

# The Marlow Education Trust: Governance Structure & Scheme of Delegation 2024/2025

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## Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
Vs3	10/07/2024	SCooper	Addition of LGB Chair description	Clarity on key role

# Preamble

The Governance Organisation and the Scheme of Delegation describes the governance and delegation arrangements by the Trustees of The Marlow Education Trust, (the MET) to the Chief Executive Officer of the Trust, the Local Governing Bodies (LGBs) established for each school in the Trust and Headteachers.

The MET believes that schools should be principally run by, and their improvement driven by, their staff, led by their Headteacher and other members of the school leadership team and their school's LGB.

The purpose of the Scheme is to set out delegations for specific areas of activity or decision-making in a clear, usable format, avoiding duplication or overlap, and to place decision-making in alignment with this core belief and as close as possible to the point of impact.

Underpinning the Scheme and decision-making across the Trust are the **Trust's vision:**

The MET will seek to develop a culture of high aspiration, support, and challenge for all individuals, both staff and pupils. The target is for every school to be outstanding and autonomous, each serving their communities and working and sharing with others. The focus is that each pupil should achieve their individual aspirational goals – academically, vocationally, in sport, the arts and in extra-curricular activities and that each pupil should grow in confidence and self-esteem.

and its core values:

- quality relationships based on trust and respect
- commitment to the individual
- commitment by all to being the best that they can be
- commitment to being open and willing to share with others and to learn from them.

## The Members of the Trust

The Members of the Trust have responsibility for ensuring the purpose of the Trust (to advance for the public benefit education in the United Kingdom) is met, determining the Trust's constitution, appointing and removing Trustees and the Trust's auditors and, ultimately, in extreme circumstances, winding up the Trust.

This Scheme focuses on the delegations by the Board of Trustees.

## The MET Board

As a charitable company limited by guarantee, the MET is governed by a Board of Trustees (the Trust Board) which holds ultimate legal accountability and decision-making authority for all aspects of strategy and operational delivery across the MET, ensuring fair and proportionate treatment of all schools.

The Trust Board oversees the overall management and performance of the Trust and delegates certain of its powers and functions to others: the Chief Executive Officer and Headteachers, who undertake day-to-day management, and the various Committees the Trust Board has established.

In summary, the MET Board has established five Committees whose members are drawn from the Trust Board to deal with Trust-wide issues (Finance & Resources, Risk and Audit, School Improvement (Quality of Education), Buildings & Estates, HR & Remuneration) and also a LGB at each school to provide local input and oversight. The terms of reference for each committee is set out within this document. The membership of each committee can be found on the websites of the MET and the schools.

Certain decisions and matters are expressly reserved to the Trust Board as set out in Appendix 11A1 and 11A2. Key reserved decisions include the strategic direction, vision and values of the Trust and approval of the Trust improvement plan, annual budget (including central service fee) and policies. Any of the decisions or matters set out in Appendix 11A1 or 11A2 may, however, be delegated by the Trust Board by express resolution (either in writing or taken at a duly convened and held meeting) to the Chief Executive Officer or an appropriate Committee of the Trust Board (but not a LGB).

## Chief Executive Officer

The Chief Executive Officer has delegated responsibility and is accountable to the MET Board for delivery of the MET's strategy and the operational control, management and running of the MET, including implementation of MET policies, determining common systems and procedures across the MET (such as school improvement systems) and performance management of the shared MET's employees and Headteachers. The Chief Executive Officer will apply the principles of fairness and equality when supporting and representing all schools in the MET.

As the MET's Accounting Officer, the Chief Executive Officer has specific responsibilities for the management of the MET's financial resources as detailed in the Academy Trust Handbook.

The Chief Executive Officer leads the shared MET executive which includes the following MET employees: the Chief Financial Officer, School Improvement Director, HR Director, Operations Director. The Chief Executive Officer may delegate any of their responsibilities (save those which the Academy Trust Handbook specifies must not be delegated) to an appropriate MET employee.

## The Local Governing Body (LGB)

One essential core value held by the MET is the belief that schools should be run by, and their improvement driven by, their staff led by their Leadership Team and Local Governing Body (LGB). The LGB will nurture the distinctive vision, ethos and culture of the school in alignment with the Trust vision and values.

The LGB is **responsible for their school and for promoting high standards**. The LGB aims to ensure that children and young people are attending a successful school, which provides them with a high-quality education and supports their well-being. All LGB's must have a minimum of 8 governors of whom two must be elected parents.

The LGB has delegated responsibility from and is accountable to the Trust Board for the strategic direction of their school within the Trust's overarching strategic framework, ensuring the Headteacher fulfils their responsibilities for provision for children and young people; safeguarding; recommendations for school capital spend and annual budget; and stakeholder and community engagement.

The LGB plays a crucial challenge and support role in monitoring school outcomes, policy implementation and risk assurance.

As a result, the Trustees delegate some of their powers and functions with regard to the leadership and performance of each school in the Trust to the school's LGB. In fact, a LGB is a sub-committee of the Trustees. The Trustees have the legal accountability for the operation and performance of all schools in the Trust and for any decisions taken under delegated authority. Therefore, all LGB's act in accordance with the Scheme of Delegation, policies, and procedures of the Trust.

There are certain delegated decisions, as set out in Appendix 11A3 and 11A4, for which the LGB must either obtain approval from Trustees or consult with Trustees and take account of their advice before making the final decision. LGB Governors are approved by the Trustees.

The LGB is responsible for ensuring that a Headteacher's Report is presented at every LGB meeting.

## School leadership

The Headteacher has delegated responsibility for the day-to-day running of the school, its internal organisation, management and control, teaching and the curriculum and the implementation of MET policies in the school, subject to Appendix 11A3 and 11A4.

The Headteacher reports to the LGB in relation to those areas within the scope of the LGB's delegated responsibilities by providing a termly Headteacher's report as well as timely information and data to enable the LGB to discharge its delegated responsibilities. This includes access to all relevant external evidence and information regarding performance.

The Headteacher reports to and is line managed by the Chief Executive Officer and must seek and take account of their advice. As Headteachers are line managed by the Chief Executive Officer there is a risk of duplication or confusion in how the Headteacher of a school is held to account. The Headteacher is required to report to, seek the views, and act on guidance from the LGB in relation to those areas within the scope of the LGB's delegated responsibilities. The relationship between the Headteacher and the LGB is critical to the leadership of a school.

The Chief Executive Officer will only intervene on operational matters if circumstances arise where, because of the actions or inactions of the Headteacher, the school may be in breach of a duty.

The Headteacher will comply with any reasonable directions given by the Chief Executive Officer.

The Chief Executive Officer will have due regard to the Headteacher's ability to achieve a satisfactory balance between the time required to

discharge their professional duties and time required outside of work.

The Headteacher may, in consultation with the Chief Executive Officer, delegate, if and to the extent necessary, any of their responsibilities to an appropriate member of the school's leadership team.

## Chair's Authority

No Trustee has authority to make a decision on behalf of Trustees outside any express authority delegated in accordance with the Trust's Articles of Association.

The Chair of Trustees has authority to make a decision as a single Trustee when a delay in doing so would be seriously detrimental to the interests of the Trust or any of its schools, pupils or employees and it would not, in the reasonable opinion of the Chair of Trustees, be possible to postpone the decision to a meeting of the Trust Board (which may be convened on less than 7 days' notice, provided Trustees are afforded sufficient time to receive and give due consideration to any relevant document(s) relating to the decision). Every effort must be made by the Chair to inform and garner the opinions of all Trustees via electronic/verbal communication before any decision is made under this authority.

Notwithstanding the above the Chair of Trustees cannot make decisions under the power conferred in this section: decisions relating to any of the matters reserved to the Trust Board in Appendix 11A1, 11A2 and 11A3; decisions relating to admissions and exclusions; approval of financial spend (in accordance with the MET's Financial Procedures Document); and decisions on executive pay.

Any decision taken by the Chair of Trustees in exercise of the power conferred by this section must be communicated to all Trustees and the Chief Executive Officer at the earliest opportunity and recorded formally in the minutes of the next meeting of the Trust Board.

## LGB Chairs

The Chair of the Local Governing Board (LGB) plays a crucial role in guiding the LGB to effectively fulfil its statutory and local duties by leveraging the skills and talents of the board members. The responsibilities of the Chair include:

- Fostering a collaborative LGB environment where each member understands their role and responsibilities towards the school and feels motivated to contribute and make decisions that support, monitor and evaluate the school's effectiveness.

- Chairing LGB meetings with a strong working knowledge of the board's statutory duties.
- Establishing a framework of committees or meetings to execute delegated authority from the Trust and creating effective communication mechanisms to keep all governors informed of the latest developments.
- Collaborating effectively with the headteacher, senior leadership team, and LGB members to establish a constructive relationship with the right level of challenge, focusing on strategic direction and school improvement.
- Leading an annual self-evaluation review of the LGB's skills and effectiveness and addressing any skills gaps through new resources or training.
- Maintaining a working relationship with the Trust, understanding their strategic and operational priorities and advocating for the needs of the school within the Trust.
- Cultivating a development-led culture to ensure LGB members are appropriately trained and accountable for the standards achieved and the quality of education.
- Championing the school within the local community and engaging with all school stakeholders.
- Leading the recruitment of new governors.

## Scheme of Delegation framework and format

The matrix in Appendix 12 is written according to a 'RASCI' framework, based on the various operational and strategic activities within the Trust, and should be read alongside Appendix 11. In the event of any ambiguity or inconsistency, Appendix 11 takes precedence.

The matrix outlines the individual or group:

- **Responsible** operationally for undertaking the particular activity delegated to them in line with agreed Trust policies and reporting on its delivery at suitable intervals. In the case of the Chief Executive Officer, this will be at Trust level. In the case of a Headteacher, this will be at school level.
- **Approver** for the area of activity or decision and where appropriate determining how the activity will be undertaken, including defining appropriate milestones and targets to be reported against.
- **Supporting** the area of activity or decision which may be through practical support or offering input or challenge to the process, procedure or provision.
- **Consulted** on the area of activity or decision for their views as part of the process of (and before) completing the activity or reaching the decision.
- **Informed** of the area of activity or decision either before or after the activity or decision.

Activities have been structured as follows:

- Vision, ethos and strategy
- Finance
- Staffing
- Curriculum and pastoral care
- Admissions and school organisation
- Premises, IT and health and safety
- Governance
- Internal control and risk
- Community and stakeholder engagement



Terms of Reference for each Committee of the Trust Board and a detailed Financial Scheme of Delegation as required by the Academy Trust Handbook have been approved by the Trustees and supplement this Scheme.

In addition, Trust policies allocate specific responsibilities between the Trust Board, the Chief Executive Officer, LGBs and Headteachers and should be referred to and discharged accordingly and in conjunction with this Scheme. In the event of any inconsistency between the provision of any Trust policy and this Scheme, this Scheme shall take precedence and prevail.

## Trust Board's annual review of the Scheme of Delegation

The Trust Board will annually review this Scheme with the Chief Executive Officer, LGBs and Headteachers so that the roles and responsibilities allocated reflect organisational realities and statutory updates and achieve the effective, efficient operation and governance of the Trust.

The Scheme is intended to be a living document that will be revised and adapted in response to the context and circumstances of the Trust. Suggested revisions to improve the Scheme are invited from all stakeholders between each annual review.

The Trustees remain ultimately responsible for the exercise of a delegated responsibility and for that reason the Trust Board may revise or adjust this Scheme as they consider appropriate between each annual review.

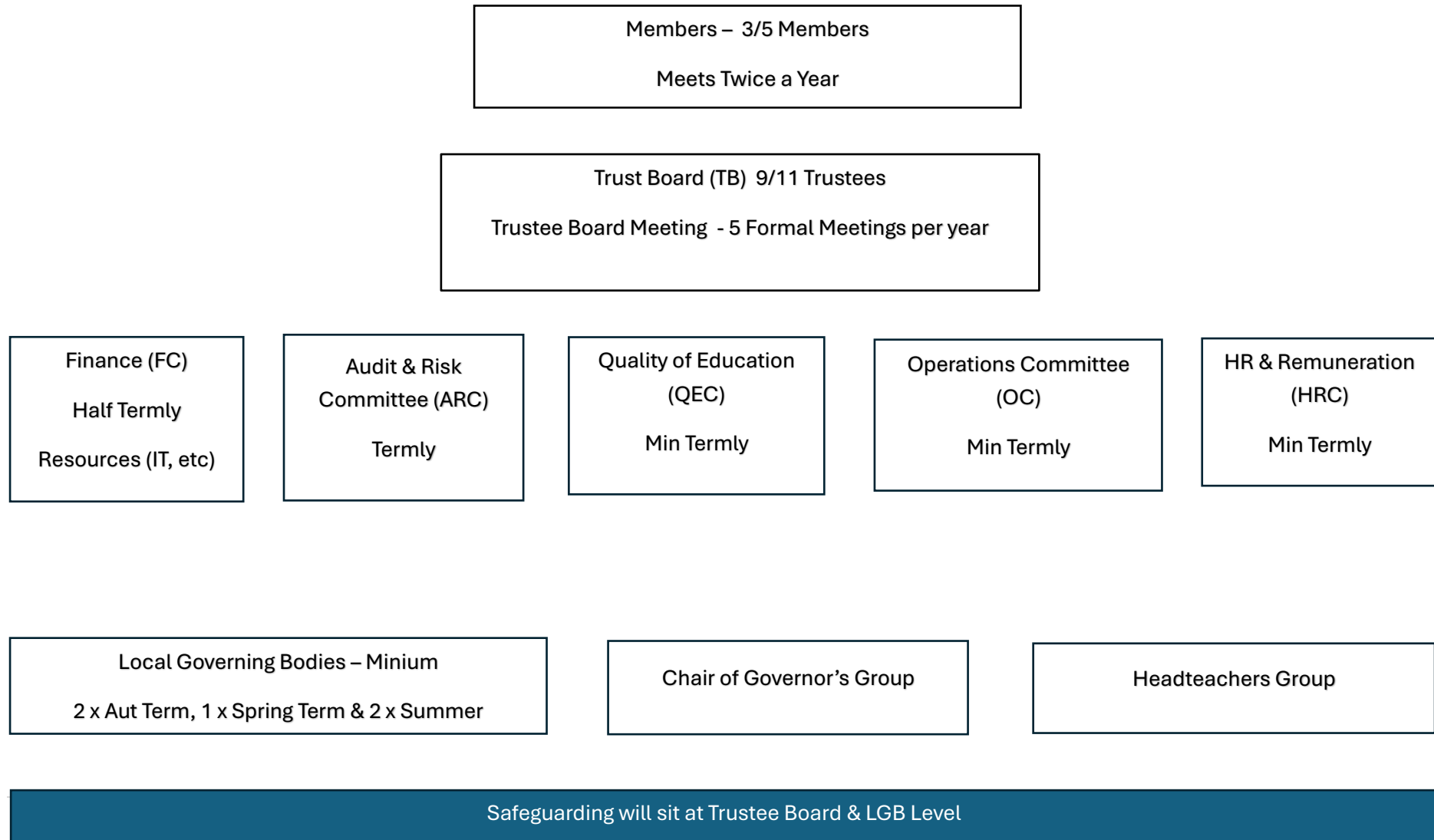
## Adjustments and exceptions to the Scheme of Delegation

Although this Scheme is common to all schools in the Trust, the Trust Board reserves the right to agree adjustments or exceptions as explained in this section.

The Trustees and the Chief Executive Officer will use their shared knowledge of schools within the Trust to work proactively with the aim of ensuring the Scheme is reactive to the needs of schools at any given stage.

Where a school is assessed as being 'at risk', the Scheme may be adjusted by the Trust Board to the circumstances of that school. This could be enforced in a situation where the education and welfare of the pupils is jeopardised and/or weak governance is identified as a barrier to the school's improvement. This may include LGBs being relieved on a temporary basis of some or all of their delegated authorities. In these circumstances, an interim board will be formed by the Trustees to support the school. The interim board will be constituted by the Trustees from key personnel drawn from the Trustees and the LGBs of other schools within the Trust and/or such other person(s) as the Trust Board, in consultation with the Chief Executive Officer, considered having the appropriate skills and expertise.

# Governance Organisation for the Marlow Education Trust



# Committee Membership

The Marlow Education Trust will discharge its governance responsibilities through the following committees, whose Terms of Reference are stated in Appendices 1 to 8 of this document.

**Members AGM** – AGMs help trust members to ensure transparency, accountability, and sufficient scrutiny of the trust’s governance. They are a key opportunity for members to hear from the trust board and CEO about progress made during the year and plans for the future. Attended by the members, Chair of Trustees, CEO, Trustees, Clerk to the MET

**Trust Board Meetings** – All Trustees, CEO, CFO (Open Invite to Members)

**Finance & Resources** – Chair of Trustees, Finance Trustee, CEO, CFO plus 3 other Trustees, open invitation to LGB Finance focussed Governor, open invitation to LGB Chair & Headteacher

**Audit & Risk** – Chair of Audit & Risk, Finance Trustee, Chair of Trustees, LGB Risk & Audit Governor, CEO, CFO, plus 3 other Trustees, open invitation to LGB Chair & Headteacher

**Quality of Education** – Chair of Quality of Education, Chair of Trustees, CEO, LGB Chair & Headteacher, Director of School Improvement plus 3 other Trustees

**Operations Committee** - Chair of Operations Committee, CEO, CFO, Operations Director plus 3 other Trustees, open invitation to LGB Chair & Headteacher

**HR & Remuneration** – Chair of HR & Remuneration, Chair of Trustees, CEO, HR Director, LGB HR Governor, Headteacher plus 3 other Trustees open invitation to LGB Chair & Headteacher

**LGB** – Chair of Governors and a minimum of 7 other Governors, 2 of which must be parents. A suggested LGB Agenda / Discussion is contained in Appendix 9.

The Marlow Education Trust shall use GovernorHub as its storage for all governance related paperwork further details on how to use GovernorHub can be found in Appendix 10.

## Appendix 1 Draft Members AGM Agenda

AGM agendas should include:

- receipt of the audited annual accounts and annual report
- a report on quality of governance (from the trust board)
- future plans for the trust

A template is shown below. Refer to NGA [AGM guidance](#) for further advice.

	<i>Agenda item</i>	<i>Action</i>	<i>Presented by</i>
1	Welcome and confirmation of the chair, quorum and voting process	To confirm	Governance professional
2	Minutes of the previous AGM	To agree	Governance professional
3	Audited annual accounts to include: <ul style="list-style-type: none"> <li>• the annual report on performance over the last year in terms of meeting the charitable objective of the trust</li> <li>• the vision, financial and educational performance of the trust</li> </ul>	To receive	Chair of trustees
4	Report on quality of governance	To discuss	Chair of trustees
5	Major plans/outlook for the year ahead including plans for growth	Presentation	CEO and chair of trustees
6	Q&A: to include those from parents and other stakeholders	To discuss	
7	Appointment/re-appointment of auditors	To agree	Meeting chair
8	<b>Where required:</b>		
	Members – resignations and appointments	To note/pass	Meeting chair
	Trustee – appointments and removals	To note/pass	
	Resolution to change the articles of association	To pass	
	Any other members’ resolutions	To pass	

## Appendix 2 Board of Trustees Terms of Reference

### Marlow Education Trust

#### Trust Board

#### STANDING ORDERS 2024-25

Standing Orders are procedures established to regulate the work of the Trust. They are in addition to any Government Regulation and are optional. The Trustees shall exercise their powers and duties as set out in the Academy Trust's Memorandum, Scheme of Delegation, Articles of Association (AoA) and Funding Agreement (FA), in compliance with relevant and current legislation.

<p><b>CONSTITUTION</b> Membership – All Trustees An academy/Trust can grant voting rights to individuals, due to their area of expertise, enabling them to sit on a named committee (refer to AoA).</p>
<p><b>Quorum</b> – at least THREE Trustees <b>Clerk</b> – cannot be the CEO. It is best practice to appoint an independent clerk. <b>Voting Rights</b> – restricted to committee members. Chair to have a casting vote but only if a Trustee <b>Chair</b> – to be elected by the Trustee Board <b>Term of Trustees</b> – 4 years</p>
<p><b>Governance File</b> The Board will have access to School Governance documentation as follows:</p> <ul style="list-style-type: none"><li>• The Trust Board's Standing Orders.</li><li>• The Terms of Reference for Committees and Working Groups (if applicable), and the structures and remits for the same.</li><li>• The Trust policy on Trustees' expenses.</li><li>• The Trust governance Code of Conduct.</li><li>• Articles of Association</li><li>• Academy Trust Handbook: here</li><li>• Governance Handbook and Competency Framework</li><li>• Academy Trust Governance Structures and Role Descriptors</li></ul> <p>The file may be electronic (available via GovernorHub) or in hard copy but should be made accessible to all responsible for governance.</p>
<p><b>Agenda</b> The agenda will be drafted by the Clerk in consultation with the Chair of Trustees and the CEO.</p>

Any trustee may place an item on the agenda for their respective meeting by contacting the Clerk not less than 10 days before the meeting. The Clerk will then discuss the request with the respective Chair. Any trustee wishing to raise an urgent item must give notice at the beginning of the meeting. The Board will decide whether any such item will be discussed or dealt with at a subsequent meeting.

Standing Agenda Items shall include:-

Trustee Updates

Review of previous Minutes

CEO Report

LGB Reports

Delegated MET Committee Reports

Individual Trustee Reports

Governance

Recurring Items

Policies

External Benchmarking Reports & Actions

**Attendance**

*Where a trustee has sent an apology for absence, the minutes will record the Board's consent or otherwise to the absence*

**MEETING FREQUENCY** - five times a year

**MINUTES**

Will be taken at the meeting and made available to all members of the board/Trust (information relating to a named person or any matter which the committee considers confidential, will not be made public).

**REVIEW** - to review these Terms of Reference annually and make recommendations to the Trust Board.

**Policies** – *data protection privacy notice – [data protection: privacy notice model documents](#),; school complaints – [setting up an academies complaints procedure](#); safeguarding and child protection – [keeping children safe in education](#); admissions arrangements – [school admissions code](#) Whistleblowing,*

**(MORE TO BE ADDED AS WE MOVE THROUGH DRAFTING PROCESS OF THIS DOCUMENT)**

## Appendix 3 Finance & Resources Terms of Reference

### Marlow Education Trust

#### FINANCE COMMITTEE

##### TERMS OF REFERENCE 2023-24

Academy governors/trustees/members should be mindful of their Articles of Association (AoA) agreed Scheme of Delegation and the current Academy Trust Handbook (ATH) (aka Academies Financial Handbook).

<p><b>CONSTITUTION</b> Membership – according to agreed committee structure An academy/Trust can grant voting rights to individuals, due to their area of expertise, enabling them to sit on a named committee (refer to AoA).</p>
<p><b>Quorum</b> – at least THREE trustees. <b>Clerk</b> – cannot be the CEO. It is best practice to appoint an independent clerk. <b>Voting Rights</b> – restricted to committee members. Chair to have a casting vote but only if a governor. <b>Chair</b> – to be elected by the Committee should not be the Chair of Trustees. NB: ‘The chair of trustees should not be chair of the audit and risk committee. Where the finance committee and audit and risk committee are separate, the chair should not be the same’ (ATH para 3.10)</p>
<p><b>General Terms:</b></p> <ul style="list-style-type: none"><li>• To act on matters delegated by the Trust Board.</li><li>• To liaise and consult with other committees where necessary.</li><li>• To contribute to the Trust Improvement Plan.</li><li>• Provide reports for each full academy/Trust board meeting</li><li>• To consider safeguarding and equalities implications when undertaking all committee functions.</li><li>• To review and adopt any policies relevant to this committee, including a Charging and Remissions Policy.</li></ul>
<p><b>Financial policy and planning</b></p> <ul style="list-style-type: none"><li>• To review, adopt and monitor a Finance Policy which includes the scheme of delegation for spending and budgetary adjustments (virements) for the Committee, Headteacher and other nominated staff;</li><li>• Approve expenditure and virements of sums over £50,000 : sums below this amount are delegated to the trust’s senior executive leader;</li><li>• To establish and maintain a three-year financial plan, taking into the account priorities of the Trust Improvement Plan, roll projection and signals from central government and (if applicable) the LA regarding future years’ budgets, within the constraints of available information.</li></ul>

- To draft an annual Trust (including member school's and central budget taking into account the strategic priorities of the Trust Improvement Plan.
- Present the annual balanced budget to the trust board for approval;
- Ensure that the Trust's financial procedures are complied with;
- Review and act upon any issues identified by benchmarking against similar trusts;
- Ensure that the trust follows basic procurement rules and achieves best value for money when acquiring goods and services;
- To make decisions in respect of service level agreements (including procurement contracts of any type);
- To receive the trust's management accounts in order to monitor the trust's cash position and income and expenditure against the approved budget (paras 2.19 - 2.21 ATH);
- To undertake detailed scrutiny and recommend approval of the School Resource Management Self-Assessment checklist annually;
- To ensure that sufficient funds are set aside for pay increments as set out in the Pay Policy and as recommended by the CEO/Headteacher;
- To make recommendations on Annual Topslice

#### **Financial Monitoring**

- To monitor the income and expenditure throughout the year of all delegated and devolved funds against the annual budget plan;
- To report back to each meeting of the full board and to alert them of potential problems or significant variations at an early date
- To liaise with other committees and provide them with the information they need to perform their duties;
- Subject to the scheme of delegation, to approve any budgetary adjustments that will from time to time be necessary in response to the evolving requirements of the school.

#### **Trustees**

- To prepare the Trustees Report to form part of the Statutory Accounts of the board and for filing in accordance with Companies Act requirements.
- To receive auditors' reports and to recommend the board action as appropriate in response to audit findings.

**MEETING FREQUENCY** - at least three times a year

#### **MINUTES**

Will be taken at the meeting and made available to all members of the board/Trust (information relating to a named person or any matter which the committee considers confidential, will not be made public).

**REVIEW** - to review these Terms of Reference annually and make recommendations to the Trust Board.

**POLICIES** – Reserves Policy, Trustee / Governor Allowances & Expenses, *charging and remissions* – [charging for school activities](#). *Competitive tendering procedure, Gifts & Hospitality, Investment Policy,*



## Appendix 4 Audit & Risk Terms of Reference

### Marlow Education Trust

#### AUDIT & RISK COMMITTEE

##### TERMS OF REFERENCE 2024-2025

Academy governors/trustees/members should be mindful of their Articles of Association (AoA), agreed Scheme of Delegation and the current Academy Trust Handbook (ATH) (aka Academies Financial Handbook).

<p><b>CONSTITUTION</b></p> <p>Membership – according to agreed committee structure (NB: employees of the academy/Trust should not be Audit &amp; Risk committee members, but the Accounting Officer and Chief Financial Officer should attend to provide information and participate in discussions (para 3.9 ATH). At least one member of the Audit &amp; Risk committee should have recent or relevant accountancy, or audit assurance experience (DfE: Internal scrutiny in academy trusts).</p> <p>An academy/Trust can grant voting rights to individuals, due to their area of expertise, enabling them to sit on a named committee (refer to AoA).</p>
<p><b>Quorum</b> – at least THREE trustees</p> <p><b>Clerk</b>– cannot be the CEO. It is best practice to appoint an independent clerk.</p> <p><b>Voting Rights</b>– restricted to committee members. Chair to have a casting vote but only if a trustee/governor.</p> <p><b>Chair</b> – to be elected by Committee (NB: should not be the Chair of Trustees or the Chair of the Finance Committee (para 3.10 ATH).</p>
<p><b>General Terms:</b></p> <ul style="list-style-type: none"><li>• Provide reports for each full academy/Trust board meeting, including to highlight emerging risks or significant anomalies at the earliest opportunity (NB: the Trust board must review/retain oversight of the risk register at least annually (paras 2.38 &amp; 2.39 ATH)</li><li>• Ensure there is co-ordination between internal and external audit and any other relevant review bodies.</li><li>• Ensure that any additional services undertaken by the auditors are compatible with the audit independence and objectivity.</li><li>• To review findings from other assurance activities conducted by third parties including ESFA financial management and governance reviews, funding audits and investigations</li><li>• To review the Trust’s insurance cover in compliance with its legal obligations (para 2.40 ATH);</li><li>• To review any policies relevant to this committee.</li></ul>
<p><b>Risk</b></p> <ul style="list-style-type: none"><li>• Oversee the Trust’s Risk Register and management of risk, on advice from the Accounting Officer and Chief Financial Officer;</li></ul>

<ul style="list-style-type: none"> <li>• Seek assurance that the risks identified are those which may occur, ie; operational risk, financial risk, compliance risk, regulatory and legal risk, major accident;</li> <li>• Review the ratings and responses on the risk register to inform contingency and business continuity planning and the programme of work, ensuring risks and control measures are adequately identified and modified as appropriate;</li> </ul>
<p><b>Internal Scrutiny (internal audit)</b></p> <ul style="list-style-type: none"> <li>• Agree an annual programme of work to deliver internal scrutiny that provides coverage across the year;</li> <li>• Agree who will perform the work (paras 3.17 &amp; 3.18 ATH);</li> <li>• Approve, oversee and drive the Trust’s annual programme of internal scrutiny (paras 3.1 &amp; 3.12 ATH), confirming in the annual governance statement (para 3.22 ATH) why those options have been chosen;</li> <li>• Ensure that the programme of internal scrutiny delivers objective and independent assurance;</li> <li>• Consider reports at each meeting of this committee from those conducting the programme of internal scrutiny (para 3.15 ATH), reporting back to the academy/Trust board.</li> <li>• Consider progress in addressing recommendations.</li> </ul>
<p><b>Auditors</b></p> <ul style="list-style-type: none"> <li>• Advise the academy/Trust board on the recommendations for appointment, reappointment, dismissal and remuneration of auditors (both external auditors and internal audit);</li> <li>• Recommend to Trust Members, for approval, the appointment of an external auditor (in accordance with the AoA and para 1.2 ATH)</li> <li>• Receive the external auditors’ annual plan, annual report, and accounts;</li> <li>• Review the auditor’s findings and actions taken by the Trust’s managers, and to recommend appropriate action to the academy/Trust board in response to those findings;</li> <li>• Monitor and assess the effectiveness and resources of the external auditor (para 4.17 ATH)</li> <li>• Produce an annual report of the Committee’s conclusions on the above assessment to advise the board of trustees and members.</li> </ul>
<p><b>MEETING FREQUENCY</b> - at least three times a year</p>
<p><b>MINUTES</b> Will be taken at the meeting and made available to all members of the board/Trust (information relating to a named person or any matter which the committee considers confidential, will not be made public).</p>
<p><b>REVIEW</b> - to review these Terms of Reference annually and make recommendations to the Trust Board.</p>
<p><b>POLICIES</b> - Risk Policy,</p>

## Appendix 5 School Improvement

### Marlow Education Trust

#### Quality of Educational Committee

##### TERMS OF REFERENCE 2024-2025

Academy governors/trustees/members should be mindful of their Articles of Association (AoA), agreed Scheme of Delegation and the current Academy Trust Handbook (ATH) (aka Academies Financial Handbook).

<p><b>CONSTITUTION</b> Membership – according to agreed committee structure An academy/Trust can grant voting rights to individuals, due to their area of expertise, enabling them to sit on a named committee (refer to AoA).</p>
<p><b>Quorum</b> – at least THREE trustees <b>Clerk</b>– cannot be the CEO. It is best practice to appoint an independent clerk. <b>Voting Rights</b>– restricted to committee members. Chair to have a casting vote but only if a trustee/governor. <b>Chair</b> – to be elected by Committee</p>
<p><b>Standards</b></p> <ul style="list-style-type: none"><li>• Ensure that the trust’s vision, ethos and strategy is adopted and applied by school leaders, the aim of the Trust is to ensure that there is a conformity to a set of principals</li><li>• Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust’s strategic objectives.</li><li>• Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress.</li><li>• Ensure that the trust’s curriculum is being provided to pupils in an appropriate manner for the school’s context.</li><li>• Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies.</li></ul>
<p><b>Safeguarding</b></p> <ul style="list-style-type: none"><li>• Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the Trust.</li><li>• Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the schools within the Trust.</li><li>• Monitor the implementation of safeguarding policies and the effectiveness of procedures.</li><li>• Designate a link Trustee to take leadership responsibility for safeguarding.</li></ul>

**SEND**

- Ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
- Seek assurance that staff are trained to implement pupil strategies and support plans.
- Ensure pupils with SEND have the resources they need to succeed.
- Designate a link Trustee to take leadership responsibility for SEND.
- Work in partnership with the Special Educational Needs Coordinator (SENCO) and other stakeholders across the MAT community to ensure that pupils with SEND are well-supported and included in all aspects of school life.
- Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

**Curriculum Matters**

- Ensure that the broad educational needs of the pupils attending the trust's academies are met
- Ensure the Trust's curriculum principles apply to all academies in the trust, how they are implemented and their on all pupils.
- Understand the curriculum and quality of education issues for all academies in the trust.
- Ensure that curriculum enrichment is evident in schools within the trust.

**Pupil Achievement**

- Monitor Pupil achievement and standards throughout the trust, including specific groups: those with special educational needs and disability (SEND), disadvantaged, looked after children and pupils with English as an additional language.
- Understand the quality of teaching and learning throughout the trust, including performance and future performance trends and risks in relation to each academy.
- Measure the teaching capacity throughout the trust including the impact of continuing professional development on pupil achievement and standards.
- Ensure collaboration between academies in the trust and its use in more widely in raising pupil achievement and wider outcomes.

**Wider Outcomes**

- Ensure all pupils are given the knowledge, skills and attributes needed to manage their lives now and in the future.
- Ensure the trust-wide approach to improving pupils’ health and physical literacy.
- Ensure the trust-wide approach to building the cultural capital of pupils.
- Ensure the trust-wide approach to promoting British values and providing pupils with a global outlook.
- Ensure the trust-wide approach to providing pupils with effective careers education.
- Understand Issues related to pupil discipline such as levels of exclusions across the trust.
- Understand the current and emerging patterns, trends and risks relating to attendance and behaviour for all academies in the trust.
- Understand the current and emerging patterns, trends and risks relating to pupil wellbeing for all academies in the trust.
- Ensure that schools within the MET are engaging pupils, parents and the wider community in promoting and improving educational performance and wider outcomes for all pupils throughout the trust.
- Ensure that the mental and physical wellbeing of pupils is respected

**MEETING FREQUENCY** - at least three times a year

**MINUTES**

Will be taken at the meeting and made available to all members of the board/Trust (information relating to a named person or any matter which the committee considers confidential, will not be made public).

**REVIEW** - to review these Terms of Reference annually and make recommendations to the Trust Board.

**POLICIES** – Safeguarding, *special educational needs and disability* – [SEND code of practice: 0 to 25 years](#); *school attendance* – [working together to improve school attendance](#); *behaviour* – [keeping children safe in education](#), [behaviour in schools](#); *school exclusions* – [school suspensions and permanent exclusions](#);

## Appendix 6 Buildings & Estate

### Marlow Education Trust

#### Estates Committee

#### TERMS OF REFERENCE 2024-2025

Academy governors/trustees/members should be mindful of their Articles of Association (AoA), agreed Scheme of Delegation and the current Academy Trust Handbook (ATH) (aka Academies Financial Handbook).

<p><b>CONSTITUTION</b> Membership – according to agreed committee structure An academy/Trust can grant voting rights to individuals, due to their area of expertise, enabling them to sit on a named committee (refer to AoA).</p>
<p><b>Quorum</b> – at least THREE trustees <b>Clerk</b>– cannot be the CEO. It is best practice to appoint an independent clerk. <b>Voting Rights</b>– restricted to committee members. Chair to have a casting vote but only if a trustee/governor. <b>Chair</b> – to be elected by Committee</p>
<p>The role of this committee is to maintain strategic oversight which ensures that the estate is being managed properly. Estate shall mean buildings, Grounds, IT, etc, The Committee shall ensure that there is an:-</p> <ul style="list-style-type: none"><li>• Estate vision – a high-level statement providing direction for the estate in the medium to long term. This should align with the educational vision.</li><li>• Estate strategy – a medium term strategic document that sets out key activities and potential options for achieving the vision, supported by a three to five-year budget plan. This should cover the entire MET estate while also allowing for local influence according to the unique context of each academy.</li><li>• Asset management plan – a short to medium term plan that details and prioritises the actions needed to fulfil the estate strategy. They will be academy specific but will be overseen centrally by the trust.</li><li>• A trust-wide asset management plan to help ensure consistency and to inform the day-to-day operational activity, usually recorded in a maintenance plan.</li><li>• Trust wide IT Strategy that ensures an efficient use of resources and that meets all cyber and security requirements.</li></ul>

**Premises Health & Safety**

- To provide support and guidance for the Trustee board, the CEO and the Headteacher(s) on all matters relating to the maintenance and development of the premises and grounds, including Health and Safety.
- To ensure that an annual inspection of the premises and grounds takes place and a report is received identifying any issues and monitor any arising actions.
- To inform the board of the report and set out a proposed order of priorities for maintenance and development, for the approval of the board.
- To arrange professional surveys and emergency work, as necessary
- The CEO is authorised to commit expenditure without the prior approval of the committee in any emergency where delay would result in further damage or present a risk to the health and safety of pupils or staff. In this event the Headteacher would normally be expected to consult the committee chair at the earliest opportunity.
- To create a project committee where necessary to oversee any major developments.
- To establish and keep under review an Accessibility Plan and a Building Development Plan
- To review, adopt and monitor a Health and Safety policy.
- To ensure that the board's responsibilities regarding litter and refuse are discharged according to Section 89 of the Environmental Protection Act 1990, so far as is practicable.
- Ensure that safeguarding policies, procedures and training is effective and complies with the law at all times, having regard to statutory guidance Keeping Children Safe in Education
- Review each school's accessibility plan
- Receive regular reports on accident statistics, near misses, incidents of violence or aggression
- Ensure that a process is in place to approve educational visits, ensuring that health and safety planning and risk assessments have been undertaken for them
- Ensure that inspections of the trust premises and equipment take place (annually and at appropriate intervals), and a report is received identifying any issues
- Monitor the health and safety training that staff and trustees undertake
- Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe

**Commercial**

- To ensure necessary tendering arrangements are carried out in accordance with the Trust's financial procedures.
- To approve (in consultation with the Finance Committee) the award of tenders.
- To monitor and approve any lettings, in accordance with the policy of the Trust.
- To monitor the use of buildings after hours and to advise on any additional uses of buildings to generate income.
- To monitor energy efficiency costs and savings.
- In conjunction with the Finance Committee submit and manage CIF Bids (approval of CIF bids vest with the Trustee Board)

**IT**

- Ensure that the MET and its member schools have identified and mitigated all risks around cyber security
- Ensure that a 3year IT strategy is in place for the Trust and its academies
- To manage the Trust’s IT estate and ensure that a capital refresh programmer is budgeted for

**Compliance**

Responsible for Strategic oversight which involves seeking assurances that:

- the trust/academy is complying with all legal requirements relating to the estate, such as those on health and safety, fire, and asbestos
- appropriate processes and procedures are in place, including insurance and emergency planning
- statutory inspecting and testing has been carried out
- risks are identified in the risk register and dealt with appropriately This will be evidenced through reports from trust/academy leaders and relevant documents such as copies of maintenance plans, testing certificates, risk assessments, as well as the findings of audits and inspections.

**MEETING FREQUENCY** - at least three times a year

**MINUTES**

Will be taken at the meeting and made available to all members of the board/Trust (information relating to a named person or any matter which the committee considers confidential, will not be made public).

**REVIEW** - to review these Terms of Reference annually and make recommendations to the Trust Board.

**POLICIES** – Emergency Plan, *health and safety* – [health and safety: advice for schools](#); *premises management* – [good estate management for schools](#)



## Appendix 7 HR & Remuneration Committee

### Marlow Education Trust

#### HR & Remuneration

#### TERMS OF REFERENCE 2023-24

Academy governors/trustees/members should be mindful of their Articles of Association (AoA), agreed Scheme of Delegation and the current Academy Trust Handbook (ATH) (aka Academies Financial Handbook).

#### **CONSTITUTION**

Membership – according to agreed committee structure (NB: employees of the academy/Trust should not be HR & Remuneration committee members, but the Accounting Officer and Chief Financial Officer should attend to provide information and participate in discussions (para 3.9 ATH).

At least one member of the HR & Remuneration committee should have recent or relevant HR. An academy/Trust can grant voting rights to individuals, due to their area of expertise, enabling them to sit on a named committee (refer to AoA).

**Quorum** – at least THREE trustees

**Clerk**– cannot be the Headteacher. It is best practice to appoint an independent clerk.

**Voting Rights**– restricted to committee members. Chair to have a casting vote but only if a trustee/governor.

**Chair** – to be elected by Committee

#### **General Terms:**

- Develop a framework for the pay of the senior executive leader and the leadership team;
- Comply with statutory requirements to publish trust staff rates of pay and benefits
- Review the staffing structure of the school annually, ensuring that it meets the requirements the school development plan, the curriculum and is affordable
- Consider applications from staff for variation to contract (such as secondments, early retirement, leave of absence, reduced working hours and flexible working requests)
- Review staff work-life balance, working conditions and wellbeing, including monitoring staff absence rates
- Oversee the operation of the appraisal policy, including making arrangements for the headteacher’s performance management
- Review pay decision data to ensure that pay increments are awarded fairly
- Ensure that staffing procedures (including recruitment procedures) comply with equality legislation and safer recruitment practice
- Monitor the provision of staff training and CPD, ensuring sufficient budget is allocated

- Establish a strong relationship with the headteacher in order to provide effective support and challenge, including providing feedback to their performance management process.
- Ensure that the Wellbeing of Staff is protected
- Responsible for the recruitment of Headteachers

**Pay and Performance**

Salary review to:

- understand the profile of the school
- ensure salaries reflect staff responsibilities and contributions
- understand the scope for progression and impact on budget.

Approve pay recommendations and:

- ensure appraisal policy is applied fairly
- ensure recommendations are demonstrably evidence-based
- ensure recommendations can be justified if challenged
- approve evidence-based threshold applications
- approve leadership pay
- notify HR provider of pay recommendations.

Receive a report to ensure that:

- objectives set are aligned to the School Development Plan (SDP)
- the process is robust, open, consistent and fair.
- to understand the link between pay and performance to inform progression

Further, the Committee will take a recommendation from the CEO in respect of the outcome of the appraisal of the Executive Headteachers and the Chief Finance Officer (CFO) and it will also review the objectives for the coming year. The appraisal outcome and the objectives for the Executive Headteachers and the CFO must be approved by the Committee before they are confirmed.

<b>Employee Group</b>	<b>Proposes for Approval</b>	<b>Proposal made to</b>	<b>Final Approval</b>	<b>Appeals</b>
CEO	This Committee	Trust Board	Trust Board	Panel of at least two Trustees
CFO	CEO	This Committee	This Committee	Panel of at least two Trustees

	Executive Headteachers	CEO	This Committee	This Committee	Panel of at least two Trustees	
<b>CONDUCT</b>						
The function of the Committee is to make decisions and recommendations on highly sensitive matters of strategic importance to the Trust Board. The Committee members will maintain strict confidentiality in these matters to maintain independence of decision making. The Committee will be mindful of potential conflict and will maintain confidentiality on all Committee matters.						
<b>MEETING FREQUENCY</b> - at least three times a year						
<b>MINUTES</b>						
Will be taken at the meeting and made available to all members of the board/Trust (information relating to a named person or any matter which the committee considers confidential, will not be made public).						
<b>REVIEW</b> - to review these Terms of Reference annually and make recommendations to the Trust Board						
<b>POLICIES</b> – Pay Policy, (teachers’ pay – <a href="#">school teachers’ pay and conditions</a> ); teachers’ performance and capability – <a href="#">model policy for teachers’ appraisal and capability</a> , <i>staff behaviour and grievance</i> – <a href="#">staffing and employment: advice for schools</a> and <a href="#">keeping children safe in education</a> ; Whistleblowing; Staff Grievance;						

## Appendix 8 LGB Terms of Reference

### Marlow Education Trust

#### Local Governing Body Terms of Reference

##### TERMS OF REFERENCE 2023-24

<p><b>CONSTITUTION</b></p> <p>Membership – according to agreed committee structure</p> <p>An academy/Trust can grant voting rights to individuals, due to their area of expertise, enabling them to sit on a named committee (refer to AoA).</p>
<p><b>Quorum</b> – at least THREE governors</p> <p><b>Clerk</b>– cannot be the CEO. It is best practice to appoint an independent clerk.</p> <p><b>Voting Rights</b>– restricted to committee members. Chair to have a casting vote but only if a governor.</p> <p><b>Chair</b> – to be elected by Committee</p>
<p>The role of this committee is to:</p> <ul style="list-style-type: none"><li>• Ensure that the children leaving the school have realised their potential and fulfilled their ambition.</li><li>• Provide the trust board with insight into the challenges and opportunities faced by the school and it’s local community.</li><li>• Ensure that the staff, pupils and parents understand the school’s strategic vision</li></ul>
<p><b>Strategic Vision &amp; Values</b></p> <ul style="list-style-type: none"><li>• Responsible for setting the schools strategic vision and values.</li><li>• Ensure that the school’s SEF is maintained.</li><li>• Ensure that the school has as a minimum an annual SDP, this committee shall be responsible for its approval and monitoring</li></ul>
<p><b>Quality of Education</b></p> <ul style="list-style-type: none"><li>• Review the curriculum offer, ensuring that statutory requirements are met</li><li>• Ensure that the curriculum offer reflects the school’s values</li><li>• Ensure that the curriculum meets the needs of <b>all</b> pupils regardless of ability, age, sex or ethnicity</li><li>• Ensure that the requirements of pupils with special educational needs and disabilities (SEND) are met, as laid out in the SEND Code of Practice</li><li>• Ensure that the curriculum provides opportunities for pupils to become confident in a way which supports their mental and physical health and fitness</li><li>• Ensure that statutorily required information is published on the school’s website</li></ul>

- Monitor and evaluate the results of pupil's learning in terms of progress and attainment and how well pupils perform in examinations and assessments
- Evaluate the impact of the curriculum in terms of pupils' preparedness for the next stage of education and employment
- Monitor and review the progress and attainment of specific groups of pupils including those in receipt of pupil premium funding and pupils with SEND
- Monitor and evaluate the impact of continuing professional development on the quality of teaching
- Advise the Trust's Finance Committee on the funding priorities necessary to deliver the curriculum
- Consider recommendations relating to teaching and learning from external reviews of the school (for example, Ofsted or local school improvement advisers), and ensure an appropriate plan is in place to act on any recommendations

#### **Leadership & Management**

- Ensuring the school meets its statutory requirements in respect of equality and diversity
- Ensuring the school meets its statutory requirements in respect of safeguarding
- Ensuring the school meets its statutory requirements in respect of SEND
- Ensuring the wellbeing of staff through the implementation of annual wellbeing survey actions
- The Chair of Governors should work closely with the Headteacher to encourage their personnel wellbeing and work life balance.

#### **Finance**

- Ensure the school meets its approved budget by following MET financial policies and monitoring non-compliance
- Ensure the school's adherence to the Trust's procurement policy
- Working with the Headteacher and CEO to prepare 3year financial revenue and expenditure budgets
- Monitor spending of pupil premium, PE and sport premium (and other relevant premiums); ensure that funding is spent effectively and is having the intended impact on pupil outcomes
- Monitor spending on 6<sup>th</sup> Form Bursary Students
- Approval of capital projects agreed within the annual budget
- Feeding into MET level capital plans
- Contribute to the Risk Register for the School and manage school implicit risks

#### **HR**

- Ensure school follows the Trust wide Appraisal Policy and Pay Policy and the timetables set therein
- Ensure that the staff organisational model supports the performance of the school
- Undertake the performance management of the Headteacher in conjunction with the CEO
- Ensure CPD is given the focus it demands and is linked to identified needs following either appraisals or reorganisation
- Support the Trust's HR Director in attending any related staffing panels.

<p><b>Safeguarding</b> Responsible for monitoring the robustness of the School’s SCR</p>
<p><b>MEETING FREQUENCY</b> – As per the meeting Agenda shown in Appendix 9</p>
<p><b>MINUTES</b> Will be taken at the meeting and made available to all members of the board/Trust (information relating to a named person or any matter which the committee considers confidential, will not be made public).</p>
<p><b>REVIEW</b> - to review these Terms of Reference annually and make recommendations to the Trust Board.</p>
<p><b>POLICIES – Adapt &amp; Adopt the following Trust Policies</b> admissions arrangements – <a href="#">school admissions code</a>, special educational needs and disability – <a href="#">SEND code of practice: 0 to 25 years</a>; school attendance – <a href="#">working together to improve school attendance</a>; behaviour – <a href="#">keeping children safe in education, behaviour in schools</a>; , school exclusions – <a href="#">school suspensions and permanent exclusions</a>; Careers Education and Guidance; equality objectives – <a href="#">Equality Act 2010: advice for schools</a>;</p> <p><b>To approve School specific policies</b> Accessibility Plan, school uniform – <a href="#">statutory guidance on cost of school uniforms</a> and <a href="#">guidance on school uniforms</a>; support for pupils with medical conditions – <a href="#">supporting pupils with medical conditions at school</a>; relationships and sex education and health education – <a href="#">relationships and sex education (RSE) and health education</a>; careers: provider access policy statement (secondary education) – <a href="#">careers statutory guidance</a>; safeguarding and child protection – <a href="#">keeping children safe in education</a></p>

## Appendix 9 2025/2026 PROPOSED LGB Agenda / Discission Schedule

Standing Items		Link Governor Roles / Focus Areas		
<ul style="list-style-type: none"> <li>Welcome &amp; Apologies</li> <li>Declaratiions of Interest in Agenda Items</li> <li>Minutes of the Last Meeting</li> <li>Matters Arising from last meeting (not on the agenda)</li> <li>MET Report to include Financial Update</li> <li>Policy Review (Annually &amp; As per Review Schedule)</li> </ul>		<ul style="list-style-type: none"> <li>Academic Outcomes</li> <li>Attendance</li> <li>Behaviour</li> <li>Careers (CIAG) (Yrs 7-13)</li> <li>Equality &amp; Diversity</li> <li>Inclusion (SEND &amp; PP)</li> </ul>		<ul style="list-style-type: none"> <li>PHSE</li> <li>Safeguarding</li> <li>H&amp;S Reporting</li> <li>Risk Register</li> </ul>
Discussion Specific to Meetings				
Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>KS2, KS4 &amp; KS5 Outcomes</li> <li>NOR Confirmed</li> <li>Destination Data</li> <li>Behaviour Suspension Exclusion Data (Annual Data)</li> <li>SDP Update / Final Plan</li> <li>Staffing Position</li> <li>Pupil Premium Report for Prior Year Approved</li> </ul>	<ul style="list-style-type: none"> <li>SEF Review</li> <li>PP Strategy</li> <li>SEND Offer /Report</li> <li>PHSE Offer / Review</li> <li>Attendance Data</li> <li>Teaching &amp; Learning Quality Reviews</li> <li>Governor Training Plan</li> <li>Risk Register</li> <li>Equality Objectives – ED&amp;I Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>KS2, KS4 &amp; KS5 Progress / Predicted Grades</li> <li>SDP Review (inc. inout via Governor Reports</li> <li>Behaviour Suspension Exclusion Data</li> <li>Attendance Data</li> <li>Teaching &amp; Learning Quality Reviews</li> <li>CIAG (Yr-Yr13)</li> <li>Student Survey Results</li> <li>Risk Register</li> <li>SEN/PP progress (inc, action plan / impac and financials</li> <li>September Admission Numbers</li> </ul>	<ul style="list-style-type: none"> <li>KS2, KS4 &amp; KS5 Progress / expected Grades</li> <li>KS4 &amp; KS5 Curriculum Offer for next Academic Year</li> <li>SDP Review (inc. inout via Governor Reports</li> <li>Behaviour Suspension Exclusion Data</li> <li>Attendance Data</li> <li>Teaching &amp; Learning Quality Reviews</li> <li>SEF Update</li> <li>Staffing Position</li> <li>Staff Survey Results</li> <li>PHSE Update</li> </ul>	<ul style="list-style-type: none"> <li>SDP Update &amp; Draft for next year</li> <li>Governance Self Evaluation</li> <li>Governor Link Roles for next year</li> <li>Governor Recruitment</li> <li>Attendance Data</li> <li>Teaching &amp; Learning Quality Reviews</li> <li>Risk Register</li> <li>Annual SEND Report</li> </ul>
<b>Safeguarding</b> <ul style="list-style-type: none"> <li>CP Governor Report (inc. Annual Safeguarding Return</li> <li>Premises, H&amp;S (inc. accident reporting)</li> </ul>	<b>Safeguarding</b> <ul style="list-style-type: none"> <li>CP Governor Report</li> <li>Premises, H&amp;S</li> </ul>	<b>Safeguarding</b> <ul style="list-style-type: none"> <li>CP Governor Report</li> <li>Premises, H&amp;S (inc. accident reporting)</li> <li>Report Premises, H&amp;S</li> </ul>	<b>Safeguarding</b> <ul style="list-style-type: none"> <li>CP Governor Report</li> <li>Premises, H&amp;S (inc. accident reporting)</li> </ul>	<b>Safeguarding</b> <ul style="list-style-type: none"> <li>CP Governor Report</li> <li>Premises, H&amp;S</li> </ul>
<b>Policies (Annua)</b>	<b>Policies (Annual)</b>	<b>Policies (Annual)</b>	<b>Policies (Annual)</b>	<b>Policies (Annual)</b>

## **Appendix 10 GovernorHub**

### **An Overview of GovernorHub**

GovernorHub (GHub) is a "user-friendly" cloud-based system for the storage and sharing of governor information/documents/news, as well as a method of communication (via the Noticeboard).

GHub can be downloaded as an app onto your smartphone.

Within GHub, annually Trustees and Governors must record the following information under the Compliance section of GHub:-

- Declarations of Interest
- Keeping Children Safe in Education
- Marlow Education Trust Confirmations

### **Folders**

There are two main GHub folders accessible to local governors within the Marlow Education Trust

(MET) - 'Resources for Marlow Education Trust' and their respective school (in this case, 'Sir William Borlase's Grammar School).

#### **1. 'Resources for Marlow Education Trust'**

All local governors and trustees have access to this folder. It is the central folder for MET wide/national guidance/legislation documentation (which all trustees/local governors should be familiar with).

**There are four folders in 'Resources' as follows:**

#### **Governance**

Holds copies of documents::

- the Competency Framework for Governance,
- DfE Academies Governance Role Descriptors,
- Governance Handbook.



## **MET Procedural Documents**

Contains copies of:

- MET Articles of Association,
- MET Terms of Reference,
- MET Code of Conduct
- MET Standing Orders
- MET Governor Allowances

## **Statutory Guidance Contains:**

- Copy of Keeping Children Safe in Education 2023
- Academy Trust Handbook

## **Trust-wide Policies**

The **‘Calendar’** facility amalgamates MET wide meetings in a central location (if they have been added to the Trust/LGB calendars)

**‘News’** tab: allows for messages to be sent to all those with GHub access across the Trust.

## **2. Schools**

### **There are five tabs (horizontally):**

**‘Noticeboard’**: enables the sharing of news items/documents and messages amongst all those with GHub access to the respective LGB board (nb: messages can be sent to named subscribers but the message will be visible to all).

**‘Calendar’**: all local board meeting dates (and other important dates) can be added to this facility.

**‘Documents’:** Local Boards have six folders

1. Procedural Documents
2. LGB Meetings (broken down by academic year and term)
3. LGB Committee Meetings (if applicable) (broken down by committee/academic year and term)
4. School Evidence (ie. local board self-evaluation documentation)
5. Governor Evidence (ie. visiting local governor reports)
6. Policies (School)

**‘Local Governing Board’:** contains the details (names, category, term of office) for all those on your local board.

**‘About’:** enables reports to be generated, including attendance, training taken, GIAS.

**‘Find a school’:** leads to a search function to find any school in the country and access their website.

**‘Help’:** takes you to (short) informative tutorials/videos on how to perform certain tasks in GHub (advise you go in and look at: ‘The Basics’)

By clicking on your name you can access your ‘Profile’ for the recording of ‘Declarations and Confirmations’ (ie. you have read KCSiE) and enter training undertaken.

Speech bubble (bottom right of the screen) is a useful direct link to the GHub 'helpline'. Response is generally by return.

## **Training**

GHub contains links to Bucks Education Partnership, which offers training to all Trustees and Governors. Additionally, the Trust subscribes to the NGA (National Governance Association). It is the responsibility of all Trustees and Governors to ensure that they keep up to date with their training and to record their training within their profile on GHub. Further information and support is available from the Chair of Trustees, Chairs of LGB and the Clerks to each board.

## Appendix 11 – Reserved decisions and qualifications

### A1. Trust policies and policy framework:

- i. Trustees will be responsible for all policies and procedures of the Trust as a whole and for the Trust’s shared services.
- ii. Trustees will agree and approve policies and procedures as required, to ensure that the Trust fulfils its statutory responsibilities, including compliance with its Funding Agreements with the Secretary of State; this will apply to all schools in The Trust. The Trustees will be clear about which policies are Trust-wide policies and must be followed in their entirety by all schools in the Trust and which policies are Adapt and Adopt policies and must in certain designated sections be amended by each school to reflect the individual setting and then adopted by the LGB.
- iii. The LGB and Headteacher will be responsible for agreeing school-level procedures, as required and in accordance with Trust policies and procedures.
- iv. **Safeguarding:** this policy and associated procedures are Trust-wide with duties allocated between the Trustees, LGB, the Chief Executive Officer and Headteacher in accordance with the limits specified in the policy.
- v. **Special Educational Needs and Disabilities (SEND):** this policy and associated procedures are Adapt and Adopt with duties allocated between the Trustees, LGB, the Chief Executive Officer and Headteacher in accordance with the limits specified in the policy.
- vi. **Finance:** all finance policies and procedures are Trust-wide with duties allocated between the Trustees, LGB, the Chief Executive Officer and Headteacher in accordance with the limits specified in the policy.
- vii. **Human Resource (HR):** all HR policies and procedures are Trust-wide with duties allocated between the Trustees, LGB, the Chief Executive Officer and Headteacher in accordance with the limits specified in the policy. Headteachers and LGBs are required to seek and follow the advice of the Trust’s HR Advisor on all personnel related matters.
- viii. **Health and safety:** this policy and associated procedures are Trust-wide with duties allocated between the Trustees, LGB, the Chief Executive Officer and Headteacher in accordance with the limits specified in the policy.

- ix. **Complaints:** this policy and associated procedures are Trust-wide with duties allocated between the Trustees, LGB, the Chief Executive Officer and Headteacher in accordance with the limits specified in the policy.
- x. Generally, policies contain policy statements as well as detailed descriptions of procedures and processes and implementation guidance. Policies for the Trust will make a clear distinction between:
  - a) Policy statements: high level statement of policy, objectives and non-negotiables, that require agreement by Trustees; and
  - b) Procedures: describing how a policy is implemented, including processes and guidance to staff – generally delegated to appropriate Trust or school staff.
- xi. Each policy will clearly indicate the period of review, highlight any substantive changes and cite the date of approval or, in the case of an Adapt and Adopt policy to which sub-paragraph xiii applies, updated.
- xii. LGBs must minute clearly their approval to all Adapt and Adopt policies once adapted and as adopted by the LGB.
- xiii. Where a revised version of an Adapt and Adopt policy is approved by the Trustees and no amendments are proposed or required to the sections of the policy previously adapted for the school and adopted by the LGB it will not be necessary to seek the approval of the LGB. The adapted and adopted policy must, however, be refreshed to reflect the latest version of the Adapt and Adopt policy approved by Trustees and reported to the LGB at its next meeting.

## **A2. Decisions and matters that are reserved to the Trust Board:**

- i. Ensuring clarity of vision, ethos and strategic direction of the Trust as a whole
- ii. Ultimate oversight of the financial and educational performance of the schools in the Trust
- iii. Structural and business development and promotion of the Trust
- iv. Appointment of Associate Trustees (Associate Trustees do not have voting rights but may be invited by Trustees for a specific skill or timeframe)
- v. Approval of all Trust-wide policies and Adapt and Adopt policies (to be by the Trust Board or one of the Committees (other than the LGBs) as detailed in this Scheme or the Committee's Terms of Reference)
- vi. Approval of the structures, procedures and terms of reference of Trust committees and Local Governing Bodies
- vii. Approval of the Trust Annual Report and Accounts
- viii. Approval of the Trust's framework of risk management, including ultimate oversight of the Trust risk register
- ix. Approval of the strategy and budget for, and the monitoring and review of, the Trust shared services and of the Trust's overall Budget, including the annual budgets of all schools in the Trust
- x. Approval of the annual central service contribution
- xi. Approval of limits of delegation to the LGB, Headteachers and Chief Executive Officer
- xii. Approval of the Trust's pay and performance management framework
- xiii. Determination of the information required to be published by the Trust and its schools (to be by the Trust Board or one of the Trust Committees as detailed in this Scheme or the Committee's Terms of Reference).

- xiv. Choice of finance systems including payroll provider, bank account and other financial instruments (to be by the Trust Board or one of the Trust Committees as detailed in this Scheme or the Committee's Terms of Reference.
- xv. Choice of school data systems
- xvi. Approval and making of statements on behalf of the Trust and approval of statements that may have a negative impact on the reputation of the Trust and/or any schools in the Trust
- xvii. Reappointment of a LGB Chair who has acted or will act as LGB Chair for more than 48 months

**A3. Decisions delegated to the Local Governing Board, but requiring ratification by the Trust Board (such ratification will not be unreasonably withheld)**

- i. Appointment of Headteacher via the Trust HR Committee
- ii. Appointment of the Clerk or Governance Officer to the LGB
- iii. Confirming the school budget allocation
- iv. Confirming admissions arrangements for the school
- v. Confirming school pastoral care and support systems
- vi. Confirming priorities for and authorising capital expenditure

**A4. Decisions delegated to the Local Governing Board, but requiring the Local Governing Body to consult the Trust Board and take account of any advice before taking the decision:**

- i. Approval of annual school improvement plans (consultation to be led by the Chief Executive Officer)
- ii. Appointment or reappointment of co-opted Local Governors, and appointment of parent Governors where a vacancy has not been filled through the Trust election procedure
- iii. Initial appointment of LGB Chair

The aim of the Marlow Education Trust is to

**Collaborate to Inspire, Flourish & Succeed**

**Key: Delegations:** Responsible, Approver, Supporting, Consulted, Informed

**Key: Layers of Delegation:** Trust Board (TB), Audit and Risk Committee (ARC), Quality of Educational Committee (QEC), Finance Committee (FC), Human Resources Committee (HRC), Estates Committee (EC), Local Governing Body (LGB), Chief Executive Officer (CEO), Headteacher (HT)

## Appendix 12 – Matrix of Delegations

Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>1. Vision, ethos and strategy</b>					
1.1. Trust vision and strategy (including Trust’s 5-year strategic priorities and annual Trust Improvement Plan (TIP) and any plans for significant change or growth	<b>Responsible</b> for developing high level thinking and approach and <b>approver</b>	FC, ARC, HRC. EC and QEC <b>consulted</b> on priorities in TIP/areas relevant to their remit	<b>Responsible</b> for developing detail and documentation, leading consultation, recommending, delivery and review	<b>Consulted</b> on annual TIP, expect to be <b>consulted</b> on significant change or growth and <b>informed</b> of plans/approach approved by TB	<b>Consulted</b> on annual TIP, expect to be <b>consulted</b> on significant change or growth and <b>informed</b> of plans/approach approved by TB; <b>responsible</b> for contributing through school improvement plan
1.2. Trust ethos and values	<b>Responsible</b> for developing high level thinking and approach and <b>approver</b>		<b>Responsible</b> for developing detail and documentation, leading consultation, recommending, delivering and reviewing to ensure Trust values and ethos reflected across the Trust	<b>Consulted</b> on significant change or review; <b>informed</b> of TB approved approach; <b>responsible</b> for monitoring delivery at school	<b>Consulted</b> on significant change or review; <b>informed</b> of TB approved approach; <b>responsible</b> for delivering at school
1.3. School vision, ethos and culture	<b>Consulted</b> on approach and changes		<b>Consulted</b> on approach and changes	<b>Responsible</b> for collaborating with school to nurture distinctive vision, ethos and culture of school in alignment with Trust vision and values	<b>Responsible</b> for developing detail and documentation, delivering and reviewing in line with Trust ethos and values



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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Vision, ethos and strategy (continued)</b>					
1.4. School strategy and any plans for significant change	<b>Informed</b>		<b>Informed; responsible</b> for supporting HTs in development and delivery as required and reporting to Trust Board or relevant Committee	<b>Approver</b> taking account of recommendations and advice (if any) from the CEO/Trustees; <b>responsible</b> for monitoring progress	<b>Responsible</b> for developing detail and documentation in line with Trust strategy, recommending to LGB, delivering and reporting to LGB and CEO regularly on plans/progress
1.5. School annual improvement plan		QEC <b>informed</b> of progress	<b>Responsible</b> for leading consultation on approach; <b>supporting</b> HTs in development and delivery as required; <b>responsible</b> for reporting to QEC on plans/progress	<b>Approver</b> taking account of recommendations and advice from the CEO and the QEC; <b>responsible</b> for monitoring progress	<b>Responsible</b> for developing detail and documentation in line with TIP, recommending to LGB, delivering and reporting to LGB and CEO termly on plans/progress
1.6. Compliance with equalities legislation		HRC <b>approver</b> of Trust equalities policy	<b>Responsible</b> for preparing and recommending Trust policy to HRC for approval, reviewing and implementing across the Trust	<b>Responsible</b> for approving Equalities Policy for school, once adapted by HT, and monitoring implementation	<b>Responsible</b> for discharging the HT responsibilities set out in Trust policy
1.7. New schools to join the Trust	<b>Responsible</b> for considering potential new school applications, reviewing progress in line with Trust strategic priorities Ensuring the Due Diligence. <b>Approver</b>	ARC, FC, HRC, EC and QEC <b>supporting</b> via review of relevant information potential new school applications, reviewing progress and making recommendations to TB	<b>Responsible</b> for reviewing and recommending possible new schools to join the Trust and delivering decisions made by TB	<b>Informed</b>	<b>Informed</b>

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**Key: Layers of Delegation:** Trust Board (TB), Audit and Risk Committee (ARC), Quality of Educational Committee (QEC), Finance Committee (FC), Human Resources Committee (HRC), Estates Committee (EC), Local Governing Body (LGB), Chief Executive Officer (CEO), Headteacher (HT)

Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Vision, ethos and strategy (continued)</b>					
1.8. Annually approve the Trust Core Offer	<b>Approver, informed</b> by outcome of consultation with LGBs, with FC <b>supporting</b> by monitoring value for money		<b>Responsible</b> for developing detail and documentation, leading consultation, recommending, delivering and reviewing	<b>Consulted</b> annually on Core Offer and <b>informed</b> of approved Core Offer	<b>Consulted</b> annually on Core Offer and <b>informed</b> of approved Core Offer

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**Key: Layers of Delegation:** Trust Board (TB), Audit and Risk Committee (ARC), Quality of Educational Committee (QEC), Finance Committee (FC), Human Resources Committee (HRC), Estates Committee (EC), Local Governing Body (LGB), Chief Executive Officer (CEO), Headteacher (HT)

Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>2. Finance</b>					
2.1. Finance policies (including investment, procurement, treasury management, charging and remissions)		FC <b>responsible</b> for all finance policies	<b>Responsible</b> for preparing, recommending, delivering across Trust and reviewing	<b>Informed and responsible</b> for adhering to and monitoring in school	<b>Informed and responsible</b> for adhering to and delivery in school
	FC <b>approver</b> of all finance pc				
2.2. Appointment of external auditor	<b>Responsible</b> for recommending to Members	ARC <b>responsible</b> for recommending to TB	<b>Responsible</b> for reviewing and reporting to ARC on auditor performance and documenting engagement in writing	<b>Informed</b>	<b>Informed</b>
2.3. Trust bankers	<b>Approver</b> of appointment and any change in bankers	FC <b>responsible</b> for making recommendations to TB	<b>Responsible</b> for reviewing and making recommendations to FC	<b>Informed</b>	<b>Informed</b>
2.4. Audited reports and financial statements	<b>Approver</b> and <b>responsible</b> for laying before Members	FC <b>responsible</b> for reviewing (including against budgets and monitoring) and recommending to TB for approval ARC <b>responsible</b> for reviewing auditor’s report of its findings as part of annual audit and regularity engagement and actions taken by Trust executives	<b>Responsible</b> for delivery of audit (including preparation of information with schools’ and external input), reporting information from auditors and progress of actions/reports to ARC/FC (as appropriate) and recommending to FC	<b>Informed and responsible</b> for monitoring any areas of internal non-compliance in school	<b>Responsible</b> for providing any information required for school; <b>informed</b> of any actions from audit reports relevant to school and <b>responsible</b> for completing identified actions and reporting on progress to CEO

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**Key: Layers of Delegation:** Trust Board (TB), Audit and Risk Committee (ARC), Quality of Educational Committee (QEC), Finance Committee (FC), Human Resources Committee (HRC), Estates Committee (EC), Local Governing Body (LGB), Chief Executive Officer (CEO), Headteacher (HT)

Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Finance (continued)</b>					
2.5. Setting delegated authority limits for financial transactions	<b>Informed</b>	FC <b>approver</b>	<b>Responsible</b> for recommending, reviewing limits and operational compliance across Trust	<b>Informed</b>	<b>Informed and responsible</b> for operational compliance in school
2.6. Setting annual Trust budget (including central service contribution %)	<b>Approver</b> of annual Trust budget (including central service contribution %)	FC <b>responsible</b> for reviewing proposed Trust budget (including central service contribution %) and recommending to TB, informed by consultation with LGBs	<b>Responsible</b> for developing and recommending to FC Trust budget and central service contribution % and related services	<b>Consulted</b> on Trust budget (via Local Governor participation at relevant FC meeting(s)) and central service contribution and <b>informed</b> of the outcome.	<b>Responsible</b> for developing school budget for recommendation to LGB and <b>informed</b>
2.7. Setting school budgets	<b>Approver</b> of school budgets informed by recommendation of FC	FC <b>responsible</b> for reviewing and recommending to TB	<b>Responsible</b> for preparing Trust budget with input of school budgets	<b>Responsible</b> for reviewing and approving school budget for submission to Trust CEO and Chief Financial Officer (before 1 June) in line with CEO's annual budget setting letter	<b>Responsible</b> for preparing own school budget with discussion and support from CEO and recommending to LGB
2.8. Monitoring and reporting on Trust and school budgets and forecasts	<b>Informed</b> (including by provision of monthly management accounts)	FC <b>responsible</b> for monitoring central Trust and school monthly management accounts and budget reports and forecasts QEC <b>responsible</b> for monitoring use and impact of pupil/sports premia, other funding and grants across Trust	<b>Responsible</b> for monitoring, compiling (with schools' input) and reporting to FC for Trust and schools (with monthly management accounts circulated to all Trustees) and for delivering approved central Trust budget	<b>Responsible</b> for receiving high level reports on school budget/forecasts/actuals and reporting to FC on any key issues and budget deviation and working with the Head teacher on managing the budget; <b>responsible</b> for monitoring use and impact of pupil/sports premia, bursary students other funding and grants in school	<b>Responsible</b> for delivering approved school budget and reporting (in Trust format) to LGB and (on monthly basis) to Chief Financial Officer

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**Key: Layers of Delegation:** Trust Board (TB), Audit and Risk Committee (ARC), Quality of Educational Committee (QEC), Finance Committee (FC), Human Resources Committee (HRC), Estates Committee (EC), Local Governing Body (LGB), Chief Executive Officer (CEO), Headteacher (HT)

Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Finance (continued)</b>					
2.9. Managing cash position	<b>Informed</b>	FC <b>responsible</b> for monitoring	<b>Responsible</b> for timely delivery in line with Trust policy	<b>Informed</b> by the FC	<b>Responsible</b> for delivery by school in line with Trust policy and reporting to Chief Financial Officer
2.10. Trust and school capital plans and projects	<b>Approver</b> of Trust strategic capital plan	FC and EC <b>responsible</b> for monitoring Trust capital expenditure and prioritizing and authorising major capital project applications in line with agreed Trust procedure and for urgent capital work	<b>Responsible</b> for prioritizing and recommending to FC major capital project applications recommended by schools or for Trust, oversight of delivery of approved Trust capital plans; <b>supporting</b> HTs in development and delivery of school capital projects, as required	<b>Responsible</b> for reviewing and recommending to CEO/Chief Financial Officer major capital project applications in line with agreed Trust procedure and <b>approver</b> of small capital projects within devolved formula capital funds held by school;	<b>Responsible</b> for developing school capital plans, preparing documentation for submission to LGB and delivery of approved plans for school
2.11. Trust reserves strategy	<b>Approver</b>	ARC <b>responsible</b> for keeping under review and recommending to TB changes and determining and monitoring level of reserves  FC <b>responsible</b> for oversight of implementation of strategy	<b>Responsible</b> for developing and recommending strategy, delivery of agreed strategy and management of surplus reserves		

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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Finance (continued)</b>					
2.12. Use of Purchasing power to ensure that the Trust secures value of money	<b>Approver</b> of Trust procurement policy	<b>Responsible</b> for monitoring robustness if Trust-wide value for money and benchmarking	<b>Responsible</b> for operational delivery and developing and implementing Trust wide procurement strategies and efficiency savings programmes	<b>Responsible</b> for oversight of delivery of procurement policy by school and monitoring robustness of school value for money	<b>Responsible</b> for operational delivery and developing and implementing school procurement strategies and efficiency saving programme in line with Trust Policy and strategy
2.13. Appointment of insurer and adequacy of insurance arrangements	<b>Informed</b>		<b>Approver</b> and <b>responsible</b> for delivery		<b>Informed</b> by CEO
2.14. Ensuring compliance with ESFA requirements	<b>Informed</b> by CEO as to compliance	FC, ARC, QEC, EC and HRC <b>responsible</b> for adherence to ESFA requirements in discharging their duties		<b>Supporting</b> by adherence to Trust policy and practice and ESFA requirements as relevant	<b>Supporting</b> by adherence to Trust policy and practice and ESFA requirements as relevant
2.15. Choice of Trust wide finance systems including Trust pay roll provider, bank account and other financial instruments		<b>FC approver</b>	<b>Responsible</b> for recommending systems. <b>Responsible</b> for the implementation of selected systems.	<b>Informed</b> of decisions	<b>Informed</b> of decisions

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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>3. Staffing</b>					
3.1. HR policies and practice (including performance management, appraisal, pay, capability, disciplinary, grievance, recruitment and retention, managing staff absence)	<b>Informed</b> of Trust Pay Policy (including pay levels) and NQT policy; may be <b>supporting</b> in specific circumstances, for example, by serving on panels	HRC <b>approver</b> of all HR policies (including Trust Pay Policy (including pay levels) and NQT policy); may be <b>supporting</b> in specific circumstances, for example, by serving on panels	<b>Responsible</b> for preparing, recommending, delivering across Trust and reviewing	<b>Informed</b> of policies; <b>responsible</b> for adhering to and monitoring in school; may be <b>supporting</b> in specific circumstances, for example, by serving on panel (either at the school or another school in the Trust)	<b>Informed</b> of policies; for school, <b>responsible</b> for delivery; may be <b>supporting</b> if requested by CEO to inform development of policies and practice
3.2. Staffing structure	<b>Approver</b> of Staffing Structure within Budgets	FC and HRC <b>approver</b>	<b>Responsible</b> for preparing and recommending to HRC and FC for shared Trust staff and delivering approved structure; <b>consulted</b> for schools by HTs	<b>Consulted</b> for School Staff	<b>Approver</b> for school, having first consulted and taken into account advice of CEO and LGB
3.3. Appointment of Chief Executive Officer and Accounting Officer	<b>Responsible</b> for delivering and <b>approver</b> drawing on external expertise as considered necessary	HRC <b>responsible</b> for reviewing succession planning and, if requested by TB, making recommendations on pay and conditions		<b>Informed</b> of appointment	<b>Informed</b> of appointment
3.4. Appointment of other senior Trust employees (including Chief Operating Officer, Directors of Education, Standards, Safeguarding, Company Secretary, etc)	<b>Approver</b> (via selection panel)	HRC <b>responsible</b> for reviewing succession planning and, if requested by TB, making recommendations on pay and conditions	<b>Responsible</b> for leading and facilitating recruitment and selection procedures in line with Trust policy and making recommendations to TB	<b>Informed</b> of appointment	<b>Informed</b> of appointment

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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Staffing (continued)</b>					
3.5. Appointment of Headteacher	<b>Responsible</b> for ratifying with authority to ratify delegated to Trustee appointed to represent Trust Board on selection panel		<b>Responsible</b> for leading and facilitating recruitment and selection procedures for all HTs with relevant LGB in line with Trust policy; <b>consulted</b> and <b>supporting</b> as part of selection panel	<b>Responsible</b> for informing CEO/ Chair of Trustees on receipt of resignation of HT, developing (via LGB Chair) with CEO recruitment and selection process, participating in interview process and appointing with Trustees HT of school in line with Trust policy	
3.6. Appointment of Deputy and Assistant Headteachers	<b>Informed</b> and <b>responsible</b> for ratifying with authority to ratify delegated to Chief Executive Officer as part of the selection panel		<b>Consulted</b> and <b>supporting</b> as part of selection panel and with delegated authority as part of panel to ratify on behalf of TB	<b>Approver</b>	<b>Responsible</b> for informing CEO/ LGB Chair on receipt of resignation or request for approval of additional deputy/assistant HT post and leading and facilitating all parts of recruitment and selection process in line with Trust policy
3.7. Appointment of other staff			<b>Responsible</b> for leading and facilitating recruitment and selection process for all staff employed wholly or mainly in the central Trust team in line with Trust policy, budget and approved staffing structure	<b>Informed</b> by HT for school	<b>Responsible</b> for leading and facilitating recruitment and selection process for all staff employed at school in line with Trust policy, budget and approved school staffing structure
3.8. Determination of pay/grading structures across the Trust	<b>Approver</b> , informed by HRC	HRC <b>responsible</b> for making recommendations to TB	<b>Responsible</b> for reviewing and making recommendations to HRC	<b>Informed</b>	<b>Informed</b> of final outcome



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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Staffing (continued)</b>					
3.9. Performance management and performance related pay (PRP)	<b>Approval</b> of CEO's performance management	HRC <b>responsible</b> for CEO's performance management and <b>approver</b> of CEO's PRP awards in line with Trust policy; HRC <b>responsible</b> for reviewing CEO reports on HTs' and shared Trust staff pay awards and on performance management process, consistency of approach across Trust and high-level outcomes	<b>Responsible</b> for performance management of HTs and shared Trust staff and <b>approver</b> of HTs and shared Trust staff PRP awards in line with Trust policy; <b>informed</b> on process, completion and high-level outcomes for schools by HTs	<b>Responsible</b> for participating with CEO in review of HT's performance and as part of review <b>consulted</b> on HT PRP award (in each case via LGB Chair and where practicable another Advisor). <b>Monitor</b> performance management processes across the school.	<b>Responsible</b> for delivery of performance management in school and <b>approver</b> of PRP awards for school staff in line with Trust policy having first consulted and taken account of advice of CEO
3.10. Initial appointment pay decisions and other terms of service		<b>Approver</b> for HTs and shared Trust staff of pay ranges prior to advertising and starting salary within that range on appointment.	<b>Responsible</b> for HTs and shared Trust staff of pay ranges prior to advertising and starting salary within that range on appointment; <b>Approver</b> on salary ranges for deputy HT(s) and assistant HT(s) in line with Trust policy; <b>Approver</b> of common terms of service to be used across the Trust	<b>Consulted</b> via LGB Chair by CEO on HT starting salary and pay ranges, deputy HT(s) and assistant HT(s), starting salary and pay ranges in line with Trust policy;	<b>Approver</b> of pay ranges for school staff (other than deputy and assistant HTs) prior to advertising and on appointment of starting salary within approved ranges in line with Trust policy
3.11. Staff development		HRC <b>approver</b> of Trust wide policy and approach and <b>responsible</b> for reviewing reports from CEO on staff development plans and delivery across Trust	In line with delegations, budget and policy, <b>approver</b> of opportunities for Trust	<b>Informed</b> by HT of school and <b>responsible</b> for the equitable development of all staff in line with Trust policies <b>Responsible</b> with the CEO for the Headteacher development.	In line with delegations, budget and policy, <b>approver</b> of opportunities and <b>responsible</b> for updating LGB on plans and delivery

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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Staffing (continued)</b>					
3.12. Dismissal of Staff	<b>Responsible</b> for leading formal capability/review meeting and hearing appeal against formal warning in case of CEO and serving on panels as documented in Trust policy	HRC <b>informed</b> of dismissals across Trust	<b>Responsible</b> for leading with LGB chair formal capability/review meeting in case of HT as documented in Trust policy	<b>Responsible</b> for serving on panels (in the school or another school in the Trust) as documented in Trust policy and <b>informed</b> by HT for school	<b>Responsible</b> for leading formal/capability review meeting for staff as documented in Trust policy
3.13. Suspension of staff		<b>Informed</b> of any staff suspension within Trust	<b>Approver</b> of any staff suspension	<b>Informed of any staff suspension within school</b>	<b>Responsible</b> for staff suspension within school with CEO's support in accordance with Trust policy.
3.14. Staff restructuring, redundancy and reduction	<b>Approver</b> of strategic direction and <b>responsible</b> for establishing Redundancy and Redundancy Appeals Committees as provided in Trust policy	<b>Responsible</b> following input from the LGB, CEO & Headteacher for recommending to the TB a proposed redundancy plan.	<b>Responsible</b> for leading operationally, monitoring and reviewing and attending all stages of consultation and panels if required	<b>Supporting</b> as provided in Trust policy	<b>Responsible</b> for managing process for school with CEO's support
3.15. Decisions around recognition and facilities time for Trade Unions and professional associations	<b>Approver</b> , informed by HRC	HRC <b>responsible</b> for reviewing and making recommendation to TB	<b>Responsible</b> for recommending commencement/final outcome, participating in and leading consultation and negotiation	<b>Informed</b> of final outcome	<b>Informed</b> of final outcome

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**Key: Layers of Delegation:** Trust Board (TB), Audit and Risk Committee (ARC), Quality of Educational Committee (QEC), Finance Committee (FC), Human Resources Committee (HRC), Estates Committee (EC), Local Governing Body (LGB), Chief Executive Officer (CEO), Headteacher (HT)

Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Staffing (continued)</b>					
3.16. Consultations and negotiations with staff and recognised Unions relating to HR policies, pay, terms and conditions and establishment of local agreements	<b>Approver</b> , informed by HRC	HRC <b>responsible</b> for making recommendations to TB	<b>Responsible</b> for recommending commencement/final outcome, participating in and leading consultation and negotiation	<b>Informed</b> of final outcome	<b>Consulted</b> and <b>informed</b> of final outcome
3.17. Production and maintenance of single central record of recruitment and vetting checks	<b>Informed</b> of policy approved by QEC	QEC <b>responsible</b> for reviewing reports as to compliance and <b>approver</b> of policy	<b>Responsible</b> for recommending, reviewing and producing Trust wide policy, delivery for central Trust in line with Trust policy and reporting to QEC on Trust wide compliance	<b>Responsible</b> for monitoring delivery by school	<b>Responsible</b> for delivery in school in line with Trust policy

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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>4. Curriculum and pastoral care</b>					
4.1. Pupil achievement and progress	<b>Informed</b> by QEC of achievement and progress	QEC <b>responsible</b> for reviewing pupil achievement across the Trust and the progress and actions against any targets set by the CEO for a school	<b>Responsible</b> for setting individual school targets where appropriate in collaboration with the Headteachers; <b>informed</b> via termly updates from HTs of progress and plans for school targets and <b>responsible</b> for reviewing and reporting to QEC on pupil achievement and progress against school targets	<b>Responsible</b> for monitoring achievement and progress ;	<b>Consulted</b> on and <b>informed</b> of any targets to be set by the CEO for their school; <b>responsible</b> for reporting to CEO and LGBs on pupil achievement and progress and actions against any targets set
4.2. Self-evaluation form (SEF)	<b>Informed</b>	QEC <b>approver of</b> Trust approach and <b>informed</b> of each SEF and progress, plans and actions	<b>Responsible</b> for preparing and recommending to QEC Trust approach; <b>approver</b> of SEF cycle and <b>consulted</b> on each school SEF and <b>informed</b> by	<b>Approver</b> of HT’s recommendation of SEF for school and <b>responsible</b> for monitoring progress, plans and actions	<b>Consulted</b> on Trust approach; <b>responsible</b> for preparing, recommending to LGB and delivering school SEF and reporting to

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			HT on progress, plans and actions		CEO and LGB on progress, plans and actions
4.3.	Approach to curriculum and assessment with regard to statutory requirements	QEC <b>approver</b> of Trust approach	<b>Responsible</b> for preparing, reviewing, recommending and delivery of Trust approach across Trust; <b>consulted</b> and may be <b>supporting</b> on school approach	<b>Informed</b> and may be <b>consulted</b> by HT on school approach; <b>responsible</b> for monitoring implementation in school in line with Trust approach	May be <b>consulted</b> for input into Trust approach; <b>responsible</b> for setting and delivering school approach in line with Trust approach
4.4.	Curriculum policies including religious education, health, sex and relationships education and collective worship	QEC <b>approver</b>	<b>Responsible</b> for developing, preparing and recommending policies to QEC and delivery across the Trust	<b>Approver</b> of Trust Adapt and Adopt policies for school once adapted by HT and monitoring implementation by school	May be <b>consulted</b> for input into policy development; <b>responsible</b> for adapting Trust Adapt and Adopt policies for school and implementation in school
	<b>Area of Responsibility</b>	<b>Trust Board</b>	<b>Trustee Committees</b>	<b>Chief Executive Officer</b>	<b>Local Governing Body</b>
	<b>Curriculum and pastoral care (continued)</b>				
4.5.	Confirmation of curriculum		<b>Consulted</b>		<b>Responsible</b> for confirming after consultation with CEO
4.6.	Subject options to be taught	QEC <b>informed</b>	<b>Consulted</b> and <b>informed</b>	<b>Consulted</b> and <b>informed</b>	<b>Approver</b> of options to be taught for school having regard to resources available and consulted with LGB and CEO
4.7.	Delivering careers' guidance with regard to statutory requirements		<b>Informed</b> by HT of programme/plans for school	<b>Responsible</b> for fulfilling the role of the governing body set out in the DfE statutory guidance to schools on providing careers' guidance and access for education and information providers	<b>Responsible</b> for school meeting statutory requirements

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4.8.	Safeguarding oversight, policies and procedures	<b>Informed</b> of Trust safeguarding policy; <b>responsible</b> for appointing a Trustee to monitor safeguarding with Trustees and for reviewing reports from Trust designated safeguarding lead and link safeguarding Local Governors on implementation and compliance across the Trust	QEC <b>approver</b> (annually) of Trust safeguarding policy, monitoring its effectiveness, and holding CEO to account for its implementation, across the Trust and reporting to TB	<b>Responsible</b> for quality assuring safeguarding practice and procedures across the Trust and reporting to QEC	<b>Responsible</b> for appointing a Local Advisor with specific oversight for safeguarding, and monitoring and reviewing with this Advisor the effectiveness in the school of the Trust safeguarding policy	<b>Responsible</b> for implementing in own school (including appointment of designated safeguarding lead for school) in line with Trust policy, delivering any recommendations from audits or reviews and reporting to LGB and CEO
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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher	
<b>Curriculum and pastoral care (continued)</b>						
4.9.	Special Educational Needs and Disability (SEND) strategy and provision	<b>Informed</b> of Trust SEND policy; <b>responsible</b> for appointing a Trustee with specific oversight for SEND and reviewing reports from QEC or CEO	<b>QEC approver</b> of Trust SEND policy, with SEND Trustee monitoring quality and effectiveness of SEN and disability provision and reporting to <b>QEC</b>	<b>Responsible</b> for implementation of Trust policy; operationally leading, monitoring and reviewing all matters relating to SEND (including determining strategic development of SEND provision in schools (working with the Trustee and Local Governors with specific oversight for SEND)) and reporting to QEC; <b>informed</b> by HTs of school approach	<b>Responsible</b> for appointing a Local Advisor with specific oversight for SEND, approving Trust Adapt and Adopt SEND policy (once adapted by HT) for school and SEN Information Report in line with SEND Code of Practice and monitoring implementation of Trust SEND policy in school	<b>Responsible</b> for managing SEND provision in school, implementing Trust SEND policy and reporting to LGB and CEO
4.10.	Delivering support for looked after children		<b>Informed</b> by HT of delivery in school and <b>responsible</b> for oversight across the Trust	<b>Informed</b> by HT and <b>responsible</b> for their wellbeing and educational outcomes	<b>Responsible</b> for designating staff member with responsibility for looked-after children and	

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ensuring the staff member undertakes appropriate training and has regard to relevant guidance issued by the Department for Education in relation to looked-after children

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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Curriculum and pastoral care (continued)</b>					
4.11. Student discipline and reward		QEC <b>approver</b> of Trust policy and <b>responsible</b> (through the agency of the Company Secretary) for arranging independent review of Local Advisor Disciplinary Committee decisions where required; <b>informed by</b> CEO of exclusions, suspensions and off-site directions across the Trust; <b>supporting</b> , as required, by serving on Local Advisor Disciplinary Committees for schools in the Trust	<b>Responsible</b> for preparing, recommending to QEC, reviewing and monitoring management of Trust policy; <b>informed</b> by HTs of all exclusions, suspensions and off site directions	<b>Approver</b> of Trust Adapt and Adopt policy for school; <b>responsible</b> for receiving regular reporting from HT on standards of behaviour, and convening and serving on Local Advisor Disciplinary Committees for school in line with Trust policy made up of Local Governors and Trustees; <b>supporting</b> , as required, with independent review of Disciplinary Committee decisions relevant to school and by serving on Local Advisor Disciplinary Committees for other schools in the Trust	May be <b>consulted</b> for input into Trust policy development; <b>responsible</b> for adapting and recommending to LGB Trust Adapt and Adopt policies for school, implementation in school and reporting to LGB; <b>responsible</b> for making and reviewing off site directions in relation to their school
4.12. Ensuring Trust and each school’s readiness for inspection, including Ofsted	<b>Informed</b> and <b>responsible</b> for delivery of TB role by involvement in inspections as required	QEC <b>responsible</b> for receiving updates on Trust and each school’s readiness from CEO	<b>Responsible</b> for leading overall approach, monitoring and reviewing in each school, reporting to QEC and supporting HTs in preparation and delivery of school plans as required and the TB and LGBs for their role in inspections	<b>Informed</b> of school plans and <b>responsible</b> for monitoring actions and progress and proactive preparation. <b>Delivery</b> of LGB role by participation in inspections, as required, with Trustees	<b>Responsible</b> for preparing and delivering plans for school, reporting to CEO and LGB on plans and supporting LGB on their role



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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>5. Admissions and school organisation</b>					
5.1. Admissions	<p><b>Approver</b> of Trust admissions policy and changes in pupil admission number (PAN) or to take additional pupil numbers above PAN or changes in criteria for allocation of places; <b>responsible</b> for annually determining all admission arrangements of all schools in Trust, agreeing allocation of places in line with Trust policy and receiving reports of the CEO regarding admissions; <b>approver</b> of application decisions in line with Trust policy; <b>responsible</b> for discharging obligations of Trust as admissions authority under School Admissions Code; <b>Informed</b> by CEO's annual report of admission numbers and updates as to prospective pupil numbers</p>		<p><b>Responsible</b> for preparing, recommending, reviewing and operational implementation of Trust admissions policy including purchase of specialist advice and guidance via Admissions Servicer Provider</p>	<p><b>Responsible</b> for recommending to TB admissions arrangements and any changes, having sought prior advice from the CEO; <b>informed</b> of approved admission arrangements</p>	<p><b>Responsible</b> for adherence to Trust policy in school; <b>informed</b> of admissions decisions relating to school; <b>consulted</b> on proposals to take additional pupils above PAN; <b>approver</b> in line with Trust policy of admissions at the school to the sixth form, for pupils with Education Health and Care Plans, on managed moves and under Fair Access Protocol arrangements with full authority to be the representative of the Trust, make decisions and otherwise act on its behalf at any Fair Access Panel meeting in respect of their school and to delegate such authority to an appropriate member of staff</p>

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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Admissions and school organisation (continued)</b>					
5.2. Challenge direction to admit pupils	<b>Approver</b> of decision to challenge, informed by recommendation of CEO taking into account Articles of Association & Local Authority Recommendations		<b>Responsible</b> for making recommendation and implementing TB decision	<b>Consulted</b> on TB decision and final outcome for school	<b>Informed</b> of TB decision and final outcome for school
5.3. Proposals to change category of school	<b>Approver</b> , informed by recommendation of CEO & EO and subject to input and approval as required from the Regional Schools Commissioner	EO responsible for evaluating CEO recommendation and making recommendation to TB	<b>Responsible</b> for making recommendation to EO and delivering TB decision	<b>Consulted</b>	<b>Consulted</b>
5.4. Setting school term dates, holidays and times of school sessions			<b>Consulted</b> in relation to proposals to change school session times	<b>Responsible</b> for approving proposals to change times of school sessions	<b>Responsible</b> for setting holidays in line with Local Authority agreed dates, determining INSET days and having first consulted CEO recommending to LGB proposed changes in times of school sessions
5.5. Provision of free school meals to those pupils meeting criteria				<b>Responsible</b> for oversight	<b>Responsible</b> for delivery in school
5.6. Lunch nutritional standards				<b>Responsible</b> for monitoring compliance	<b>Responsible</b> for ensuring met by school and reporting to LGB
5.7. Closure of school due to extreme circumstances	<b>Informed</b>		<b>Approver</b>	<b>Informed</b>	<b>Responsible</b> for recommending and implementing CEO decision

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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Admissions and school organisation (continued)</b>					
5.8. Admissions and attendance register		QEC <b>informed</b> of attendance rates across the Trust		<b>Monitoring</b> attendance at school	<b>Responsible</b> for ensuring school registers maintained in accordance with statutory requirements and reporting to LGB and CEO on compliance

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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>6. Premises, IT and health and safety</b>					
6.1. Trust property policies and strategy, estate improvement plans, priorities for premises maintenance and development, and accessibility plan	<b>Approver</b> of Trust wide plans, priorities and associated budgets and <b>informed</b> by FC of progress	EC and FC <b>responsible</b> for reviewing Trust wide plans, priorities and associated budgets, making recommendations to TB and reviewing CEO reports on implementation QEC <b>approver</b> of Trust Adapt and Adopt accessibility plan	<b>Responsible</b> for preparing and delivering Trust wide plans, priorities, associated budgets, making recommendations to EC and FC and reporting on progress with implementation.	<b>Approver</b> of school priorities in line with TB approved budgets and strategy and <b>responsible</b> for monitoring of school priorities and delivery. <b>approver</b> of accessibility plan for school once adapted by HT; <b>consulted</b> for school on capital projects delivered by Trust	<b>Responsible</b> for preparing and delivering school priorities, reporting to CEO and LGB and, where requested by CEO, contributing to development and/or delivery of Trust wide plans and priorities; <b>consulted</b> for school on capital projects delivered by Trust
6.2. Health and safety	<b>Informed</b> by ARC of Trust policy	ARC <b>responsible</b> for reviewing, approving policy and monitoring via regular reports from CEO; <b>informed</b> of major health and safety issues or incidents affecting the Trust	<b>Responsible</b> for preparing, reviewing and recommending to ARC and operationally leading, monitoring and reviewing delivery across the Trust	<b>Informed</b> and take action of major health and safety issues or incidents affecting school and reports by the Chief Operating Officer for their school	<b>Responsible</b> for managing, monitoring and reviewing health and safety and compliance in school, school reporting via Trust reporting system in line with Trust policy and ensuring safety certificates in place for school
6.3. IT resources and services	<b>Approver</b> of Trust IT strategy	OC <b>responsible</b> for reviewing and recommending Trust IT strategy to TB and monitoring implementation via CEO reports; <b>approver</b> of expenditure as required in line with financial delegations	<b>Responsible</b> for preparing, reviewing, recommending to FC and delivering Trust IT strategy and investment; in line with financial delegations, <b>responsible</b> for approving/recommending to FC Trust projects and reporting to FC on implementation of strategy and projects	<b>Approver</b> of school priorities in line with approved budgets and Trust strategy and <b>responsible</b> for monitoring school priorities and delivery; <b>informed</b> and may be <b>consulted</b> on major projects delivered by Trust	<b>Responsible</b> for preparing detail on school projects and reporting to CEO; in line with financial delegations, <b>responsible</b> for approving /recommending to LGB school projects in line with approved budgets and Trust strategy, delivering and reporting to LGB on implementation

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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>7. Governance</b>					
7.1. Trust governance structure, delegations and terms of reference	<b>Approver</b> (annually)	ARC, QEC, FC, EC and HRC <b>responsible</b> for delivering and <b>consulted</b>	<b>Responsible</b> for preparing, reviewing and recommending informed by consultation, compliance and Trust practice; <b>responsible</b> for delivering delegations for CEO	<b>Consulted</b> (as part of annual review) and <b>responsible</b> for delivering LGB delegations; may be <b>supporting</b> by recommending areas for improvement/clarification	<b>Consulted</b> (as part of annual review) and <b>responsible</b> for delivering HT delegations; may be <b>supporting</b> by recommending areas for improvement/clarification
7.2. Governance policies and practice (including management of conflicts of interest, governance expenses, whistleblowing and codes of conduct)	<b>Approver</b> of policy framework and <b>responsible</b> for adherence at Trust level	ARC, FC, HRC, EC and QEC <b>responsible</b> for adherence to responsibilities at Committee level and <b>approver</b> of policies as specified in their Terms of Reference	<b>Responsible</b> for preparing, reviewing and recommending policies, adherence to CEO responsibilities and reporting to ARC non-compliance or other issues	<b>Responsible</b> for adherence to LGB responsibilities for school and reporting to ARC any non-compliance or other issues	<b>Responsible</b> for adherence to HT responsibilities for school and reporting to CEO any non-compliance or other issues
7.3. Appointment (including re-appointment) and removal of Trustees under Articles of Association	<b>Approver</b> of appointment of co-opted Trustees and removal/suspension of co-opted Trustees under Articles of Association		<b>Informed</b> of appointment	<b>Informed</b> of appointment	<b>Informed</b> of appointment
7.4. Recruitment and skills audits of Trustees	<b>Responsible</b> for reviewing recruitment needs, identifying skills gaps and succession planning; <b>approver</b> of process and timeline to seek potential new co-opted Trustees, consulting with Members		<b>Consulted</b> on Trust needs and skills gaps; <b>consulted</b> on and may be <b>supporting</b> of recruitment, as determined by TB	<b>Informed</b>	<b>Informed</b>

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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Governance (continued)</b>					
7.5. Appointment (including re-appointment) and removal of TB Chair and Vice Chair	<b>Approver</b> of appointment and removal in accordance with Articles		<b>Consulted</b> ; may be asked to make recommendation to TB	<b>Informed</b>	<b>Informed</b>
7.6. Appointment and removal of link Trustees (including for Safeguarding and SEND)	<b>Approver</b>		<b>Consulted</b> ; may be asked to make recommendation to TB	<b>Informed</b>	<b>Informed</b>
7.7. Appointment (including re-appointment) and removal of TB Committee and LGB Chairs and Vice Chairs	For LGB Chair, <b>consulted</b> prior to initial appointment and <b>approver</b> of reappointment of LGB Chair of 48 months or more; <b>approver</b> of each TB Committee (save for LGBs) Chair and Vice Chair		<b>Informed</b> and may be <b>consulted</b> by Trustees	<b>Responsible</b> for consulting with TB on appointment of LGB Chair; <b>approver</b> for LGB Vice Chair	<b>Consulted</b> ; may be asked to make recommendation to LGB
7.8. Appointment and removal of Trustee Committee members	<b>Approver</b>		<b>Informed</b> and may be <b>consulted</b>	<b>Informed</b>	<b>Informed</b>

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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Governance (continued)</b>					
7.9. Recruitment and skills audits of Local Governors	<b>Informed</b> and may be <b>supporting</b>			<b>Responsible</b> for reviewing recruitment needs, conducting skills audits, identifying skills gaps and succession planning; <b>approver</b> of process and timeline to seek potential new co-opted Governors	May be <b>consulted</b> ;
7.10. Appointment (including re-appointment) and removal of Local Governors	<b>Consulted</b> on appointment; may be <b>approver</b> of removal of Local Governor in line with Trust procedure; <b>informed</b>		<b>Informed</b>	<b>Approver</b> of appointment, having consulted and taken account of advice of Trustees, and of removal in line with Trust procedure	May be <b>consulted</b> ;
7.11. Appointment and removal of link Governors (including for Safeguarding, SEND, careers' education, finance and Local Advisor professional development)	<b>Informed</b>		<b>Informed</b>	<b>Responsible</b> for recruiting and <b>approver</b>	May be <b>consulted</b> ;
7.12. Parent Local Governor election procedures	<b>Approver</b>		<b>Responsible</b> for reviewing and recommending procedures to TB	<b>Informed</b> and <b>responsible</b> for adhering to TB approved procedures for school	May be <b>consulted</b> to input into procedure, <b>informed</b> and <b>responsible</b> for implementing TB approved procedures for school

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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Governance (continued)</b>					
7.13. Role descriptions for link Trustees and Governors		QEC <b>approver</b> of link role descriptions for Safeguarding, SEND, Careers Advice FC <b>approver</b> of Finance Local Advisor link role description HRC <b>approver</b> of Local Advisor professional development link role description		<b>Consulted</b> on link Governor role descriptions	
7.14. Appointment of clerk to Trustee Committees	<b>Supporting</b> by participating in interview and selection process and <b>approver</b>		<b>Responsible</b> for leading and facilitating recruitment	<b>Informed</b>	<b>Informed</b>
7.15. Appointment of LGB Clerk/Governance Officer	<b>Approver</b> , informed by LGB's recommendation			<b>Supporting</b> by participating in interview and selection process and <b>responsible</b> for making recommendation to TB	<b>Responsible</b> for leading and facilitating recruitment
7.16. Schedule of TB and Committee meetings	<b>Approver</b> of schedule and priorities across governance operation	ARC, EC, FC, HRC and QEC <b>approver</b> of priorities and dates for committee in line with Trust schedule	<b>Responsible</b> for preparing and recommending to Trustees	<b>Approver</b> of school priorities, business and dates for LGB and committees to align with Trust schedule	<b>Responsible</b> for preparing and recommending to LGB
7.17. Internal governance review	<b>Responsible</b> for annual self-review and <b>informed</b> (via LGB Chair to Chair of Trustees) of outcomes of LGB self-reviews		<b>Informed</b>	<b>Responsible</b> for annual self-review	<b>Informed</b> for annual self-review



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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Governance (continued)</b>					
7.18. External governance review	<b>Approver</b> of approach; <b>responsible</b> for reviewing outcome of review; <b>approver</b> of actions and recommendations	ARC <b>responsible</b> for monitoring actions taken in response to external governance review	<b>Consulted</b> and <b>supporting</b> , as required; <b>responsible</b> for implementing approved actions/recommendations at Trust level, where required	<b>Consulted</b> and <b>supporting</b> by contributing to process from LGB perspective; <b>responsible</b> for implementing approved actions/recommendations for LGB, where required	<b>Consulted</b> and <b>supporting</b> by contributing to process from school perspective; <b>responsible</b> for implementing TB approved actions/recommendations for school, where required

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Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>8. Internal control and risk</b>					
8.1. Setting the Trust's risk appetite	<b>Approver</b> of risk appetite statement and major decisions affecting the Trust's risk profile	ARC <b>responsible</b> for developing, reviewing and recommending statement to TB	<b>Responsible</b> for developing detail and documentation	<b>Informed</b>	<b>Informed</b>
8.2. Risk management and control	<b>Responsible</b> for oversight of Trust risk register and reviewing ARC's annual report on risk register	ARC <b>approver</b> of Trust risk management policy and business continuity plan; <b>responsible</b> for keeping the Trust risk appetite and register under review and escalating risk to TB in line with Trust policy ARC, FC, HRC, EC, QEC <b>supporting</b> by reviewing key risks relevant to Committee	<b>Responsible</b> for developing, reviewing, delivering and reporting to ARC on risk management and the Trust risk register in line with Trust policy; <b>responsible</b> for preparing, reviewing and recommending to ARC Trust risk management policy	<b>Responsible</b> for regular review of school risk register and escalating risk to ARC in line with Trust policy	<b>Responsible</b> for risk management for school, developing and managing school risk register and reporting early warning indicators to CEO and Chief Financial Officer in line with Trust policy
8.3. Internal scrutiny	<b>Informed</b> by ARC	ARC <b>responsible</b> for determining annual internal scrutiny programme, considering reports from internal scrutineers and outputs from other third-party activities and monitoring progress in meeting recommendations and reporting to TB	<b>Responsible</b> for developing, recommending to ARC and delivering annual internal scrutiny programme and implementation of recommended actions from programme	May at times be <b>supporting</b> where requested by CEO or ARC; <b>responsible</b> for implementing recommended actions for LGB from programme	May at times be <b>supporting</b> where requested by CEO or ARC; <b>responsible</b> for implementing recommended actions for HT from programme

**Key: Delegations:** Responsible, Approver, Supporting, Consulted, Informed

**Key: Layers of Delegation:** Trust Board (TB), Audit and Risk Committee (ARC), Quality of Educational Committee (QEC), Finance Committee (FC), Human Resources Committee (HRC), Estates Committee (EC), Local Governing Body (LGB), Chief Executive Officer (CEO), Headteacher (HT)

Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>9. Community and stakeholder engagement</b>					
9.1. Publication of information on Trust and school websites		ARC <b>approver</b> of Trust policy on information to be displayed on Trust and school websites and <b>informed</b> by CEO requirements met	<b>Responsible</b> for implementation and review of Trust policy, annual audit of Trust and school websites and reporting to TB audit outcome	<b>Responsible</b> for being satisfied information published on school website compliant with Trust policy	<b>Responsible</b> for implementation of Trust policy for school
9.2. Trust branding	<b>Approver</b>		<b>Responsible</b> for preparing and recommending to TB and implementing TB approved approach across the Trust	<b>Responsible</b> for implementing for school	<b>Responsible</b> for implementing for school
9.3. School prospectus and marketing			<b>Supporting</b> by advising HTs as required in relation to school prospectus and marketing	<b>Consulted</b> on and <b>informed</b> of approach to school prospectus and marketing	<b>Responsible</b> for school prospectus and marketing in line with Trust vision, values and strategy
9.4. Links with parents, carers and local community	<b>Supporting</b> , as required, and <b>informed</b> of across Trust by CEO / Chair of LGB		<b>Supporting</b> , as required, and <b>informed</b> by HTs of survey outcomes and perspectives	<b>Responsible</b> with HT for fostering and facilitating positive links at school; <b>informed</b> of survey outcomes and perspectives and take appropriate actions	<b>Responsible</b> for fostering and facilitating positive links at school, conducting parent and carer surveys and collating and reporting outcomes/perspectives to LGB and CEO
9.5. Relations with local authority and local government	<b>Supporting</b> fostering, as required, and <b>informed</b>		<b>Responsible</b> for fostering and managing relations at Trust level and reporting to TB	<b>Supporting</b> fostering, as required	<b>Responsible</b> for fostering and facilitating positive relations at school level

**Key: Delegations:** Responsible, Approver, Supporting, Consulted, Informed

**Key: Layers of Delegation:** Trust Board (TB), Audit and Risk Committee (ARC), Quality of Educational Committee (QEC), Finance Committee (FC), Human Resources Committee (HRC), Estates Committee (EC), Local Governing Body (LGB), Chief Executive Officer (CEO), Headteacher (HT)

Area of Responsibility	Trust Board	Trustee Committees	Chief Executive Officer	Local Governing Body	Headteacher
<b>Community and stakeholder engagement (continued)</b>					
9.6. Relations with central government (including Regional Director)	<b>Supporting</b> liaison, as required		<b>Responsible</b> for fostering and managing relations		
9.7. Parental Complaints	May be <b>supporting</b> by serving on panel as provided in Trust policy	QEC <b>approver</b> of Trust policy and procedure	<b>Responsible</b> for implementing for central Trust and reviewing and reporting to QEC on formal stage 2 complaints lodged; may be <b>supporting</b> of HTs, as required, in line with Trust policy	<b>Responsible</b> for monitoring of formal complaints made to school; may be <b>supporting</b> by serving on panel as provided in Trust policy for school and, where requested, other schools in the Trust	<b>Responsible</b> for implementing Trust policy for school and reporting to CEO formal complaints made to school which reach stage 2 of Trust complaints procedure
9.8. Public statements	<b>Approver</b> of statements on behalf of the Trust and any statements that may have a negative impact on the reputation of the Trust or any school		<b>Responsible</b> for preparing and recommending statements for TB approval; may be <b>consulted</b> by HT on statement on behalf of school	<b>Informed</b> and may be <b>consulted</b> prior to the release of any statements	<b>Responsible</b> for preparing and making statements on behalf of school