



# Ensuring Excellence Governance Charter

## Introduction to this Document

*This document brings together all the different aspects of the governance arrangements in our Trust, describing processes, responsibilities, delegations and Terms of Reference all in one place. It describes how we put our values into practice in the interests of the young people we serve.*

## *Introduction to the Trust*

*Our Trust is an educational charity that is **one** Trust serving **one** pupil body with **one** professional staff body governed with **one** governance structure **described in this Charter**.*

*Our Trust achieves this by putting its values into practice in three main areas:*

- **Community Schooling:** *The delivery of an excellent and inspiring education in schools that are at the heart of their communities*
- **Ensuring Excellence:** *A culture of relentless determination to ensure excellence and aspiration in all that we do*
- **Likemindedness:** *A fiercely loyal family of schools where all our achievements are collective and our capacity for school improvement is developed and grown in our schools*

*This will ensure all our young people achieve excellence in three main areas:*

- **Academic Achievement**
- **Personal Achievement**
- **Social Achievement**

*Our Trust believes in a decentralized approach to the improvement of our schools and ensuring the **capacity for growth, school improvement and cultural development sits in our schools**. When a new school joins our Trust regardless of its OFSTED grade, it increases our Trust's capacity by bringing with it more talented staff, pupils with enormous potential, governors and families. Our Trust provides the structure, systems and governance arrangements to ensure school to school support is effective. This work is based around a collectively agreed systematic approach to achieve a good education in all our schools, and then crucially to unleash the collective power of our schools and their communities to **ensure excellence**.*

***"...you can mandate adequacy, but you can't mandate greatness, it has to be unleashed" - Joel Klein***

# Ensuring Excellent Governance

*A Charter for the governance of Community Academies Trust.*

Community Academies Trust is an organisation that relies on a large number of non-executive volunteers supported by an experienced team of staff to act on its behalf. The complexity of our Trust linked to its size and significant level of public accountability requires different important elements of governance. All of those staff and volunteers are committed to the Nolan Principles for conduct in public service. They are:

- **Selflessness** - take decisions solely based on the vision and values of the Trust
- **Integrity** - not be compromised in carrying duties by outside organisations or personal interest
- **Objectivity** - remain impartial and ensure choices are made on merit alone
- **Accountability** - be responsible for decisions and actions
- **Openness** - give reasons for actions wherever possible and restrict information only when the wider public interest clearly demands
- **Honesty** - declare any private interests and take steps to resolve any conflicts arising in a way that protects the public interest
- **Leadership** - promote these principles by example

## Rationale

This Charter describes the values of our organisation and describes the rules for its governance. It can be read alongside our Trust's Articles of Association, Terms of Reference and schemes of delegation. Our governance arrangements are designed to ensure the values that have brought us together are lived in our governance practice.

Our core aim is to deliver effective **Community Schooling** so that local families are well provided for and their children thrive at their local school.

Our schools are focussed on **Ensuring Excellence** through achieving consistency in five main areas:

- ***The Power of Education*** - *Instilling a 'crucial sense of possibility'*
- ***Living Inclusivity*** - *Valuing young people as individuals*
- ***Our Professional Best*** - *Ensuring excellent behaviour and relationships for learning*
- ***Teaching*** - *ensuring excellent progress through an exciting and appropriate curriculum*
- ***Leadership*** - *Ensuring learning centred leadership that impacts in the classroom and on student outcomes - "a well led school is well led by many"*

Our schools are **Likeminded** defined as:

- A fundamental belief in young people and an orientation around ensuring they are nurtured and taught so that they achieve excellence personally, socially and academically.
- A commitment from all involved in our work to the moral imperative of providing the best life chances possible for the next generation.
- A family of schools where all stakeholders are mutually supportive and fiercely loyal.
- A family of schools where all are equal partners in our common endeavor to ensure excellence is the norm.
- Trust minded, celebrating all achievements within and beyond the walls of our own schools as well as understanding about who is responsible for providing valuable input to decision making and who has the decision-making responsibility.
- Financially disciplined and compliant with the expectations of our Trust including those set by our external regulators.

***These values extend to what we aim for in the interests of our Young People***

We value three main types of achievement for our young people:

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support. Young people should be encouraged to develop autonomy and understand what to do when they don't know what to do in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well developed self awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

**Achievement - Personal:** All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instill in them a sense of pride in who they are and what they achieve. *We must recognise and celebrate these achievements.*

**Achievement - Social:** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

**... and for our staff**

All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal well-being.

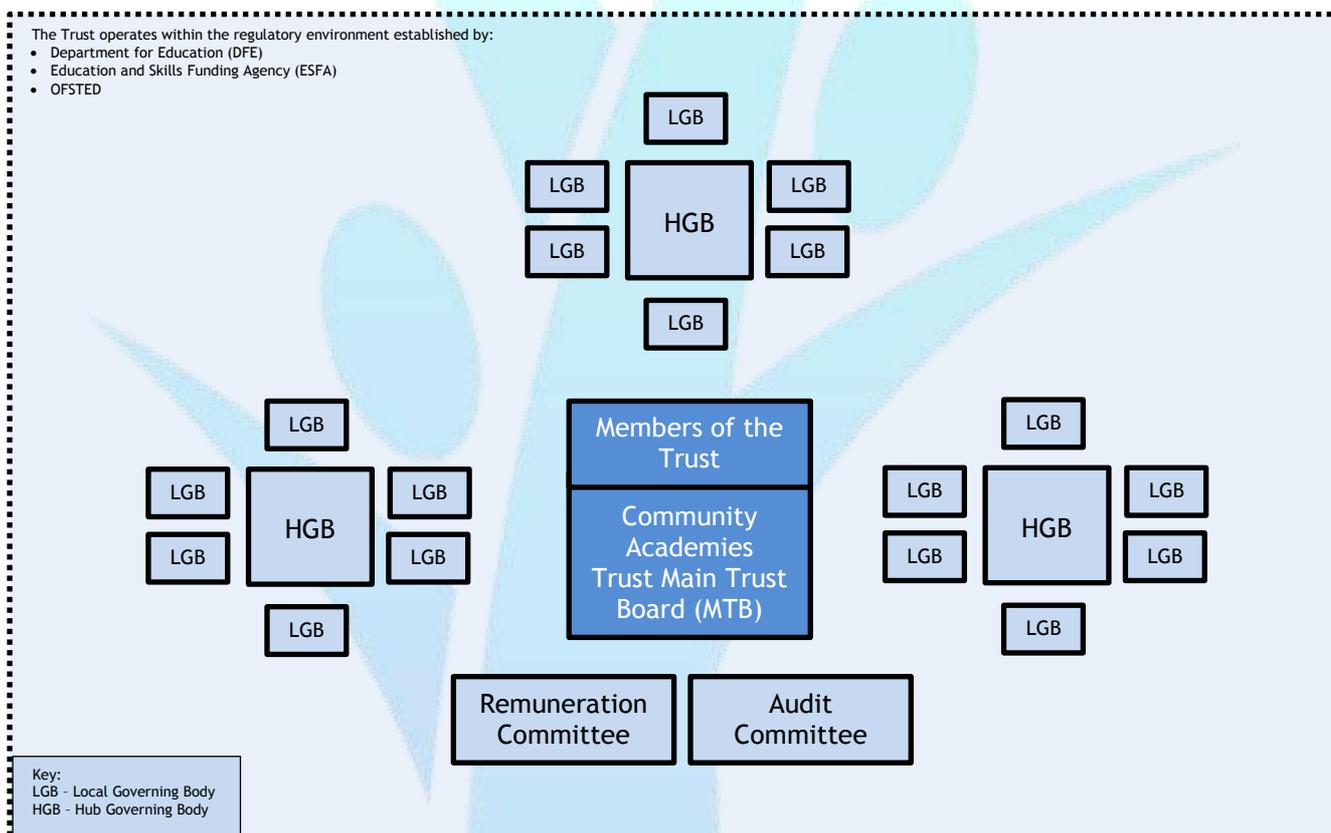
All members of our staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our Trust is taking and are working on only a few initiatives at any one time with a sense of how their work is contributing to that direction. Our staff collaborate with each other and are not in competition with each other - they are part of a team that ensures our schools are among the best in the country.

Effective governance across our Trust is delivered by the following:

- The Members of Community Academies Trust whose role can be described as ‘eyes on and hands off’
- The Main Trust Board of Trustees (MTB)
- The Hub Governing Bodies (HGB)
- The Local Governing Bodies (LGB)
- The Executive Leadership Team (ELT) comprising the CEO and Co Founder, Executive Director for Education and Co Founder and the Executive Director (Finance and Operations)

Our Main Trust Board has overall responsibility and ultimate decision-making authority for all the work of our Trust, including the establishment and maintenance of the schools. The Hub Governing Bodies comprise Headteacher, Chairs of Governors, the ELT and a Trustee who are charged with ensuring schools within the Hub support each other to improve. The HGB also provides a mechanism for Trust wide consultation, overview and scrutiny and supports and challenges Local Governing Bodies to perform at the highest level. The guardianship of school standards is delegated to the Local Governing Body of each school.

The diagram below represents the governance structure.



## Accountability for Decisions

The Main Trust Board delegates **authority** to ensure effective leadership and governance of the Trust and determines the Terms of Reference for key groups. The key groups are:

- Executive Leadership Team and the Strategic Leadership Team
- Hub Governing Bodies
- Local Governing Bodies
- Headteachers
- Remuneration Committee
- Audit Committee
- Chair of the Main Trust Board
- Other ad hoc groups such as independent review panels and disciplinary committees

The Terms of Reference and Schemes of Delegation provide clarity as to who the decision makers are for different levels of decision.

## Intervention

Our Trust is a **single** multi-site organisation with **one** group of staff serving **one** group of students and their families spread throughout its different geographical areas of operation. The Main Trust Board governs this single organisation and remains ultimately responsible for our Trust and the conduct of our family of schools. The operation of the different levels of governance described here are crucial to our success. However, there may be exceptional circumstances where the Main Trust Board might need to intervene and withdraw delegated authority from a particular element of governance.

If these circumstances arise, the Main Trust Board and the Executive Leadership Team will work closely with any schools concerned and their governors who would be expected to rapidly implement tried and tested Trust strategies.

The Main Trust Board reserves the right to remove any power or responsibility that it has delegated, in particular, in circumstances where serious concerns about the running of the schools are identified. These include:

- Concerns about financial matters
- Insufficient progress is being made against educational targets (including where intervention by the Secretary of State is being considered or carried out)
- There has been a break down in the way the school is managed or governed
- The safeguarding of pupils or staff is threatened, including a breakdown in discipline.

## Overview of the Key Elements of Governance

### Members ('eyes on, hands off')

Community Academies Trust has 'members' who can be regarded as the gatekeepers of our ethos, values and our constitution. They can change Articles if necessary and have a legal duty to ensure that the charitable object is fulfilled. The members appoint some of our Trustees and can (although rarely do) exercise reserve powers to remove Trustees. The Charitable Objects of our Trust are:

1. To advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing, by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum or educational institutions which are principally concerned with providing full-time or part-time education for children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless alternative provision is made for them or 16 to 19 Academies offering a curriculum appropriate to the needs of its students or schools specially organised to make special educational provision for pupils with Special Educational Needs.
2. Providing recreational and leisure time facilities in the interests of social welfare for the inhabitants of the United Kingdom especially those who have need of such facilities by reason of youth, age, infirmity or disablement, poverty or social and economic circumstances.

### The Main Trust Board (MTB) - 'Guardians of Purpose'

The members of the MTB are Trustees (charity law) and Company Directors (company law) who are registered with Companies House. The MTB is responsible for the management of our Trust and individuals take personal responsibility for its actions. The schools are accountable to the MTB for the education received by their pupils and for the public money spent. The Trustees are required to have systems in place so they can assure themselves of the quality, safety and good practice of the work of our Trust.

The role of the Main Trust Board is described as:

- Setting the vision, ethos and strategy for our Trust and its schools
- Establishing the governance structures for our Trust, in keeping with the Articles of Association
- Providing clarity, through the published Terms of Reference and Schemes of Delegation, of the level at which the following governance functions are exercised:
  - Determining each individual school's vision, ethos and strategic direction
  - Recruiting each school's Headteacher
  - Performance management of each school's Headteacher
  - Determining Human Resources policy and practice including the professional development of our staff
  - Engaging with the schools' communities, parents, pupils and staff
- Setting the level at which the HGBs and LGBs will have authority and accountability through the Schemes of Delegation
- Contributing to developing collaborative relationships beyond our Trust
- Ensuring that there is a strong and effective executive leadership structure and personnel in place across the Trust
- Overview and scrutiny of our schools' education performance
- Overview and scrutiny of our Trust's financial capability and management systems to ensure compliance with The Academies Financial Handbook, delivering best value for money

- Ensuring senior leaders throughout our Trust are challenged and supported to improve the education of pupils
- Developing the Trustees to ensure that the MTB has the capacity, skills and succession plans to have a positive impact on outcomes for pupils.
- To hold the CEO to account
- Overseeing financial performance of our Trust and ensuring public money is well spent.

The Main Trust Board sets Trust-wide policy and is represented on the HGBs in order to improve effective governance and partnership at all levels of the organisation. The MTB will carry out a regular skills audit of its Trustees. Where key skills are missing on the MTB, expertise will be identified to support the challenge and scrutiny of specialist areas.

The MTB asks a range of sub committees to act on its behalf. These include all the Local Governing Bodies and Hub Governing Bodies. There is also a Remuneration Committee and an Audit Committee which, along with the HGBs, report to the MTB. Other than items specifically delegated to the committees, the entire MTB hears and is involved in all matters. These include Educational Standards, Finance, Human Resources and Estates. In between meetings, Trustees give the Chair of the Main Trust Board powers to act when necessary and receives reports on any actions taken by the Chair at the next Main Trust Board meeting.

### Hub Governing Bodies (HGBs)

The Hub is a geographically close group of schools within our Trust. This normally consists of 6 or fewer schools. The HGBs, through the Terms of Reference and delegation provide the overview and scrutiny of the work of the schools and LGBs in the hub. The HGB is also charged with ensuring open and transparent communication and consultation with the MTB. It also ensures the strengths and weaknesses of the schools are shared, and schools within the Hub and wider Trust support each other through school to school support. The Terms of Reference of the HGB recognise that the capacity for school improvement lies primarily in the partnerships that exist between the Hub schools and on a wider level between the Hubs. The HGBs govern the Hub so that talent is mobilised to achieve progress.

### Local Governing Bodies (LGBs) - ‘Guardians of Standards’

The responsibilities delegated to the Local Governing Bodies are described in their Terms of References included in this charter and in our Schemes of Delegation. In essence the role of the LGBs is to act on behalf of the Main Trust Board as ***Guardians of Standards*** where as far as possible all their actions are focussed on ensuring the highest standards of educational provision in the school they govern. In broad terms the duties of the LGB are summarised as:

- To contribute to and fulfil the vision and ethos of Community Academies Trust in so far as it relates to the school
- To implement and review the strategic plan for the school
- To support and challenge the school’s leadership
- To support and challenge the Headteacher in the development and review of an appropriate staffing structure for the school that is supported by robust performance management and implementing all policies relating to staff adopted by the Main Trust Board
- To promote the benefits of collaboration and actively work with others
- To develop positive relationships with the school’s community
- To engage fully and openly with any inspection of the school by OFSTED or any other public body to whom the school is accountable
- To engage fully and openly with any evaluative activities led by the Main Trust Board including peer reviews and safeguarding reviews
- To ensure that pupils and parents have a voice in the running and improvement of the school.

## **Education Advisory Boards (EAB) - Rapid school improvement and intervention**

Where a school is subject to intervention the responsibility for the governance of the school is delegated to a new task-orientated governing body known as an Education Advisory Board. The EAB's primary role is:

- To support the rapid turnaround of the school
- Establish a new school (for example a Free School)
- Facilitate the establishment of a Local/Hub Governing Body to whom delegated responsibility can be given.

The EAB is established by the MTB and may be appointed before a school joins our Trust family in order to support its conversion into our Trust or the opening of a new school ahead of handover. The EAB shall normally meet at least twice per term, although this does vary depending upon the needs of the school.

The EAB will ensure that the strategic plan for the school is being implemented and will direct and advise on the development and review of the plan using our Trust's school improvement model as a point of reference. The EAB will be accountable to the Main Trust Board and to the Executive Leaders on progress, recommending further action as necessary.

## **Executive Leadership Team (ELT)**

The Community Academies Trust ELT is charged with the management of the Trust. It focuses on the operations and educational performance of the schools. The ELT comprises the CEO, Executive Director (Education) and the Executive Director (Finance and Operations). It works directly with the staff in each school, leads the Hub Governing Bodies (HGB) and supports the Local Governing Bodies (LGB) to ensure the required outcomes are achieved in accordance with the direction and vision of the MTB. The ELT routinely attend MTB meetings.

## Composition of Governance Elements

### Members

- As per the register of members

### Main Trust Board - Guardians of Purpose

- Up to 6 Trustees appointed by the members
- Any others co-opted by the Trustees collectively

### Hub Governing Bodies

- The Headteachers of the schools
- The Chairs of the Local Governing Bodies
- At least 1 member of the Executive Leadership Team
- 1 Trustee

### Local Governing Bodies - Guardians of Standards

#### Primary Schools

- 1 elected staff governor
- 2 elected parent governors
- Up to 6 community governors appointed by the MTB

#### Secondary Schools

- 1 elected non-teaching staff governor
- 1 elected teaching staff governor
- 2 elected parent governors
- up to 9 community governors appointed by the Main Trust Board

### Education Advisory Boards

Membership of the EAB is flexible, however members of the EAB usually include colleagues from the school's local community, Trust employees, Trustees and governors from elsewhere in the Trust. All members of the EAB are appointed by the MTB and often under the Chair's power to act as timings don't usually coincide with a meeting of the MTB. They will ensure the members have the capacity and skills to work intensively within the school. EAB members must:

- Demonstrate an understanding of the ethos and values of our Trust
- Commit to fulfilling our Trust's objectives for the school, drawing on specialist skills where required.

There is no limit on the numbers expected to serve on the EAB, however it will be kept as small as possible so that it can deliver its objectives effectively. At least one member of the EAB will be from the ELT and the chair of the EAB will normally be a member of the local community and an appointed community governor.

## Appendix 1 - Terms of Reference for a Local Governing Body

### ENSURING EXCELLENCE

#### TERMS OF REFERENCE FOR THE SUBCOMMITTEE OF THE MAIN TRUST BOARD KNOWN AS THE LOCAL GOVERNING BODY (LGB)

##### *Guardians of Standards*

The role of our LGBs is to act on behalf of the Main Trust Board as ‘Guardians of Standards’ where as far as possible all their actions are focussed on ensuring the highest standards of educational provision in the school they govern.

#### 1. INTRODUCTION

- 1.1 As a charity and company limited by guarantee, Community Academies Trust (the “Trust”) is governed by a Main Trust Board (the “Trustees”) which has overall responsibility and ultimate decision-making authority for all the work of the Trust, including establishing and running schools that comprise the Trust. Throughout this document, words importing the masculine gender only shall include the feminine.
- 1.2 In order to assist with the discharge of their responsibilities, the Trustees have established a subcommittee known as the Local Governing Body (“LGB”) in each of the schools except those schools which are subject to intervention where Trustees appoint an EAB. The LGB is a committee established pursuant to Articles 100 to 104 (inclusive) of the Articles of Association of our Trust (the “Articles”).
- 1.3 The Trustees may review these Terms of Reference at any time but shall review them at least every two years.
- 1.4 These Terms of Reference may only be amended by the Main Trust Board.

#### 2. CONSTITUTION OF THE LGB

##### Governors of the LGB

- 2.1 Members of the LGB shall be known as “governors”.
- 2.2 The Trustees have the right to appoint such persons to the LGB as they shall determine from time to time.
- 2.3 Subject to clause 2.2, the governorship of the LGB shall be comprised as follows

##### Primary Schools

- a) 1 staff governor elected in accordance with clauses 2.4 - 2.5;
- b) 2 parent governors elected in accordance with clauses 2.6 - 2.10;
- c) up to 6 community governors appointed by the Trustees in accordance with clauses 2.11 - 2.12.

##### Secondary Schools

- a) 1 non-teaching staff governor elected in accordance with clauses 2.4 - 2.5;
- b) 1 teaching staff governor elected in accordance with clauses 2.4 - 2.5
- c) 2 parent governors elected in accordance with clauses 2.6 - 2.10;
- d) up to 9 community governors appointed by the Trustees in accordance with clauses 2.11 - 2.12.

## **Appointment of governors**

### *Staff governors*

- 2.4 The Trustees shall invite nominations from all staff employed under a contract of employment with the Trust and, where there are any contested posts, shall hold an election by a secret ballot.
- 2.5 All arrangements for the calling and the conduct of the election and resolution of questions as to whether any person is an eligible candidate shall be determined by the Trustees. The Trustees delegate the running of the election to the LGB.

### *Parent governors*

- 2.6 Parent members of the LGB are elected by parents of registered pupils at the school. He must be a parent of, or have parental responsibility for, a pupil at the school at the time when he is elected.
- 2.7 The Trustees shall make all necessary arrangements for, and determine all other matters relating to, an election of the parent governors. The Trustees delegate the running of the election to the LGB.
- 2.8 Where a vacancy for a parent governor is required to be filled by election, the Trustees shall take such steps as are reasonably practical to secure that every person who is known to them to be a parent of a registered pupil at the school is informed of the vacancy and that it is required to be filled by election, informed that he is entitled to stand as a candidate, and vote at the election, and given an opportunity to do so.
- 2.9 Any election of persons who are to be the parent governors which is contested shall be held by secret ballot. The arrangements made for the election of the parent governors shall provide for every person who is entitled to vote in the election to have an opportunity to do so by post or, if he prefers, by having his ballot paper returned to the school by a registered pupil at the school.
- 2.10 Where the number of parents standing for election is less than the number of vacancies, the Trustees may appoint a person who is the parent of a registered pupil at the school or, where it is not reasonably practical to do so, a person who is the parent of a registered pupil of another school run by the Trust.

### *Community governors*

- 2.11 Community governors of the LGB shall be appointed by the Trustees. The Trustees may delegate the appointment to the LGB having assured itself that the agreed procedures will be followed. In this instance all appointments are subject to ratification by the MTB. He must be:
- a) a person who lives or works in the community served by the school;
  - b) a person who, in the opinion of the Trustees, is committed to the governance and success of the school.
- 2.12 The Trustees may not appoint an employee of the Trust who works at the school as a community governor of that school.

### **Term of office**

- 2.13 The term of office for any governor shall be 4 years.

- 2.14 Subject to remaining eligible to be a particular type of governor, any person may be re-appointed or re-elected to the LGB.

#### **Resignation and removal**

- 2.15 A person serving on the LGB shall cease to hold office if:
- a) he resigns his office by giving notice in writing to the clerk of the LGB;
  - b) the Trustees terminate the appointment of a governor whose presence or conduct is deemed by the Trustees, at their sole discretion, not to be in the best interests of the Trust or the School.
- 2.16 For the avoidance of doubt, a parent governor shall not automatically cease to hold office solely by reason of their child ceasing to be a pupil at the school.

#### **Disqualification of governors of the LGB**

- 2.17 A person shall be disqualified from serving on the LGB if he would not be able to serve as a Director in accordance with Articles 68-80 of the Articles.

#### **Appointment and removal of Chair and Vice Chair**

- 2.18 The Chair and Vice Chair of the LGB shall be elected by members of the LGB. They may be removed from office by the Trustees at any time.
- 2.19 The term of office of the Chair and Vice Chair shall be 2 years. Subject to remaining eligible to be a governor, any governor may be re-appointed as Chair or Vice Chair of the LGB.
- 2.20 The Chair and Vice Chair may at any time resign his office by giving notice in writing to the Trustees. The Chair or Vice Chair shall cease to hold office if:
- a) he ceases to serve on the LGB;
  - b) he is employed by the Trust whether or not at the school; or
  - c) in the case of the Vice Chair, he is appointed to fill a vacancy in the office of the Chair.
- 2.21 Where the Chair is absent from any meeting or there is at the time a vacancy in the office of the Chair, the Vice Chair shall act as the chair for the purposes of the meeting. Where the Vice Chair is also absent from the meeting or there is at the time a vacancy in the office of Vice Chair, the governors of the LGB shall elect one of their number to act as chair for the purposes of that meeting.

#### **Committees**

- 2.22 The LGB will normally establish a subcommittee for the purposes of the performance management of the Headteacher and any ad hoc committees for the purpose of compliance with any Trust policies that require such a committee. Subject to the prior agreement of the Trustees, the LGB may establish subcommittees who may include individuals who are not members of the LGB, provided that such individuals are in a minority.
- 2.23 The LGB may delegate to a subcommittee or any person serving on the LGB, subcommittee, the Headteacher or any other holder of an executive office, such of their powers or functions as they consider desirable. Any such delegation may be made subject

to any conditions either the Trustees or the LGB may impose and may be revoked or altered. The person or subcommittee shall report to the LGB in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the LGB immediately following the taking of the action or the making of the decision.

### **3. PROCEEDINGS OF THE LGB**

#### **Meetings**

- 3.1 The LGB shall meet at least once in every half term and shall hold such other meetings as may be necessary.
- 3.2 Meetings of the LGB shall be convened by the clerk to the LGB, who shall send the governors written notice of the meeting and a copy of the agenda with supporting papers at least seven clear days in advance of the meeting. Where there are matters demanding urgent consideration, the Chair or, in his absence, the Vice Chair, may waive the need for seven days' notice of the meeting and substitute such notice as he thinks fit.
- 3.3 Any governor shall be able to participate in meetings of the governors by telephone or electronic means provided that he has given reasonable notice to the clerk of the LGB and that the governors have access to the appropriate equipment.
- 3.4 The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda thereof or any defect in the election, appointment or nomination of any person serving on the LGB.

#### **Quorum**

- 3.5 The quorum for a meeting of the LGB, and any vote on any matter at such a meeting, shall be any three of the governors of the LGB, or, where greater, any one third (rounded up to a whole number) of the total number of governors of the LGB at the date of the meeting, which must include at least one governor appointed by the Trust.

#### **Voting**

- 3.6 Every matter to be decided at a meeting of the LGB shall be determined by a majority of the votes of the governors present and entitled to vote on the matter. Every governor shall have one vote. Where there is an equal division of votes, the Chair of the meeting shall have the casting vote. A governor may not vote by proxy.
- 3.7 Any governor who is also an employee of the Trust shall withdraw from that part of any meeting of the LGB at which his remuneration, performance, conditions of service, promotion, conduct, suspension, dismissal or retirement are to be considered.
- 3.8 A resolution in writing, signed by all the governors shall be valid and effective as if it had been passed at a meeting of the governors duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the governors.

## **Conflicts of Interest**

- 3.9 Any governor who has or may have any direct or indirect duty or pecuniary interest which conflicts or may conflict with his duties as a governor of the LGB shall disclose that fact to the LGB as soon as he becomes aware of it. This should be reviewed periodically and any changes should be declared at that time. A person must absent himself from any discussions of the LGB in which it is possible that a conflict will arise between his duty to act solely in the interests of the school and any duty or personal interest (including but not limited to any pecuniary interest).
- 3.10 A governor of the LGB has a pecuniary interest if he, or any child, stepchild, parent, grandchild, grandparent, brother, sister or spouse of the governor or any person living with the governor as his or her partner, is in the employment of the Trust or is in receipt of remuneration or the provision of any other benefit directly from the Trust or in some other way is linked to the Trust or the school.

## **Minutes of meetings**

- 3.11 At every meeting of the LGB the minutes of the last meeting shall be taken as the first agenda item after any apologies and, if agreed to be accurate, shall be signed by the Chair as a true record.
- 3.12 The clerk to the LGB shall ensure that a copy of the agenda for every meeting of the governors, the draft minutes of every such meeting, the signed minutes of every such meeting and any report, document or other paper considered at any such meeting are, as soon as is reasonably practicable, submitted to the Company Secretary of the Trust. This should happen as soon as they have been drafted and within at least four weeks.

## **4. DELEGATED POWERS**

The powers delegated to the LGB are described in our Trust's Schemes of Delegation.

- 4.1 The governing body shall be required to take part in self-review at least annually, and is accountable for meeting his own training and development needs. It is a governor's responsibility to consider if, and raise any concerns where, he feels that appropriate training and development is not being provided.
- 4.2 Governors shall be expected to report to the Trust and the Hub Governing Body against KPIs which have been set for the school and provide such data and information regarding the business of the school and the pupils attending the school as the Trustees may require from time to time. Governors shall be expected to agree a classification for their school in line with our Trust's policy in this area.
- 4.3 For the avoidance of doubt, where a power is not expressly delegated to any LGB, it will be deemed to have been retained by the MTB. The Schemes of Delegation may be reviewed by the Trustees at any time but shall be reviewed at least every two years. Trustees reserve the right to remove or alter any delegation at any time.

## **Delegation to Headteacher of the School**

Subject to the responsibilities of the LGB and the policy statements of the Trust, the Headteacher of the school shall be responsible to the LGB for the decisions and actions described in our Trust's Schemes of Delegation.

## ENSURING EXCELLENCE

### TERMS OF REFERENCE FOR THE SUBCOMMITTEE OF THE MAIN TRUST BOARD KNOWN AS THE HUB GOVERNING BODY (HGB)

#### *Guardians of Standards*

#### 1. INTRODUCTION

1.1 As a charity and company limited by guarantee, Community Academies Trust (the “Trust”) is governed by a Main Trust Board (the “Trustees”) who have overall responsibility and ultimate decision making authority for all the work of the Trust, including establishing and running schools that comprise the Trust. Throughout this document, words importing the masculine gender only shall include the feminine.

1.2 In order to assist with the discharge their responsibilities, the Trustees have established a Hub Governing Body (“HGB”) to oversee and ensure effective governance locally in each school and continued school improvement. The core objectives of the HGB are:

1.2.1 Ensure the values and ethos of our Trust are evident locally and lived so that they impact on the leadership and management of each school and on the quality of teaching in each classroom.

1.2.2 Provide overview and scrutiny of the work of the schools in the hub individually and as a whole.

1.2.3 Ensure collective responsibility and shared accountability for the standards achieved by the schools in each hub.

1.2.4 Monitor the strengths and weaknesses of each school and agree its classification.

1.2.5 Mobilise support and ensure implementation of this support to address school and/or local governance weaknesses.

1.2.6 Allow for consultation between the school and the Trust

1.3 The HGB shall be a committee established pursuant to Articles 100 to 104 (inclusive) of the Articles of Association of the Trust (the “Articles”).

1.4 The Trustees may review these Terms of Reference at any time but shall be reviewed at least every two years.

1.5 These Terms of Reference may only be amended by the Main Trust Board.

#### 2. CONSTITUTION OF THE HGB

##### **Members of the HGB**

2.1 Members of the HGB shall be known as “Hub Governors”.

2.2 The Trustees have the right to appoint such persons to the HGB as they shall determine from time to time.

2.3 Subject to clause 2.2, the governorship of the HGB shall be comprised as follows:

- a) Executive Headteacher(s) (if there are any in post in the Hub);
- b) The Chairs of Governors from each school LGB
- c) At least 1 member of the Executive Leadership Team
- d) Up to 6 (or the number of schools in the Hub if this is greater) appointed Hub Governors - usually a representative of each of the schools in the hub. This will usually be the Headteacher acting ex officio.
- e) One member of the MTB.

### **Appointment of governors**

#### *Appointed Hub Governors*

2.4 Hub Governors referred to in paras 2.3a, 2.3b, 2.3c are automatically appointed as a result of their office.

2.5 The Trustees will nominate 1 Main Trust Board members to attend each HGB.

2.6 The Trustees expect the Headteachers to fulfil the role of appointed Hub Governors unless there are particular circumstances that prevent this. If this is case Trustees will appoint an alternative Hub Governor.

### **Term of office**

2.7 A Hub governor shall remain a governor until he ceases to fulfil the role described.

### **Resignation and removal**

2.8 A person serving on the HGB shall cease to hold office if:

- a) The Hub Governor ceases to fulfil the role described
- b) The MTB terminates the appointment of a governor whose presence or conduct is deemed by the Trustees, at their sole discretion, not to be in the best interests of the Trust, the Hub or the School.

### **Disqualification of governors of the HGB**

2.9 A person shall be disqualified from serving on the HGB if he would not be able to serve as a Director in accordance with Articles 68-80 of the Articles.

### **Chair**

2.10 The HGB shall be chaired by a member of the Executive Leadership Team.

### **Committees**

2.11 The HGB will not establish sub committees.

### **3. PROCEEDINGS OF THE HGB**

#### **Meetings**

- 3.1 The HGB shall meet at least once in every term and shall hold such other meetings as may be necessary. All HGB meetings will respect professional confidentiality.
- 3.2 Meetings of the HGB shall be convened by the clerk to the HGB, who shall send the governors written notice of the meeting and a copy of the agenda with papers at least seven clear days in advance of the meeting. Where there are matters demanding urgent consideration, the Chair may waive the need for seven days' notice of the meeting and substitute such notice as he thinks fit.
- 3.3 Any Hub governor shall be able to participate in meetings of the Hub governors by telephone or video conference provided that he has given reasonable notice to the clerk of the HGB and that the governors have access to the appropriate equipment.
- 3.4 The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda thereof or any defect in the election, appointment or nomination of any person serving on the HGB.

#### **Quorum**

- 3.5 The quorum for a meeting of the HGB is the representation of all schools in the hub and one member of the Executive Leadership Team other than in exceptional circumstances agreed in advance of the meeting.

#### **Minutes of meetings**

- 3.6 At every meeting of the HGB the minutes of the last meeting shall be taken as the first agenda item after any apologies and, if agreed to be accurate, shall be signed as a true record.
- 3.7 The clerk to the HGB shall ensure that a copy of the agenda for every meeting of the hub governors, the draft minutes of every such meeting (if they have been approved by the Chair of that meeting), the signed minutes of every such meeting and any report, document or other paper considered at any such meeting are, as soon as is reasonably practicable, is submitted to the Company Secretary of the Trust.

### **4. DELEGATED FUNCTIONS**

#### **General principles**

- 4.1 These principles should be read in the context of the overarching reason for the HGBs' existence described in para 1.3. The HGB has no financial responsibilities and is there to monitor the effectiveness of Local Governing Bodies and intervene as appropriate to ensure the powers delegated to LGBs via their Terms of Reference are fulfilled. This is described in our Trust's Scheme of Delegation.
- 4.2 In the exercise of its delegated functions, the Hub governors shall:
  - a) promptly implement and comply with any policies or procedures communicated to the HGB by the Trustees from time to time;
  - b) review its own policies and practices on a regular basis, in view of any advice or recommendations made by the Trustees;

- c) work closely with the Trustees and act with integrity, objectivity and honesty in the best interests of the Trust and the schools in the hub;
- d) keep confidential all information obtained by them relating to the schools in the Hub and the Trust.



## Appendix 3 - Terms of Reference for an Education Advisory Board

### ENSURING EXCELLENCE

#### TERMS OF REFERENCE FOR THE SUBCOMMITTEE OF THE MAIN TRUST BOARD KNOWN AS THE Education Advisory Board (EAB) *Guardians of Standards*

The EAB's primary role is to:

- Support the rapid turnaround of the school
- Establish a new school - for example a Free School pre-opening and immediately post opening
- Govern a new school into our Trust - for example governing a sponsor project during the transfer and diligence processes
- Establish a new LGB to whom delegated responsibility can be given.

The EAB will ensure that the Strategic Plan for the school is being implemented and will advise on the development and review of the plan, focussing on the key areas of action, identified in any sponsor's statement of action and normally with reference to our Trust School Improvement Model.

The EAB shall meet at least twice per term, more if necessary.

The EAB will report to our MTB on progress, recommending further action as necessary.

#### 1. INTRODUCTION

- 1.1 As a charity and company limited by guarantee, Community Academies Trust (the "Trust") is governed by a Main Trust Board (the "Trustees") who have overall responsibility and ultimate decision making authority for all the work of the Trust, including establishing and running of the schools that comprise our Trust. Throughout this document, words importing the masculine gender only shall include the feminine.
- 1.2 In order to assist with the discharge of their responsibilities, the Trustees can establish a subcommittee known as the Education Advisory ("EAB") in each of the schools that are subject to intervention. The EAB shall be a committee established pursuant to Articles 100 to 104 (inclusive) of the Articles of Association of our Trust (the "Articles").
- 1.3 The Trustees may review these Terms of Reference at any time but shall review them at least every two years.
- 1.4 These Terms of Reference may only be amended by the Main Trust Board.

#### 2. CONSTITUTION OF THE EAB

- 2.1 Members of the EAB shall be known as "EAB Members".
- 2.2 The Trustees have the right to appoint such persons to the EAB as they shall determine from time to time.
- 2.3 Subject to clause 2.2, the governorship of the EAB shall be comprised as follows:

### **All Schools**

- d) Up to 3 Members of the ELT
- e) Up to 9 community governors which can include:
  - a. Representation of the local community
  - b. Expert governors from elsewhere in our Trust
  - c. Professionals employed elsewhere within our Trust (e.g. other Headteachers/SLT, Central Team staff)

### **Appointment of EAB Members**

2.4 All members of the EAB shall be appointed by the Trustees. The Trustees may delegate the appointment to the EAB having assured itself that the agreed procedures will be followed. In this instance all appointments are subject to ratification by the MTB. Community EAB Members must include:

- a) A person who lives or works in the community served by the school.
- b) A person who, in the opinion of the Trustees, is committed to the governance and success of the school.
- c) A person who is expert in governance and can very effectively support and challenge the school leadership to ensure rapid school improvement.

2.5 The Trustees may not appoint an employee of the Trust who works at the school as an EAB Member.

### **Term of office**

2.6 The term of office for EAB Members shall be dictated by the progress the school makes. The EAB will determine its length of service with the MTB. This is normally when secure effective school leadership is in place and continued school improvement is assured.

### **Resignation and removal**

2.7 A person serving on the EAB shall cease to hold office if:

- a) he resigns his office by giving notice in writing to the clerk of the EAB;
- b) the Trustees terminate the appointment of a EAB Member whose presence or conduct is deemed by the Trustees, at their sole discretion, not to be in the best interests of the Trust or the School.

### **Disqualification of governors of the EAB**

2.8 A person shall be disqualified from serving on the EAB if he would not be able to serve as a Director in accordance with Articles 68-80 of the Articles.

### **Appointment and removal of Chair and Vice Chair**

2.9 The Chair and Vice Chair of the EAB shall be appointed by the Trustees and may be removed from office by the Trustees at any time. The Chair will normally be a local community governor who serves with the intention of chairing the subsequent LGB. This arrangement can be varied by Trustees under advice from the ELT.

2.10 The term of office of the Chair and Vice Chair shall be the same as the duration of the EAB.

2.11 The Chair and Vice Chair may at any time resign his office by giving notice in writing to the Trustees. The Chair or Vice Chair shall cease to hold office if:

- a) he ceases to serve on the EAB;
- b) in the case of the Vice Chair, he is appointed to fill a vacancy in the office of the Chair.

2.12 Where the Chair is absent from any meeting or there is at the time a vacancy in the office of the Chair, the Vice Chair shall act as the chair for the purposes of the meeting. Where the Vice Chair is also absent from the meeting or there is at the time a vacancy in the office of Vice Chair, the members of the EAB shall elect one of their number to act as chair for the purposes of that meeting.

### **Committees**

2.13 The EAB will not establish any sub committees other than ad hoc for compliance with our Trust's policy that requires such a committee. These sub committees may also include members of the HGB.

2.14 The EAB may delegate to any person serving on the EAB, the Headteacher or any other holder of an executive office, such of their powers or functions as they consider desirable. Any such delegation may be made subject to any conditions either the Trustees or the EAB may impose and may be revoked or altered. The person shall report to the EAB in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the EAB immediately following the taking of the action or the making of the decision.

## **3. PROCEEDINGS OF THE EAB**

### **Meetings**

3.1 The EAB shall meet with the necessary frequency to fulfil its objectives and shall hold such other meetings as may be necessary.

3.2 Meetings of the EAB shall be convened by the clerk to the EAB, who shall send the members of the EAB written notice of the meeting and a copy of the agenda with supporting papers at least two clear days in advance of the meeting. Where there are matters demanding urgent consideration, the Chair or, in his absence, the Vice-Chair, may waive the need for two days' notice of the meeting and substitute such notice as he thinks fit.

3.3 Any member of the EAB shall be able to participate in meetings of the EAB by telephone or video conference provided that he has given reasonable notice to the clerk of the EAB and that the members of the EAB have access to the appropriate equipment.

3.4 The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda thereof or any defect in the appointment or nomination of any person serving on the EAB.

### **Quorum**

3.5 The quorum for a meeting of the EAB, and any vote on any matter at such a meeting, shall be any three of the members of the EAB, or, where greater, any one third (rounded up to a whole number) of the total number of members of the EAB at the date of the meeting, which must include at least one member of the ELT.

## **Voting**

- 3.6 Every matter to be decided at a meeting of the EAB shall be determined by a majority of the votes of the members of the EAB present and entitled to vote on the matter. Every member shall have one vote. Where there is an equal division of votes, the Chair shall have the casting vote. A member of the EAB may not vote by proxy.

## **Conflicts of Interest**

- 3.7 Any member of the EAB who has or may have any direct or indirect duty or pecuniary interest which conflicts or may conflict with his duties as a member of the EAB shall disclose that fact to the EAB as soon as he becomes aware of it. This should be reviewed periodically and any changes should be declared at that time. A person must absent himself from any discussions of the EAB in which it is possible that a conflict will arise between his duty to act solely in the interests of the school and any duty or personal interest (including but not limited to any pecuniary interest).
- 3.8 A member of the EAB (excluding Trust employees deployed to the EAB by the Trustees) has a pecuniary interest if he, or any child, stepchild, parent, grandchild, grandparent, brother, sister or spouse of the EAB member or any person living with the member as his or her partner, is in the employment of the Trust or is in receipt of remuneration or the provision of any other benefit directly from the Trust or in some other way is linked to the Trust or the school.

## **Minutes of meetings**

- 3.9 At every meeting of the EAB the minutes of the last meeting shall be taken as the first agenda item after any apologies and, if agreed to be accurate, shall be noted as a true record.
- 3.10 The clerk to the EAB shall ensure that a copy of the agenda for every meeting of the EAB, the draft minutes of every such meeting, the agreed minutes of every such meeting and any report, document or other paper considered at any such meeting are, as soon as is reasonably practicable, submitted to the Company Secretary of the Trust. This should happen as soon as they have been drafted and within at least four weeks.

## **4. DELEGATED POWERS**

The powers delegated to the EAB are described in our Trust's Schemes of Delegation.

- 4.1 The EAB is accountable for meeting his own training and development needs. It is a member of the EAB's responsibility to consider if, and raise any concerns where, he feels that appropriate training and development is not being provided.
- 4.2 The EAB shall be expected to report to the Trust and the Hub Governing Body against KPIs which have been set for the school and provide such data and information regarding the business of the school and the pupils attending the school as the Trustees may require from time to time. EAB Members shall be expected to agree a classification for their school in line with our Trust's policy in this area.
- 4.3 For the avoidance of doubt, where a power is not expressly delegated to any EAB, it will be deemed to have been retained by the MTB regardless of whether it is specified in Schemes of Delegation. The Schemes of Delegation may be reviewed by the Trustees at any time but shall be reviewed at least every two years. Trustees reserve the right to

remove or alter any delegation at any time, whilst having due regard to, but not being bound by, the views of the EAB.

### **Delegation to Headteacher of the School**

Subject to the responsibilities of the EAB and the policy statements of the Trust, the Headteacher of the school shall be responsible to the EAB for the decisions and actions described in our Trust's Schemes of Delegation.

## Appendix 3 - ENSURING EXCELLENCE

### Schemes of Delegation:

- Governors
- Quality of Provision
- Rapid School Improvement and Intervention
- Admissions and Exclusion
- Information Management and Communication
- Human Resources
- Financial
- Health and Safety

### To be read/used in conjunction with:

- Trust Policy Review Matrix
- Trust School Improvement Model
- Trust Headteacher's Report to the LGB
- Trust Chair of LGB Report to the HGB
- Annual Schedule of Governance and Leadership Activity

Governance

Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body - 'Guardians of Standards' (LGB)	Executive Leadership Team (ELT)	Headteacher (HT)
<p>To review and amend the Articles of Association</p> <p>To change the name of our Trust</p> <p>To receive an annual report from the MTB and the CEO on the Trust's performance</p> <p>To appoint 6 Trustees</p>	<p>To review, amend and ensure effective implementation of:</p> <ul style="list-style-type: none"> <li>• The Governance Charter</li> <li>• Our Trust policies</li> <li>• Schemes of Delegation</li> </ul> <p>To ensure compliance with our funding agreements</p> <p>To appoint a Company Secretary and a clerk to the Trustees</p> <p>To determine the educational character and ethos of our Trust</p> <p>To appoint members of all sub committees other than elected staff and parents to LGBs</p> <p>To determine the Terms of Reference for all sub committees</p> <p>To approve any proposals to widen governance responsibility (for example in before/after school care and catering)</p> <p>To adopt a Trust wide complaints policy and receive reports from the ELT regarding the level of complaints across our Trust.</p> <p>To decide whether a school joins our Trust.</p>	<p>To champion the Trust vision and values in the hub and to ensure schools collaborate so that pupils achieve high standards socially, academically and personally.</p> <p>To enable the MTB to monitor, support and challenge the LGBs.</p> <p>To act as a consultative body where partnership and communication between schools and between schools and the MTB contribute to Trust and school improvement.</p> <p>To support the Chairs of Governors on the leadership of their LGBs.</p> <p>To support implementation of our Trust policies by active engagement with all ad hoc committees where appropriate (for example independent review panels).</p>	<p>To champion our Trust vision and values in the school and to ensure the school collaborates so that pupils achieve high standards socially, academically and personally.</p> <p>To determine the educational character and ethos of a particular school (to the extent that it is not inconsistent with that of our Trust) in collaboration with the Headteacher.</p> <p>To ensure that the school has a medium to long-term vision for its future and that there is a robust strategy in place for achieving its vision.</p> <p>To ensure the plans are achieved and a culture of continuous improvement exists in the school.</p> <p>To appoint (and remove) from its number:</p> <ul style="list-style-type: none"> <li>• Chair, Vice Chair</li> <li>• Local governors with specific responsibilities for <ul style="list-style-type: none"> <li>o SEN</li> <li>o Health and Safety</li> <li>o Safeguarding/Child Protection</li> <li>o Pupil Premium</li> <li>o A clerk to the governing body</li> </ul> </li> </ul> <p>To implement our Trust procedures for appointing LGB members on behalf of the MTB and recommend their appointment to the MTB.</p> <p>To review and amend the policies of the school (where ownership is allocated in the Trust Policy Review Matrix).</p> <p>To ensure meaningful consultation with pupils, parents, staff and the wider community.</p> <p>Where desired, to propose wider responsibilities for the school (for example before and after school care/catering).</p> <p>To report to the HGB on the standards achieved by the school and compliance related matters via the Chair's report.</p> <p>To agree our Trust complaints policy and the local annex and publish it on the school website.</p> <p>To hear complaints at the relevant stage.</p>	<p>To champion and lead the Trust so that its vision and values are put into practice in the interests of all stakeholders.</p> <p>To support the MTB in ensuring its sub committees are effective in their roles.</p> <p>To attend meetings of the MTB and committees where appropriate to provide reports coordinated by the CEO.</p> <p>To support the appointment process for the Company Secretary and the clerk.</p> <p>To secure professional advice on behalf of the MTB as may be requested.</p> <p>To support the MTB and the schools in the implementation of Trust - wide and school specific policy requirements.</p> <p>To ensure any widening of local governance is feasible taking into account local capacity.</p> <p>To design and implement systems so that management information freely flows between levels of governance enabling effectiveness.</p> <p>To review the level of complaints that are referred to the Headteacher across our Trust.</p>	<p>To implement the educational character, and ethos of a particular school (to the extent that it is not inconsistent with that of our Trust) as determined by the LGB.</p> <p>To attend meetings of the LGB and to provide a Headteacher's report.</p> <p>To support the appointment process for the clerk.</p> <p>To implement our Trust and school policies.</p> <p>To prepare a local annex to the Trust complaints policy and provide to LGB for adoption.</p>

Quality of Provision - Quality of Education, Behaviour, Personal Development, Leadership and Management

Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Executive Leadership Team (ELT)	Headteacher (HT)
<p>To receive an annual report from the MTB and the ELT that discusses standards of provision across our Trust.</p>	<p>To receive a termly report from the CEO on pupil standards and school classifications.</p> <p>To ensure the school systems and approaches are at least consistent with those described in the Trust School Improvement Model.</p> <p>To determine the policies in place across the Trust and ownership of those policies.</p> <p>To monitor the implementation and effectiveness of Trust policies.</p> <p>To ensure equality of provision for all in line with statutory requirements and Trust equality policies.</p> <p>To determine Trust school term times that takes wider local communities into account.</p> <p>To adopt a Trust-wide approach to safeguarding and Child Protection that coincides with policy and procedures of other agencies in the areas where our schools operate.</p> <p>To review the risk that our schools do not achieve excellent outcomes for learners.</p>	<p>To review the extent to which the success criteria described in Ensuring Excellence are achieved across the hub.</p> <p>To ensure our Trust school to school support addresses any areas identified.</p> <p>To ensure the best practice in the hub is the norm.</p> <p>To agree school classifications.</p> <p>To ensure strong lines of communication and consultation between schools and the MTB.</p>	<p>To approve the relevant school policies and approaches to the extent that it is consistent with and informed by:</p> <ul style="list-style-type: none"> <li>• Our Trust Values and Ethos</li> <li>• Trust School Improvement Model</li> <li>• Excellence in other schools</li> <li>• Trust Policy review matrix</li> <li>• Local school context</li> <li>• Pupil Needs</li> </ul> <p>To ensure effective processes are in place for monitoring the quality assurance of standards in these areas across the school.</p> <p>To monitor the KPI figures reported from the Headteacher using the Trust Headteacher's Report and School Self Evaluation Form (SEF).</p> <p>To develop, monitor and approve the strategic school improvement plan.</p> <p>To report to the HGB on the quality of education provided via the Chair's report.</p> <p>To ensure a local equalities statement and policy compliant with Trust approach and statutory requirements.</p> <p>To ensure all policies related to vulnerable pupils groups are in place, monitored and published to meet statutory and Trust requirements.</p> <p>To review and maintain a safeguarding and child protection policy for the school and ensure a safeguarding culture is evident in the school (consistent with our Trust approach).</p> <p>To ensure the completion of the single central record, it's regular updating and inspect it regularly.</p> <p>To review the school's approach to managing trips in terms of safeguarding, validity and purpose of the trips.</p> <p>To meet the requirements of the annual governance reporting schedules to the MTB.</p>	<p>To provide oversight of the implementation of the quality of education policies across the hubs and schools.</p> <p>To provide a termly report to the MTB regarding quality of provision across our Trust.</p> <p>To monitor the KPI figures reported from the Headteacher in their Head's reports to their LGBs and the school SEFs.</p> <p>To provide periodic independent evaluation of school provision and reports for use in local, regional and Trust governance.</p> <p>To receive reports described in the Trust's annual schedule of governance and leadership activity.</p> <p>To lead so that the capacity for school improvement across our Trust is used effectively.</p> <p>To ensure that each school has appointed a designated teacher who leads all aspects of safeguarding including compliance and supports looked after children.</p> <p>To make arrangements for independent safeguarding reviews to be conducted in each school annually.</p> <p>To report to the Trustees on the procedures in place for safeguarding and on matters as they arise.</p>	<p>To ensure an education is provided that is consistent with our Trust values and ethos and compliant with our funding agreement requirements.</p> <p>To monitor and evaluate the standards achieved in these areas.</p> <p>To provide a report to the LGB on the standards in the school as well as progress towards strategic priorities.</p> <p>To report termly KPI figures to the LGB relating to standards via the Head's report.</p> <p>To report on the overall quality of provision via the school Self Evaluation Form (SEF).</p> <p>To prepare a draft strategic school plan for approval by the LGB.</p> <p>To plan specifically for vulnerable pupil groups, publishing reports, plans and offers and monitoring their impact in a way compliant with statutory and Trust requirements</p> <p>To set times of the school sessions.</p> <p>To appoint a designated teacher to support looked after children and to ensure the role is compliant with statutory guidance.</p> <p>To maintain the single central record.</p> <p>To put systems in place to safeguard children on school trips and make decisions linked to the validity of the activities.</p> <p>To lead the school staff and act as a professional Trust wide peer coach.</p>

## Rapid School Improvement and Intervention

Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Executive Leadership Team (ELT)	Headteacher (HT)
	<p>To agree our Trust School Improvement Model.</p> <p>To ensure LGBs are supported appropriately once intervention is identified.</p> <p>To establish an Education Advisory Board (EAB) where appropriate.</p> <p>To identify schools for intervention.</p>	<p>To review the extent to which the success criteria described in Ensuring Excellence are achieved across the hub.</p> <p>To ensure our Trust school to school support addresses any areas identified.</p> <p>To ensure the best practice in the hub is the norm.</p> <p>To agree school classifications.</p> <p>To ensure strong lines of communication and consultation between schools and the MTB.</p>	<p>To adopt and ensure the implementation of termly plans that delivers our Trust School Improvement Model as appropriate.</p> <p>To contribute to the establishment of an EAB where appropriate should significant intervention be required as identified by the SLT.</p> <p>Ref EAB Terms of Reference.</p>	<p>Where it is deemed necessary and under the direction of the MTB establish an EAB.</p> <p>To support the LGB/EAB and add to its capacity where required in one of the following ways:</p> <ul style="list-style-type: none"> <li>• Lead the EAB</li> <li>• Supporting the LGB by joining it and taking an active role</li> <li>• Supporting the LGB by mentoring and coaching</li> </ul>	<p>To prepare a draft targeted termly plan for approval by the LGB/EAB.</p> <p>To report on the progress with these plans to the LGB/EAB as requested.</p>

## Admissions and Exclusions

Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Executive Leadership Team (ELT)	Headteacher (HT)
	<p>To adopt our Trust wide approach to establishing school admissions policies.</p> <p>Approve our Trust policy on exclusions and play an active role in its implementation (including ad hoc panel requirements) where appropriate so that statutory expectations are complied with.</p>	<p>To ensure that the impact of any proposed changes to a school's admission arrangements are considered in light of the other schools in the hub and wider geographical area.</p> <p>To support the implementation of our Trust Exclusions Policy including playing an active role in its implementation, including the support of any ad hoc panel requirements.</p>	<p>To undertake consultation, publish admissions and determine arrangements as required in accordance with the School Admissions and Appeals Codes in a manner that is not inconsistent with our Trust ethos.</p> <p>To make arrangements for determining admissions and hearing admission appeals.</p> <p>To ensure effective arrangements are in place for pupil recruitment.</p> <p>To contribute to and approve the development of the school prospectus /website/information for prospective parents.</p> <p>Ensure compliance with our Trust exclusions policy and practice, playing an active role in any ad hoc panel requirements</p>	<p>To propose a Trust wide approach to establishing school admissions policies.</p> <p>To provide oversight of and support of the implementation of the admissions arrangements across our Trust.</p> <p>To ensure statutory guidance in relation to excluding a pupil is followed, proposing a Trust policy and monitoring/evaluating its implementation.</p> <p>To liaise with the RSC and LA on behalf of the schools when determining changes to the schools (significant or otherwise) within our funding agreements.</p>	<p>To provide direction to the LGB as to requirements under the School Admissions and Appeals Codes.</p> <p>To ensure compliance with any Trust wide approach.</p> <p>To make arrangements for determining admissions and hearing admission appeals.</p> <p>To participate in local admissions forums and related networks.</p> <p>To ensure participation in the fair access protocol FAP and any other locally agreed procedures between our Trust schools in the hub.</p> <p>Make the decision to exclude a pupil within the guidance described in our Trust policy and in consultation with our</p>

## Information management and communication

Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Executive Leadership Team (ELT)	Headteacher (HT)
	To adopt data protection policies and procedures so that all practice is compliant with GDPR regulations.		<p>To ensure the effective implementation of the GDPR policies and procedures in the school including, for example, the publication of Privacy Notices</p> <p>To ensure systems are in place that are consistent with our Trust ethos and values at the school for effective communication with pupils, parents or carers, staff and the wider community including the support of a local parent teacher association (if established).</p> <p>To receive Data Protection Officer reports and approve and monitor action plans.</p>	<p>To ensure compliance with all GDPR legislation and good practice across the schools</p> <p>To support the individual schools on the effective management of data.</p> <p>To maintain accurate and secure staff records for the ELT</p> <p>To ensure registration with the Information Commissioner's Office is up to date.</p>	<p>To publish school information, ensuring that all electronic communication, including web pages, are up to date and compliant with statutory requirements.</p> <p>To maintain accurate and secure pupil records in line with GDPR.</p> <p>To maintain accurate and secure staff records for the school in line with GDPR.</p> <p>To ensure compliance with all GDPR legislation, compliance and other regulation.</p>

## Financial Delegations

Budget & Accounts	Main Trust Board (MTB)	Executive Leadership Team (ELT) Accounting Officer (AO) Chief Finance Officer (CFO)	Local Governing Body - 'Guardians of Standards' (LGB)	Headteacher (HT)	Budget Holder/ Trust employee
Set annual balanced budget	Approve individual and consolidated budget and set overall strategy as regards holding of reserves and school contributions to central costs	Review budgets presented by LGB and present their recommendations to the MTB	Recommend balanced school budget that should be presented to MTB	Prepare budget for school in accordance with school improvement priorities and take to LGB. Advice on preparation to be sought from school support team	Prepare budget for their budget responsibilities only and submit to HT
School in deficit or setting a deficit budget when all school reserves taken into account	Approve deficit recover plan. Review termly progress reports	Recommend to directors that deficit recovery plan should be approved and review termly reports	Recommend deficit recovery plan to MTB. Review school's progress through termly reports	Prepare deficit recovery plan with support from school support team and ED. Prepare termly reports and report any concerns to the CFO	
Budget monitoring - Revenue	Review termly budget monitoring reports for the Trust and individual schools	Prepare monthly budget monitoring reports for the Trust and individual schools and present to directors	Review termly monitoring reports for individual school and challenge HT on plans to return to planned outturn.	Prepare monthly monitoring reports with support from school support team and propose plans to ensure the budget for the current year is met.	Manage spend within the budget set and review at least termly
Change budget in year - within original budget envelope set.			Approve changes to budget in year as long as the school remains within the overall budget set and approved by directors. HT reports changes under HT limit and LGB approve changes over HT limit	Recommend changes in line with school improvement plan and model financial implications. Approve changes up to £5,000 (budgets <£1m) £10,000 (budgets > £1m) and recommend larger changes to LGB	
Change budget in year which would result in an individual school spending more than originally budget	Approve use of Trust reserves to support budgets that are deteriorating from the position originally planned.	ELT review changes in budgets that would result in the overall budget position of the Trust deteriorating. Recommend use of reserves to the MTB	Scrutinise the HT proposal and recommend to ELT where LGB consider appropriate.	Recommend to LGB that they ask for permission to make changes to budget that result in the budget position of the school deteriorating from the position set at the start of the year	
Capital budgets	Approve budget for School Condition grant and monitor against budget	Recommend Capital spend and report to MTB. Procure in line with Procurement policy and scheme of delegation	Set budget for Devolved Formula Capital grant and monitor against budget at least termly.	Recommend capital spend and report to LGB. Procure in line with Procurement policy and scheme of delegation	
5 year budgets	Review 5 year budgets termly	Prepare 5 year budgets termly for the Trust and individual schools and present to directors. Challenge LGBs where future year deficits are not being resolved.	Review 5 year budgets termly for individual school and challenge HT on plans to balance budgets in future years	Prepare monthly 5 year budget forecasts with support from school support team and propose plans to ensure school has a balanced budget in future years	
Approve Annual Accounts and ESFA returns by appropriate deadlines	Approve accounts and returns as required by the Academies Financial Handbook	AO approves and ensures submitted by relevant deadlines. CFO prepares and approves where required. CFO files all statutory financial documents			
Appoint auditors	Members appoint. Audit Committee recommends	Procure, produce reports for Audit Committee & recommend			

Income	Main Trust Board (MTB)	Executive Leadership Team (ELT) Accounting Officer (AO) Chief Finance Officer (CFO)	Local Governing Body - 'Guardians of Standards' (LGB)	Headteacher (HT)	Budget Holder/ Trust employee
Set a remissions and charging Policy	Approve CAT standard	Prepare CAT standard		Implement, making local decisions in accordance with policy	
Debt recovery policy	Approve CAT standard	Prepare CAT standard		Implement, making local decisions in accordance with policy	
Accept customer as a suitable person or business to have on site, to sponsor or advertise in school publications		Provide guidance to HT on request	Receive HT report	Approve (can delegate to SBM)	
Raise sales invoice within 30 days				Responsible for ensuring is requested (can delegate)	Trust finance staff raise all invoices
Issue credit note		AO approves if over £1,000, CFO authorizes up to £1,000		Approve up to £100 per customer per annum. Recommend over that amount	
Write off debt	Approve over £1,000. NB over £45,000 must be approved by ESFA	AO approves up to £1000 following recommendation of CFO	Review HT recommendation and recommend to ELT	Approve up to £100 per customer per annum. Recommend over that amount	
<b>Bank</b>					
Set up bank account	Approve need for additional accounts	CFO recommends need for additional accounts			
Reconciliation of main bank account		CFO ensures regular reconciliation. AO reviews monthly			
Reconciliation of any other bank accounts held		CFO reviews monthly			Carried out by Trust finance staff
Making payments using banking software		AO approves bank signatories and limits following recommendation of CFO			
Setting up standing orders or direct debits		CFO approves			
Cash position	Receive report on cash position each half term	Prepare reports on cash position and forecast			
Operate Petty Cash account	Approve need for additional accounts	CFO ensures regular reconciliation, set individual school limits. Can remove facility if not used in accordance with policy.		Identify need and if required apply to Board	School staff maintain transactions and reconcile at least monthly.

Purchasing and Procurement	Main Trust Board (MTB)	Executive Leadership Team (ELT) Accounting Officer (AO) Chief Finance Officer (CFO)	Local Governing Body - 'Guardians of Standards' (LGB)	Headteacher (HT)	Budget Holder/ Trust employee
Placing an order or entering into a contract		AO or ED(ED) approve over £40,000	Approve up to £40,000 and within budget. Recommend to ELT above this limit.	Up to £10,000 (Budgets over £1,000,000) £5000 (Budgets up to £1,000,000) and within budget. Secondary up to £5,000 can be authorised by SBM and Primary up to £2,000.  HT can authorise all orders/ invoices for catering provision or exam fees.	Up to £1,000 and within budget
Entering into a contract or lease of over 1 year	Approve all contracts over £10,000 total value.	CFO signs all contracts over 1 year irrespective of value.	Recommend contracts to ELT above HT limits.	Recommend contracts to ELT up to values above.	Finance staff maintain a contracts register for school and Trust
Bring facilities provision (eg: catering, cleaning) currently sub-contracted in house	Approve all occasions where service provision is brought in house.	Consider risk to the Trust and recommend action to MTB. Consider TUPE and pension risk.	Review HT recommendation and recommend to ELT	Recommend provision to LGB. Detail TUPE and pension risk.	
Authorising an invoice as payable as goods or services are received, suitable and priced as ordered				Over £1,000. In Secondary up to £5,000 can be authorised by SBM, in Primary up to £2,000 can be authorised by SBM	Up to £1,000
Making a payment from a school petty cash account					Finance staff in school can authorize payments up to £50.
Using the school/ Trust charge card		CFO approves spend by budget holders/ finance staff in central team up to £5,000 per month		Approve spend by budget holders/ finance staff in school up to £5,000 per month	In line with the Business charge card Policy

Staffing	Main Trust Board (MTB)	Executive Leadership Team (ELT) Accounting Officer (AO) Chief Finance Officer (CFO)	Local Governing Body - 'Guardians of Standards' (LGB)	Headteacher (HT)	Budget Holder/ Trust employee
Authorisation of expense claims	For AO the CFO signs monthly expenses and reports to MTB for approval	AO approves for ED (ED) and CFO. CFO approves Trust SLT. Trust SLT approve line managed staff. AO and ED (ED) approve headteacher expenses.		Teaching and support staff in school. Can delegate to SBM where in post	
Authorisation of overtime or supply payments				Teaching and support staff in school. Can delegate to SBM where in post	
Creation of additional position not included in original budget			Approve, having considered impact on annual and 5-year budget and obtained necessary authorisations if there needs to be a change to the budget envelope.	Recommend	
Staff severance payments, compensation payments or ex gratia payments	Approve all over £50,000. Note that non- contractual and all ex gratia payments require ESFA approval	Approve payments equal to or below contractual notice. Approve payments above contractual notice by below six months pay and below £50,000.		Recommend staff severance.	
Bonuses	Approve Bonus Policy and approve all bonuses awarded in line with Policy	AO approves award of TLR 3			
<b>Assets</b>					
Inventory		Review annually		Maintain an inventory of assets held in school	
Investments	Approve an investment policy	Implement investment policy			
Disposal	Review all sales or disposals over £10,000	Approve sale or disposal over £10,000	Approve sale or disposal up to £10,000	Approve sale or disposal up to £1,000 value	
<b>Probity</b>					
Internal Audit	Audit Committee appoints internal auditors. Direct priorities and receive reports.	CFO receives reports and recommends action.	Receives reports and governs actions proposed.	Receives reports and responds with proposed action. Reports to LGB on progress	
Whistleblowing Policy	Approve	CFO receives reports		Makes available to all staff. Receives reports.	
Risk Management	Audit Committee review key risks and measures implemented to mitigate. MTB approve full risk register annually	Identify key risks & implement measures to mitigate			
Insurance	Approve Insurance arrangements	Procure appropriate insurance for the Trust			Make claims where required

## HR Delegations

Appointments	Panel Members must comprise at least 2 people - at least 3 for Leadership posts		
	Must	Should	Could
CEO	3 Trustees		
ELT other than CEO	CEO + 2 Trustees		
Headteacher or Executive Headteacher (EHT)	CEO of ED	Chair of LGB LGB/ EAB member(s) HGB member(s)	Member of Trust SLT When required CAT will seek advice from the DFE and/or LA
Staff on Leadership Scale	EHT/HT HGB member(s)	Chair of LGB LGB/ EAB member(s)	Member of Trust SLT
Other leadership posts e.g. TLR holders	HT School Leadership Team Member(s) Line Manager	EHT LGB/ EAB Member(s)	Staff from other schools in our Trust
Teacher	HT Leadership Team Member(s) Line Manager	EHT	LGB/EAB Staff from other schools in our Trust
All other school posts	School Business Manager or Bursar School Leadership Team Member (if educational support role) Line Manager	EHT/HT	LGB/EAB Staff from other schools in our Trust
Trust SLT member	ELT Director	Member of Trust SLT	Staff from other schools in our Trust
All other Central Services Staff	Member of Trust SLT Line Manager	Member of Trust SLT	Staff from other schools in our Trust
<b>Signature of letter confirming appointment or dismissal</b>			
Chief Executive Officer	Chair of MTB		
ELT other than CEO	CEO		
Headteacher or Executive Headteacher (EHT)	ELT member		
All staff in schools	EHT/HT		
All staff in central team	ELT member		

Decision to dismiss (following advice from Trust HR team)

Chief Executive Officer	Chair of MTB	
ELT other than CEO	CEO or Chair of MTB	
Headteacher or Executive Headteacher (EHT)	ELT member	
All staff in schools	EHT/ HT or Chair of LGB	
All staff in central team	ELT member or Chair of MTB	
End of Fixed term contract	Line Manager (no need for panel)	
Dismissal when probation period not successfully completed	Line Manager (no need for panel)	
Dismissal Panel		
Panel Members must comprise at least 3 people and exclude the person who made the decision to dismiss		
Dismissal Panel Members		HR Advice
Chief Executive Officer	Three Trustees	Independent
ELT other than CEO	CEO + Two Trustees	Independent
Executive Headteacher /Headteacher	CEO or ED Trustee LGB/EAB Chair	Head of HR
All staff in schools	EHT/HT LGB/EAB Chair HGB / LGB/ EAB	Trust HR Team
Trust member SLT	One ELT Two Trustees	Independent
Central Team Members	One ELT Two SLT	Trust HR Team

Appeals Panel	Panel Members must comprise at least 3 people and exclude people who made or heard the previous decision	
	Appeals Panel Members	HR Advice
Chief Executive Officer	Three Trustees	Independent
ELT other than CEO	Three Trustees	Independent
Executive Headteacher /Headteacher	Two Trustees LGB/EAB member	Head of HR
All staff in schools	LGB/ EAB member(s) LGB/ EAB members from our other schools	Trust HR Team
Trust SLT member	One ELT Two Trustees	Independent
Central Team Members	One ELT Two SLT LGB/ EAB members from our other schools	Trust HR Team
Stage 3 Grievance Appeal	Panel Members must comprise at least 3 people and exclude people who made or heard the previous decision	
	Grievance Panel Members	HR Advice
Chief Executive Officer	Three Trustees	Head of HR
ELT other than CEO	CEO + two Trustees	Head of HR
Executive Headteacher /Headteacher	LGB/ EAB Chair ELT member(s) HGB member(s)	Head of HR
All staff in schools	EHT/ HT LGB/ EAB member(s) LGB/ EAB members from our other schools	Trust HR Team
Central Team Members	Two ELT One SLT LGB/ EAB members from our other schools	Trust HR Team

## Estates Delegations

	Main Trust Board (MTB) Audit Committee (AC)	Executive Leadership Team (ELT) Accounting Officer (AO) Chief Finance Officer (CFO)	Local Governing Body - 'Guardians of Standards' (LGB)	Headteacher (HT)	Budget Holder/ Trust employee
Estate Strategy	Approve	Recommend		Implement	Estates manager implements
Condition of estate	Consider condition information when approving decision on where to spend School Condition Allocation grant.	Ensure a condition survey is procured for each school on a regular basis.	Receive condition survey of estate and approve asset management plan, targeting DFC and revenue funding appropriately.	Review condition survey of estate and ensure there is an asset management plan in place to tackle significant condition issues	
Health and Safety	Approve Trust policy. AC review H & S audit and action plans for each school and challenge where necessary.	Recommend Trust health & safety policy	Appoint a governor with responsibility for health & safety. Receive Health & Safety audit annually and approve asset management plan, targeting DFC and revenue funding appropriately. Receive report on accidents from HT and challenge. Receive reports on level of compliance with H&S training from HT.	Implement Trust policy, tailoring where necessary to reflect local priorities. Review Health & Safety audit annually and ensure there is an asset management plan in place to tackle H&S issues. Ensure school has an accessibility plan Ensure school has a record of accidents and report to LGB Ensure staff in school are trained in their H&S responsibilities according to their role. Ensure Risk assessments are in place.	Complete H&S training and record on Trust estate management system. Ensure risk assessments are kept up to date in area of responsibility.
Projects		Ensure significant projects funded by SCA are carried out in accordance with our Estate strategy	Approve significant projects funded by DFC or revenue funds and ensure these are carried out in accordance with school Asset Management Plan	Recommend and implement projects carried out using DFC or Revenue funds in accordance with school asset management plan.	Estates Manager ensures projects funded by SCA are implemented in accordance with our estates strategy
Compliance	MTB receives reports on levels of compliance with statutory checks	Report on compliance checks to MTB.	Receive reports from HT on compliance checks and challenges appropriately	Ensure school procures or carries out, records and follows up on required compliance checks	Record compliance checks and reports on Trust estate management system
Preventative Maintenance				Ensure school procures or carries out, records and follows up on preventative maintenance checks	Estate manager reviews completion of preventative maintenance checks.
Business Continuity Policy	Approve	Recommend	Approve School Business Continuity Plan	Ensure School has a compliant Business Continuity Plan	
Energy Efficiency	Approve Trustwide energy efficiency projects funded by SCA or SEEF loan	Procure Energy on behalf of Trust. Recommend and implement Trustwide energy efficiency projects.		Ensure school considers use of energy in day to day operations.	
Disposal of estate by sale or lease	Approve all disposals having obtained ESFA approval where required.	Negotiate disposal. Take legal advice to ensure all legal and regulatory conditions are complied with.	Receive reports on disposal and recommend to ELT	Draw up business case for disposal and recommend to LGB.	