subject Leader	Standards	Subject Leader	School visit or LAC meeting
 Questions to ask about the school's approach to behaviour	Standards	Any staff member	School visit
 Questions to ask about Pupil Progress and School Performance Data	Standards	School Leader	Link LAC visit or LAC meeting
 Questions to ask when reviewing school policies	Standards/Stakeholders	School Leader	LAC meeting
 Questions to ask about Health & Safety	Standards/Stakeholders	Health & Safety Lead or School Leader	School visit, Link LAC visit

Top tips for asking questions

Use open questions (rather than those that just invite a 'yes' or 'no' answer). This will help you gauge how far staff and pupils understand what you are asking about and how it's being implemented.

Governor Hub

 <https://governorhub.com/>

All Trustees and LAC representatives are required to read various documents, including the DfE Governance Handbook, Keeping Children Safe in Education and key Trust governance documents, such as the Articles of Association, Scheme of Delegation and Terms of Reference. These documents are held on a platform called Governor Hub and/or our Trust website. To access Governor Hub, go to <https://governorhub.com/>, click to log in (using the details provided by the Governance professional or school Admin Lead).

REMAT Governance Training/Briefings

 [REMAT Briefing sessions 24/25](#)

The Governance professional will provide a schedule of REMAT briefing sessions and/or training sessions that are bespoke to the Trust. We are constantly reviewing and improving our training programmes and understand the value of training and continuous professional development in order to meet the expectations of the role, support the school's strategic objectives, and make an effective contribution to governance. Details and dates of these can be found on Governor Hub and are also available on the above link.

SIL

 [School Improvement Liverpool](#)

School Improvement Liverpool is a useful training and information resource. Depending on your governance role, the Governance professional or the school Admin Lead will send you a link to School Improvement Liverpool so that you can access it yourself.

If you already have access to Governor Hub, click on the link above to access the page for training and resources for SIL.

Training Resources

 www.rainboweducationmat.co.uk

We want to invest in your development and have bought into various training resources. Details of School Improvement Liverpool resources are provided above and further information, including suggested learning modules, is included in the LAC training folder on Governor Hub.

There is further information and training opportunities for those interested in Foundation Governance on the following website <https://liverpool.anglican.org/for-schools/guidance-for-schools/governors/>



The 7 Nolan Principles of Public Life

The Seven Principles of Public Life outline the ethical standards those working in the public sector are expected to adhere to. They were first set out by Lord Nolan in 1995 in the first report of the Committee on Standards in Public Life and they are included in a range of codes of conduct across public life.



At the Rainbow, we adhere to these principles in all that we do. We collaborate with our leadership teams to embody these principles, ensuring that we uphold the best practices of public life.

The 4 S's

The 4s represent the key responsibilities of governance. They define our priorities in schools and guide our activities during meetings, visits, and discussions. Our focus is on the Standards, SEND (Special Educational Needs and Disabilities), Safeguarding, and Stakeholders.



Keeping children safe in education 2023

Statutory guidance for schools and colleges

Part one: Information for all school and college staff

The 2022 version of the guidance is currently in force. The 2023 version will come into force on 1 September 2023.





Rainbow Education Multi-Academy Trust

MISSION

At the Rainbow, we flourish together as we listen, learn, lead, lift and love.

VISION

To ensure that each and every child, no matter what their background or their circumstance, reaches their potential and leaves us ready for the next stage of life.

VALUES

friendship - wisdom - trust
excellence - endurance

OUR STRATEGIC PRIORITIES 2023-2026

These are our Trust Strategic Priorities for 2023-2026. A more detailed overview of these can be found online. Steering groups focus on each priority and coordinate its development across the schools and trust.



DELIVER EXCELLENT EDUCATION



BUILD A STRONG AND SUSTAINABLE INFRASTRUCTURE



ENSURE STRONG AND EFFECTIVE GOVERNANCE



DRIVE SUSTAINABLE GROWTH



BECOME AN EMPLOYER OF CHOICE

Glossary of Terms

Academy Trust Governance Guide Outlines the core roles in academy governance, and provides a summary of all the legal duties of trust boards. It is updated regularly to reflect changes in the law and education policy.

Academy Trust Handbook Government guidance that “describes the governance and financial responsibilities of academy trusts reflecting their status as charitable companies acting in the public interest”. Compliance with the handbook is required by trusts’ funding agreements.

AGM (Annual general meeting) Under the Department for Education's model articles of association for academies, an academy trust must hold an AGM each financial year, in addition to other meetings that year. The members must attend (either in person or by proxy), and trustees can if they want.

Agenda A list of the items to be discussed at a meeting.

Articles of association Set out the rules for the internal management, decision-making and governance of academy trusts. The Department for Education has a set of model articles, and each academy trust will have a tailored version of the models for themselves.

Clerk The Clerk is the ‘constitutional conscience’ of the governing board. They provide advice on governance, constitutional and procedural matters. They also offer administrative support to the governing board and relay information on legal requirements

Clerking competency framework This guidance was withdrawn in March 2024, but is still a useful reference for the skills needed to deliver professional clerking.

Code of conduct Your board will have its own code of conduct that sets clear expectations about governors’ role and behaviour. By agreeing to a code of conduct, there's an explicit reference point in case of any disagreement/misconduct during a governor’s term of office.

Competency framework for governance A document developed by the DfE, setting out the skills, knowledge and behaviours needed for effective governance

Delegated powers Authority given to a committee, an individual Local Academy Councillor or the headteacher to take action on behalf of the governing board. In multi academy trusts this also refers to powers delegated to academy committees

Ex officio Governing board membership by virtue of holding a particular office (such as headteacher).

EGM (Extraordinary general meeting) A meeting convened outside of the normal schedule, normally to discuss urgent matters that can't wait until the next scheduled meeting.

Governance Professional Those involved in supporting and advising governing boards in schools and trusts (including clerks, governance managers and directors of governance).

Glossary of Terms

Governing board Overarching term for boards in both maintained school (governing body) and academy trust (trust board) settings.

GDPR General Data Protection Regulation.

Instrument of Government A legal document setting out the composition of maintained school governing bodies

LA (Local authority) The LA has certain responsibilities regarding education, for example the educational achievement of looked-after children, and for school places planning. It also provides other services to schools, which may be provided via a service-level agreement to maintained schools and, in many cases, academies.

LAC (Local Academy Council) – a term often used to describe a committee of a trust board for an individual school within a MAT.

Minutes A written record of the events of a full governing board or committee meeting. Recorded by the clerk.

Memorandum of association Sets out the name of the academy trust and provides details of the people/organisations who wish to form the trust and become its members under the Companies Act 2006.

NGA (National Governors' Association) The national membership organisation for school governors NGA

Ordinary resolution A decision that requires the agreement of a majority of the members of the trust. Trust boards (and their committees) may also agree to decisions by written resolution.

Quorate A meeting is quorate if a sufficient number of members are present. Decisions can only be ratified if a meeting is quorate.

Quorum The minimum number of members present at a meeting before decisions can be made.

Register of interests Records the relevant business and pecuniary interests of all governors and senior staff that have served over the past 12 months.


SOD (Scheme of delegation) A document defining the lines of responsibility and accountability in a MAT, sometimes referred to as a Roles and Responsibilities document

Special resolution A decision that requires the agreement of 75% of the members of the trust.

Terms of reference Sets out the membership, roles and responsibilities of a committee.

Trustee board The governing board of a single academy trust or MAT

Ungraded inspection Ungraded Ofsted inspections do not result in a graded judgement but focus on determining whether the school remains the same grade as at the previous graded inspection. Formerly known as a Section 8 inspection.

 [A more extensive glossary of terms used in Education can be found here.](#)



**Rainbow Education
Multi-Academy Trust**

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