



# *Guardians of Standards*

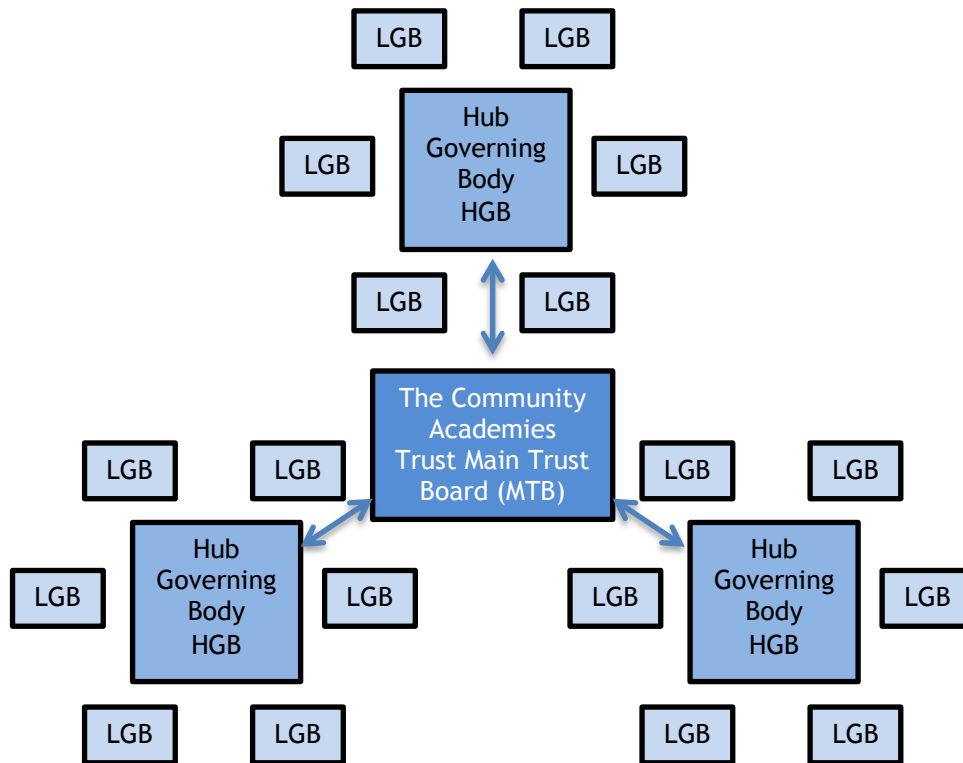
## The Community Academies Trust - Governance

*Reviewed September 2017*

## Guardians of Standards

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

The Community Academies Trust is an organisation that relies on a large number of non-executive volunteers supported by an experienced team of staff. The complexity of the organisation linked to its size and significant level of public accountability requires different important elements of governance.



### Rationale

This Charter describes the values of our organisation and describes the rules for its governance. It can be read alongside the 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.

The Community Academies Trust has a set of values that underpin our governance arrangements:

- 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 community 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.
- Are Multi Academy 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 described in the Schools Financial Handbook and the excellent practice described in our schemes of delegation.

Effective governance across our established multi academy trust is delivered by the following

- The Community Academies Trust Members, from which the ethos and values of our organisation emanate. They can be thought of as guardians of the organisation.
- The Main Trust Board of Directors/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, Executive Director (Finance and Operations)
- The Strategic Leadership Team (SLT) currently comprising the CEO, Executive Director for Education, Executive Director (Finance and Operations), Business support manager, Head of HR, Trust Accountant and subject to ongoing review linked to the growth and development of the Trust.

The 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 and Main Trust Board representatives 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. Governance of each school is delegated to the local governing body.

### **Accountability for Decisions**

The Main Trust Board delegates to three groups to ensure effective leadership and governance of the trust. The three key groups are:

Executive Leadership Team and the Strategic Leadership Team  
 Hub Governing Bodies  
 Local Governing Bodies

It is important in the relationship between the Local Governing Body and the Hub Governing Body, there should be no duplication of governance. The terms of reference and scheme of delegation describe how this is achieved, and provides clarity as to who the decision makers are for different levels of decision.

### **Intervention**

The Main Trust Board remains ultimately responsible for the CAT and the conduct of the schools. The operation of the different levels of governance described here are crucial to the success of the organisation. However there may be exceptional circumstances where the Main Trust Board might need to intervene and, for example withdraw delegated authority from a particular element of governance.

If these circumstances arise, the Main Trust Board, the Executive Leadership Team and the Strategic Leadership Team will work closely with any schools concerned and those involved in their governance who would be expected to rapidly implement strategies recommended by the Main Trust Board and the SLT.

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 concerns 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 academy is managed or governed
- The safety of pupils or staff is threatened, including a breakdown in discipline.

## Overview of the Key Elements of Governance

### Members

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 are charged with ensuring the charitable object is fulfilled. The members appoint some of our Trustees/Directors and can (although rarely do) exercise reserve powers to appoint and remove Trustees/Directors.

### The Main Trust Board (MTB)

The members of the MTB are company directors who are registered with Companies House. The MTB is responsible for the corporate management of the Trust and individuals take personal responsibility for the actions of the trust and the schools and are accountable to the members, the Secretary of State and to the wider community for the education received by the pupils at our schools and for the public money spent. The Trustees/Directors are required to have systems in place so they can assure themselves of the quality, safety and good practice of the work of the Trust.

The role of the Main Trust Board is reflected in the ‘21 questions that every Multi-academy Trust should ask itself’ identified by the All Party Parliamentary Group on Education Governance and Leadership (January 2015) and set out in Appendix 1 of this Charter:

- Setting the vision, ethos and strategy for the Academy Trust and its academies over the next three to five years
- Establishing the governance structures for the Academy Trust, from Members to Academy level, 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 Academy’s Headteacher
  - Performance management of each Academy’s Headteacher
  - Determining Human Resources policy and practice
  - Oversight of each Academy’s budget
  - Assessment of the risks for each Academy.
- Setting the level at which the HGBs and LGBs will have authority and accountability through the scheme of delegation
- Engaging with the Schools’ communities, parents, pupils and staff
- Contributing to developing collaborative relationships beyond the Academy Trust
- Ensuring that there is a strong and effective executive leadership structure and personnel in place across the Trust
- Overview and scrutiny of Schools’ education performance data
- Overview and scrutiny of the Academy Trust’s financial capability and management systems to ensure compliance with The Academies Financial Handbook, and deliver best value for money
- Ensuring senior leaders within Schools are challenged to improve the education of pupils;
- Developing the Trust Board to ensure that it has the capacity, skills and succession plans to have a positive impact on outcomes for pupils.

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 Board will carry out a regular skills

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audit of its Trustees. Where key skills are missing on the Board, expertise will be identified to support the challenge and scrutiny of specialist areas such as human resources or educational performance. The Main Trust Board only operates two sub committees. One committee is known as the remuneration committee and is responsible for determining executive salaries and performance criteria. The other is the audit committee. Other than that the entire board hears and is involved in all matters. These include Educational Standards, Finance, Human resources and Estates.

### **Strategic Leadership Team (SLT)**

The Community Academies Trust SLT is charged with the management of the Trust. It focuses on the operations and educational performance of the schools. The SLT comprises the two Co Founders of the Trust ie the CEO and the Executive Director (Education) and also the Executive Director (Finance and Operations) who are also appointed Directors/Trustees. The team also comprises the Business Support manager, the Head of HR, the Trust Accountant, Head of Estates and the Strategic Lead for Safeguarding. It works directly with the staff in each school and both the Hub Governing Bodies (HGB) and the Local Governing Bodies (LGB) to ensure the required outcomes are achieved in accordance with the direction and vision of the Trust board.

### **Hub Governing Bodies (HGBs)**

The Hub is a geographically close group of schools within the wider multi academy 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 Main Trust Board. 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 appendix 2 and in the Scheme of Delegation in appendix 3. In essence the role of the LGBs is to act 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. They do this by ensuring the school achieves the aims and ambitions it has for its pupils taking into account the strong partnerships it has with the family of schools that co-exist in its local hub and more widely in other hubs. This is achieved by stressing the importance of collaboration and mutual support in line with the wider values of the Trust - being Multi Academy Trust minded.
- To implement and review the strategic plan for the school, particularly focussing on the standards of outcomes, behaviour and personal development, teaching and leadership.
- To support and challenge the school's leadership as a critical friend.
- To scrutinise and oversee the management of the finances of the school monitoring the annual budget set by the Headteacher supported by their leadership teams. Submitting such for approval by the Main Trust Board and ensuring the school works within its budget. The LGB must also ensure the Headteacher and the senior leadership team adopts and implements appropriate risk and financial management policies and practices.
- To support 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.

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- To support the Main Trust Board in its monitoring and evaluation of the delivery of any central services and functions provided or procured by the Trust for the schools, reporting any issues or concerns to the HGBs and, if necessary, the CEO, the Directors of Education and Finance or the Chair of the Main Trust Board.
- To promote the benefits of collaboration and actively work with others with the aim of improving economies of scale.
- To develop links with the school's community, communicating openly and frequently as appropriate and ensuring the school meets its responsibility to the community in relation to safeguarding and education for all its pupils.
- To engage fully and openly with any inspection of the school by OFSTED and/or peer review activities led by the Main Trust Board or any other public body to whom the school is accountable.
- 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 and smaller task orientated governing body known as an Education Advisory Board. The EAB's primary role is to support the turnaround of the school or to establish a new Academy/Free School (or Academies in the Hub) and to facilitate the establishment of a Local/Hub Governing Body to whom delegated responsibility can be given. The EAB is established by MTB and may be appointed before the School joins the CAT network in order to support the conversion of the school to CAT Academy status or the opening of a new academy ahead of handover. The EAB shall meet at least twice a term, more if necessary.

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, focusing on the key areas of action, identified in the Sponsor's Statement of Action. The EAB will report to the Main Trust Board and to the Executive Leaders on progress, recommending further action as necessary.

### **Composition of Governance Elements**

#### **Members**

- Simon Atkins, Nigel Bratt, Brian Dimpleby, Stuart Mason

#### **Main Trust Board**

- Chief Executive Officer (appointed by the members - co Founder of the CAT)
- Executive Director (Education) (appointed by the members - co Founder of the CAT)
- Executive Director (Finance and Operations) (appointed by the members)
- Up to 3 appointed by the members
- Any others co-opted by the Directors/Trustees collectively

#### **Hub Governing Bodies**

- The Headteachers of the Schools
- The Chairs of the Local Governing Bodies
- Up to 3 Main Trust Board representatives

#### **Local Governing Bodies**

#### **Primary Schools**

- Headteacher

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- 1 elected Staff governor
- 2 elected parent governors
- up to 5 community governors appointed by the Main Trust Board

### **Secondary Schools**

- Headteacher
- 1 elected non-teaching staff governor
- 1 elected teaching staff governor
- 2 elected parent governors
- up to 8 community governors appointed by the Main Trust Board

### **Education Advisory Boards**

Members of the EAB include colleagues from the local community, employed by the trust and governors from elsewhere in the Trust, and are appointed by MTB. They will ensure the members have the capacity and skills to work intensively within the school, providing support and challenge to the School's staff and building on existing links with the community. EAB members must be able to demonstrate an understanding of the ethos and values of the CAT and a commitment to fulfilling the CAT's mission and objectives for the school, drawing on specialist skills where required. Whilst there is no limit on the numbers expected to serve on the Board, in most cases it is not anticipated that there will be more than 5 at least one of whom will be from the CAT Executive Leadership Team.

## Appendix 1 - All Party Parliamentary Group on Education Governance and Leadership (January 2015)

### 21 Questions every Multi-academy Trust Board should ask itself

<http://www.publications.parliament.uk/pa/cm/cmallparty/register/education-governance-and-leadership.htm> <http://www.nga.org.uk/getattachment/News/NGA-News/21Q/21-Questions-for-Multi-academy-Trusts-FINAL.pdf.aspx>

#### **Vision, ethos and strategy**

1. Does the Trustee Board have a clear vision and strategic priorities for the next three to five years, to which all academies contribute and which is understood by each of its academies?
2. How effectively do these strategic priorities drive the governance structure, activities and agenda setting at all levels of the Trust?
3. What vision does the Trustee Board have for the size of the Trust and how does the strategy ensure that there is the capacity to support any additional academies well?

#### **Governance structures**

4. Is the structure of the Trust from its members to academy level governance conducive to effective working, ensuring check and balances but avoiding duplication at different levels, and delivering good two-way communications?
5. How does the Trustee Board ensure that its governance structure is clear, in keeping with its Articles of Association, and that those at regional, cluster and academy level understand their roles and responsibilities compared to those of the Trustee Board?
6. a) Does the Trustee Board have a scheme of delegation, is it published on its website and those of its academies, and does the scheme make clear where the following key governance functions are exercised:
  - Determining each individual academy's vision, ethos and strategic direction?
  - Recruiting each academy's Principal/Head of school?
  - Performance management of each academy's Principal/Head of school?
  - Determination of Human Resources policy and practice?
  - Oversight of each academy's budget?
  - Assessment of the risks for each academy?
- b) Is the principle of earned autonomy applied to individual academies or local clusters and if so, do all involved at all levels of governance within the MAT understand how?

#### **Trustee Board effectiveness and conduct**

7. Right skills: Has the Trustee Board adopted a robust and transparent process for the recruitment both of trustees and those at local governance level, including role specifications, skills audits and interview panel to ensure those carrying out governance functions have the full range of experience, qualities and skills necessary to discharge all the Trustee Board's responsibilities?
8. Clerking: Does the Trustee Board have a professional clerk providing information and guidance on regulatory practice and procedures, including governance leadership to the committees and any academy level governance?
9. Chair: How does the Trustee Board ensure the chair shows strong and effective leadership?
10. Trustee performance: Does the chair carry out an annual review of each trustee's contribution to the Board's performance and ensure each trustee is investing in his/her own development?
11. Succession planning: Do we engage in good succession planning so that, in normal circumstances, no trustee serves for longer than two terms of office and the chair is replaced at least every six years?
12. Conflicts of interest & conduct: How does the Trustee Board ensure conflicts are avoided and that the Nolan principles of public life are adhered to?
13. Learning from others: Has the Trustee Board regularly reviewed its structures and practice, making use of other Boards' experiences and periodically seeking external expertise?

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## **Engagement**

14. How does the Trustee Board listen to, understand and respond to pupils, parents, staff and local communities across all its academies?
15. What benefit do the academies within the Trust draw from collaboration with other schools and other sectors, including employers, locally and nationally; and how is the Trust involved in contributing to improving leadership and schools beyond its own academies?

## **Effective accountability of the executive leadership**

16. How well does the Trustee Board understand its academies' performance data, and how do Trustees know that pupils in all their academies are making the best progress they can?
17. What mechanisms does the Trustee Board use to ensure there is a strong and effective executive leadership structure and personnel in place across the Trust with the right skills, clear line-management and reporting mechanisms?
18. How does the Trustee Board ensure senior leaders within academies are challenged to improve the education of pupils, and what intervention would be used if improvement is not progressing according to plan at an academy?
19. How does the Trustee Board ensure that the Trust's financial capability and management systems are robust to ensure compliance with the Academies Financial Handbook, best value for money and deliver the long-term strategy?
20. Do the compliance systems give assurance to the Trustee Board that the Trust is meeting its statutory and legal responsibilities?

## **Impact on outcomes for pupils**

21. How much have the academies improved over the last three years, and what has the Trustee Board's contribution been to this?

**COMMUNITY ACADEMIES TRUST**  
**TERMS OF REFERENCE FOR LOCAL GOVERNING BODIES**  
*Guardians of Standards*

**1. INTRODUCTION**

- 1.1 As a charity and company limited by guarantee, Community Academies Trust (the “Trust”) is governed by a Board of Directors (the “Directors”) who have overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of the academies run by the Trust. Throughout this document, words importing the masculine gender only shall include the feminine.
- 1.2 The following academies are currently run by the Trust:
- 1.2.1 Primary Academies: Birchwood Primary School, Dordon Primary School, Wood End Primary School, Budbrooke Primary School, Woodloes Primary School, Stratford upon Avon Primary School, Grange Park Primary School, Chadsmead Primary Academy, Heathcote Primary School.
  - 1.2.2 Secondary Academies: The Polesworth School, The Wilnecote School, The Telford Priory School, The Telford Park School, The Telford Langley School, (each one the “Academy” or collectively the “Academies”)
- 1.3 In order to assist with the discharge of their responsibilities, the Directors have established a Local Governing Body (“LGB”) in each of the Academies except where they are subject to intervention where they will appoint an EAB. The LGB 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 Directors may review these terms of reference at any time but shall review them at least annually.
- 1.5 These terms of reference may only be amended by the Board of Directors.

**2. CONSTITUTION OF THE LGB**

**Governors of the LGB**

- 2.1 Members of the LGB shall be known as “governors”.
- 2.2 The Directors 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 Academies**
    - a) Executive Leader for the Trust (where appropriate);
    - b) Headteacher of the Academy;
    - c) 1 staff governor elected in accordance with clauses 2.4 - 2.5;
    - d) 2 parent governors elected in accordance with clauses 2.6 - 2.10;
    - e) up to five community governors appointed by the Directors in accordance with clauses 2.11 - 2.12.
  - Secondary Academies**

- a) Executive Leader for the Trust (where appropriate);
- b) Headteacher of the Academy;
- c) 1 non- teaching staff governor elected in accordance with clauses 2.4 - 2.5;
- d) 1 teaching staff governor elected in accordance with clauses 2.4 - 2.5
- e) 2 parent governors elected in accordance with clauses 2.6 - 2.10;
- f) up to 8 community governors appointed by the Directors in accordance with clauses 2.11 - 2.12.

## **Appointment of governors**

### *Staff governors*

- 2.4 The Directors shall invite nominations from all staff employed under a contract of employment or a contract for services or otherwise engaged to provide services to the Academy 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 Directors. The Directors may delegate the running of the election to the LGB.

### *Parent governors*

- 2.6 Parent governors of the LGB shall be elected by parents of registered pupils at the Academy. He must be a parent of, or have parental responsibility for, a pupil at the Academy at the time when he is elected.
- 2.7 The Directors shall make all necessary arrangements for, and determine all other matters relating to, an election of the parent governors. The Directors may 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 Directors 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 Academy 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 Academy by a registered pupil at the Academy.
- 2.10 Where the number of parents standing for election is less than the number of vacancies, the Directors may appoint a person who is the parent of a registered pupil at the Academy or, where it is not reasonably practical to do so, a person who is the parent of a registered pupil of another Academy run by the Trust.

### *Community governors*

- 2.11 Community governors of the LGB shall be appointed by the Directors. The Directors 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 Academy; or
  - b) a person who, in the opinion of the Directors, is committed to the government and

success of the Academy.

- 2.12 The Directors may not appoint an employee of the Trust who works at the academy as a community governor.

#### **Term of office**

- 2.13 The term of office for any governor shall be 4 years, save for the Headteacher/Head of School of the Academy (as applicable) who shall remain a governor until he ceases to work at the Academy and the Executive Leader whose term shall be determined by the Directors.
- 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 Headteacher/Head of School or a staff governor ceases to work at the Academy;
  - c) the Directors terminate the appointment of a governor whose presence or conduct is deemed by the Directors, at their sole discretion, not to be in the best interests of the Trust or the Academy.
- 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 Academy.

#### **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 appointed by the Directors and may be removed from office by the Directors 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 Directors. 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 Academy; 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 not normally establish sub committees. Subject to the prior agreement of the Directors, 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 Directors 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 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 video conference 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, 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 personal interest (including but not limited to any Personal Financial Interest as defined below) 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. 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 Academy and any duty or personal interest (including but not limited to any Personal Financial Interest).
- 3.10 A governor of the LGB has a Personal Financial 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 Academy.

#### **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 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 (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, made available to the Company Secretary of the Trust.

### **4. DELEGATED POWERS**

The powers delegated to the LGB is described in the CAT Scheme of Delegation

- 4.1 Each governor shall be required to take part in regular self-review 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 Academy and provide such data and information regarding the business of the Academy and the pupils attending the Academy as the Directors may require from time to time. Governors shall be expected to agree a classification for their Academy in line with CAT 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 Trust regardless of whether it is specified in Scheme of Delegation. The Scheme of Delegation may be reviewed by the Directors at any time but shall be reviewed at least annually. Directors 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 LGB.

#### **Delegation to Headteacher of the Academy**

Subject to the responsibilities of the LGB and the policy statements of the Trust, the Headteacher or of the Academy shall be responsible to the LGB for the decisions and actions described in the CAT Scheme

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of Delegation.

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*Guardians of Standards*

**1. INTRODUCTION**

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

1.2 The following academies are currently run by the Trust:

1.2.1 Primary Academies: Birchwood Primary School, Dordon Primary School, Wood End Primary School, Budbrooke Primary School, Woodloes Primary School, Stratford upon Avon Primary School, Grange Park Primary School, Chadsmead Primary Academy, Heathcote Primary School.

1.2.2 Secondary Academies: The Polesworth School, The Wilnecote School, The Telford Priory School, The Telford Park School, The Telford Langley School, (each one the “Academy” or collectively the “Academies”)

1.2.3 These academies are organised into 3 geographically close groups in North Warwickshire and East Staffordshire, Warwick and Stratford on Avon and Telford (each one the “Hub” or collectively the “Hubs”).

1.3 In order to assist with the discharge their responsibilities, the Directors 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:

1.3.1 Ensure the values and ethos of the CAT are evident locally and lived so that they impact on the leadership and management of each academy and on the quality of teaching in each classroom.

1.3.2 Provide overview and scrutiny of the work of the academies in the hub individually and as a whole.

1.3.3 Ensure collective responsibility and shared accountability for the standards achieved by the academies in each hub.

1.3.4 Monitor the strengths and weaknesses of each academy and agree its classification.

1.3.5 Mobilise support and ensure implementation of this support to address academy and/or local governance weaknesses.

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

1.5 The Directors may review these terms of reference at any time but shall be review them at least annually.

1.6 These terms of reference may only be amended by the Board of Directors.

**2. CONSTITUTION OF THE HGB**

**Members of the HGB**

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



- 2.2 The Directors 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 HT(s) (if there are any in post in the Hub);
  - b) The Chairs of Governors from each academy LGB
  - c) Up to 3 Members of the Main Trust Board of Directors
  - d) Up to 6 appointed Hub Governors - usually The Headteachers of the Academies in the Hub;

### **Appointment of governors**

#### *Appointed hub governors*

- 2.4 Hub Governors referred to in paras 2.3a, 2.3b are automatically appointed as a result of their office.
- 2.5 The Directors will nominate 3 Main Trust Board members to attend the HGB.
- 2.6 The Directors expect the Headteachers to fulfil the role of appointed Hub Governors unless there are particular circumstances that prevent this.

### **Term of office**

- 2.7 A Hub governor shall remain a governor until he ceases to work at the Trust in the role described.

### **Resignation and removal**

- 2.8 A person serving on the HGB shall cease to hold office if:
- d) The Hub Governor ceases to work at the Trust in the role described;
  - e) The Directors terminate the appointment of a governor whose presence or conduct is deemed by the Directors, at their sole discretion, not to be in the best interests of the Trust, the Hub or the Academy.

### **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 Main Trust Board.

## **Committees**

- 2.11 The HGB will not normally establish sub committees. Subject to the prior agreement of the Directors, the HGB may establish subcommittees who may include individuals who are not members of the HGB, provided that such individuals are in a minority.
- 2.12 The HGB may delegate to a subcommittee or any person serving on the HGB, subcommittee, the Headteacher or Head of School (as applicable) 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 Directors or the HGB may impose and may be revoked or altered. The person or subcommittee shall report to the HGB in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the HGB immediately following the taking of the action or the making of the decision.

## **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 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. The duties of the Clerk will normally be fulfilled by the administrative support currently available to the individual who fulfils the role of Chair in the professional capacity (for example, CEO EA, HT PA or CoG LGB clerk).
- 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, and any vote on any matter at such a meeting, shall be equal to the number of academies in the Hub plus one which must include at least one hub governor appointed by the Trust and one representative from each academy. Where an HGB member cannot attend the meeting, he may delegate powers to attend to another member of the LGB.

### **Voting**

- 3.6 Every matter to be decided at a meeting of the HGB shall be determined by a majority of the votes of the hub governors present and entitled to vote on the matter. Every *academy* represented shall have one vote. Where there is an equal division of votes, the Chair of the meeting shall have the casting vote. A hub governor may not vote by proxy. Decision making by the hub should be made in line with the powers delegated described in the CAT Scheme of Delegation.

- 3.7 A resolution in writing, signed by a representative from each academy shall be valid and effective as if it had been passed at a meeting of the hub 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 hub governors. All decisions made in this way are subject to approval by the MTB.

### **Conflicts of Interest**

- 3.8 Any hub governor who has or may have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest as defined below) which conflicts or may conflict with his duties as a hub governor shall disclose that fact to the HGB as soon as he becomes aware of it. A person must absent himself from any discussions of the HGB in which it is possible that a conflict will arise between his duty to act solely in the interests of the Academies in the hub and any duty or personal interest (including but not limited to any Personal Financial Interest).
- 3.9 A hub governor has a Personal Financial Interest if he, or any child, stepchild, parent, grandchild, grandparent, brother, sister or spouse of the hub governor or any person living with the hub 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 Academy.

### **Minutes of meetings**

- 3.10 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.
- 3.11 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, made available to the Company Secretary of the Trust.

## **4. DELEGATED POWERS**

### **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 the CAT Scheme of Delegation.
- 4.2 In the exercise of its delegated powers and functions, the governors of the HGB shall:
- a) promptly implement and comply with any policies or procedures communicated to the HGB by the Directors 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 Directors;
  - c) work closely with the Directors and act with integrity, objectivity and honesty in the best interests of the Trust and the Academies in the hub;
  - d) be open about decisions and be prepared to justify those decisions;
  - e) keep confidential all information of a confidential nature obtained by them relating to the Academies in the hub and the Trust; and,

- 4.3 Each hub governor shall be required to take part in regular self-review and is accountable for meeting his own training and development needs. It is a hub governor's responsibility to consider if, and raise any concerns where, he feels that appropriate training and development is not being provided.

**Delegation to Headteacher and Chair of LGBS of the Academy**

- 4.4 Subject to the responsibilities of the HGB and the policy statements of the Trust, the Headteacher and Chair of LGBs of the Academies in the hub shall be responsible for the actions and decisions described in the CAT Scheme of Delegation.

# Appendix 4

## The Community Academies Trust - *Scheme of Delegation*

Governance

Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Strategic Leadership Team (SLT)	Headteacher (HT)
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<p>To review and amend the Articles of Association To change the name of the Academy Trust To receive an annual report from the MTB and the CEO on the Academy Trust's performance To appoint 6 Trustees</p>	<p>To review and amend:</p> <ul style="list-style-type: none"> <li>• The Governance Charter</li> <li>• The Terms of Reference for the Trust Board</li> <li>• The Constitution and Terms of Reference of the Hub Governing Bodies</li> <li>• The Constitution and Terms of Reference of the Local Governing Bodies (including those relating to Education Advisory Boards)</li> <li>• The Terms of Reference for delegation to the SLT</li> <li>• The policies of the CAT</li> </ul> <p>To appoint a Company Secretary To appoint a Clerk to the Trustees To determine the educational character and ethos of the CAT To appoint community governors and governors in to responsibilities on the LGB To approve any proposals to widen governance responsibility (for example in before/after school care and catering)</p>	<p>To champion the CAT 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, challenge the LGBs.</p> <p>To provide regional overview of Hub performance collectively and by each school.</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 enable and govern school to school support</p>	<p>To champion the CAT vision and values in the hub and to ensure schools collaborate 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 the CAT) 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 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>○ SEND</li> <li>○ Health and Safety</li> <li>○ Safeguarding/Child Protection</li> <li>○ Pupil premium</li> </ul> </li> <li>• A Clerk to the governing body</li> </ul> <p>To implement CAT procedures for appointing LGB members and to the specific responsibilities described above of behalf of the MTB and report to the MTB on process and outcome for ratification.</p> <p>To review and amend the policies of the school (in line with any CAT prescribed policy)</p> <p>To ensure meaningful consultation with pupils, parents, staff and the wider community.</p> <p>Where desired, propose wider responsibilities for the school. (for example before and after school care/catering)</p>	<p>To attend meetings of the MTB and to provide reports coordinated by the CEO To support the appointment process for the Company Secretary and the Clerk To secure professional advice on behalf of the MTB as may be requested To support the MTB and the schools in the implementation of Trust - wide and school specific policy requirements To ensure any widening of local governance is feasible taking into account local capacity</p>	<p>To implement the educational character, and ethos of a particular school (to the extent that it is not inconsistent with that of the CAT) as determined by the LGB To attend meetings of the LGB and to provide a Headteacher's report To support the appointment process for the Clerk To tailor CAT wide policies to schools as recommended by the SLT</p>
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Finance (Throughout reference should be made to the Financial Scheme of Delegation)

Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Strategic Leadership Team (SLT)	Headteacher (HT)
To appoint external auditors	<p>To appoint internal auditors.</p> <p>To sign off annual accounts and report.</p> <p>To approve the financial scheme of delegation.</p> <p>To approve the annual budget for the Trust.</p> <p>To approve any significant changes to the approved budget.</p> <p>To monitor income, expenditure, cash flow and balance sheet of the CAT.</p> <p>To appoint an Accounting Officer.</p> <p>To ensure proper financial controls are in place.</p> <p>To maintain a register of business interests.</p>		<p>To propose the annual budget for the school to the MTB</p> <p>To monitor the income, expenditure and cash flow of a school.</p> <p>To ensure any variances from the budget are reported to the MTB.</p> <p>To ensure proper financial controls are in place at the school.</p> <p>To maintain a register of business interests.</p> <p>To ensure provision of free school meals to those pupils meeting the criteria.</p>	<p>To prepare the annual budget for the CAT.</p> <p>To monitor the income, expenditure, cash flow and balance sheet of the CAT.</p> <p>To prepare monitoring reports for the Trustees .</p> <p>To ensure proper financial controls are in place.</p> <p>To maintain a register of business interests.</p> <p>To set up and approve staff expenses for the Central Team.</p> <p>To open bank accounts.</p>	<p>To ensure the preparation of the annual budget for the school with the assistance of relevant staff.</p> <p>To monitor the income, expenditure and cash flow of an school.</p> <p>To prepare monitoring reports for the LGBs.</p> <p>To ensure proper financial controls are in place at the school.</p> <p>To ensure provision of free school meals to those pupils meeting the criteria.</p> <p>To approve staff expenses at the school.</p>



Contracts (Throughout reference should be made to the Financial Scheme of Delegation)

Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Strategic Leadership Team (SLT)	Headteacher (HT)
To approve any service contracts for Trustees	To adopt a Trust-wide procurement policy. To set the delegated levels of authority for contracts. To approve contracts with a value above £25,000. To approve contracts which constitute related party transactions. To approve the CEO expenses.	To review opportunities for collaborative procurement.	To enter into contracts up to the limits of delegation and within an agreed budget. To support the Trust Board in its monitoring and evaluation of the delivery of any central services and functions provided or procured by the CAT for the school.	To enter into contracts up to the limits of delegation and within an agreed budget. To make payments within agreed financial limits.	To make payments within agreed financial limits. To enter into contracts up to the limits of delegation and within an agreed budget. To act as a signatory of a school specific orders.

Curriculum and standards

Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Strategic Leadership Team (SLT)	Headteacher (HT)
To receive an annual report from the MTB and the ELT represented by the CEO on standards.	To receive a termly report from the CEO on standards and school classification. To ensure the curriculum policy in each school is influenced by the best practice from within and without the Trust.	To review Key Performance Indicators (KPIs) across the hub for identification of areas for development and areas of strength.  To ensure school to school support from within and without the hub addresses the areas identified.  To ensure the best practice in the hub is the norm  To agree school classifications	To approve the curriculum proposed by the HT (to the extent that it is consistent with the CAT ethos and values.) To ensure effective processes are in place for monitoring the quality assurance of outcomes, teaching, curriculum, inclusion and the sharing of excellent practice across the school. To monitor the KPI figures reported from the Headteacher relating to standards. To receive and scrutinize the HT's report with a primary focus on standards. To develop, monitor and approve the strategic school plan.	To provide oversight of the implementation of curriculum policies across the hubs and schools. To provide a termly report to the MTB regarding standards To provide oversight of the target setting for pupil achievement and progress and monitor against those targets. To monitor the KPI figures reported from the HT relating to standards.	To ensure the curriculum is delivered at the school including compliance with any funding agreement requirements. To set targets for pupil achievement and progress and monitor against targets To provide a report to the LGB on the standards in the school as well as progress towards strategic priorities. To report termly KPI figures for the LGB and HGB relating to standards. To prepare a draft strategic school plan for approval by the LGB

Equalities/Special Educational Needs/Disabilities and Disadvantaged Pupils (SEND/PP)/Other Pupil Related Matters

Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Strategic Leadership Team (SLT)	Headteacher (HT)
-	<p>To ensure there is effective strategy and policies in place in the schools to provide:</p> <ul style="list-style-type: none"> <li>•Equality of opportunity for all</li> <li>•Excellent provision for those pupils with SEND</li> <li>•Excellent provision for disadvantaged pupils</li> </ul>	<p>To review Key Performance Indicators (KPIs) across the hub for identification of areas for development and areas of strength.</p> <p>To ensure school to school support from within and without the hub addresses the areas identified.</p> <p>To ensure the best practice in the hub is the norm.</p>	<p>To appoint a Local Governor responsible for SEND.</p> <p>To appoint a local governor with responsibility for disadvantaged pupils.</p> <p>To review and maintain the Schools SEND and equalities policies.</p> <p>To review and maintain the school's strategies for identifications and overcoming the barriers faced by disadvantaged pupils.</p> <p>To ensure practice in this area that is compliant with policy and wider statutory requirements.</p>	<p>To provide oversight of the implementation of the Trust-wide SEND/PP/Equalities policies</p> <p>To ensure practice in this area that is compliant with policy and wider statutory requirements.</p>	<p>To identify the barriers faced by the PP cohort and design and implement a plan to overcome those barriers.</p> <p>To publish plans and evaluations of spending in this area on the school's website</p> <p>To designate a teacher to be responsible for coordinating SEND provision</p> <p>To liaise with the local authority in respect of students who have (or might have) SEND</p> <p>To make provision for SEND pupils with or without a statement or Education, Health and Care plan</p> <p>To ensure practice in this area that is compliant with policy and wider statutory requirements.</p>
-	<p>To receive a termly report from the SLT regarding standards (to include attendance).</p> <p>To adopt a CAT wide Complaints policy and receive reports from the SLT regarding the level of complaints across the CAT.</p>	<p>To review Key Performance Indicators (KPIs) across the hub for identification of areas for development and areas of strength.</p> <p>To ensure school to school support from within and without the hub addresses the areas identified.</p> <p>To ensure the best practice in the hub is the norm.</p>	<p>To review attendance and pupil absences (as part of the KPIs).</p> <p>To appoint a Local Governor responsible for statutory grants including pupil premium.</p> <p>To monitor the impact of the pupil premium in the school.</p> <p>To adopt the CAT Complaints policy and agree the local annex.</p> <p>To hear complaints at the relevant stage.</p> <p>To support the CAT and the Headteacher in working with the community.</p>	<p>To monitor the levels of attendance in the schools.</p> <p>To monitor the impact of the pupil premium across the CAT.</p> <p>To review the level of complaints that are referred to the Headteacher across the CAT.</p>	<p>To maintain a register of pupil attendance.</p> <p>To report on attendance and pupil absences (as part of the KPIs).</p> <p>To set the times of school sessions and the dates of school terms and holidays.</p> <p>To ensure effective deployment of the Pupil Premium and to monitor its impact.</p> <p>To prepare a school complaint policy consistent with the CAT policy for adoption by the LGB and to hear complaints at the</p>

### Equalities/Special Educational Needs/Disabilities and Disadvantaged Pupils (SEND/PP)/Other Pupil Related Matters

Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Strategic Leadership Team (SLT)	Headteacher (HT)
-	<p>To ensure there is effective strategy and policies in place in the schools to provide:</p> <ul style="list-style-type: none"> <li>•Equality of opportunity for all</li> <li>•Excellent provision for those pupils with SEND</li> <li>•Excellent provision for disadvantaged pupils</li> </ul>	<p>To review Key Performance Indicators (KPIs) across the hub for identification of areas for development and areas of strength.</p> <p>To ensure school to school support from within and without the hub addresses the areas identified.</p> <p>To ensure the best practice in the hub is the norm.</p>	<p>To appoint a Local Governor responsible for SEND.</p> <p>To appoint a local governor with responsibility for disadvantaged pupils.</p> <p>To review and maintain the Schools SEND and equalities policies.</p> <p>To review and maintain the school's strategies for identifications and overcoming the barriers faced by disadvantaged pupils.</p> <p>To ensure practice in this area that is compliant with policy and wider statutory requirements.</p>	<p>To provide oversight of the implementation of the Trust-wide SEND/PP/Equalities policies</p> <p>To ensure practice in this area that is compliant with policy and wider statutory requirements.</p>	<p>To identify the barriers faced by the PP cohort and design and implement a plan to overcome those barriers.</p> <p>To publish plans and evaluations of spending in this area on the school's website</p> <p>To designate a teacher to be responsible for coordinating SEND provision</p> <p>To liaise with the local authority in respect of students who have (or might have) SEND</p> <p>To make provision for SEND pupils with or without a statement or Education, Health and Care plan</p> <p>To ensure practice in this area that is compliant with policy and wider statutory requirements.</p>
					relevant stage.

### Safeguarding

Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Strategic Leadership Team (SLT)	Headteacher (HT)
-	<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 establish CAT expectations regarding school trips.</p>	<p>To review Key Performance Indicators (KPIs) across the hub for identification of areas for development and areas of strength.</p> <p>To ensure school to school support from within and without the hub addresses the areas identified.</p> <p>To ensure the best practice</p>	<p>To appoint a designated governor for safeguarding.</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 the CAT approach).</p> <p>To ensure the completion of the single central record, it's regular up dating and inspect it regularly.</p> <p>To review the school's approach to managing trips in terms of safeguarding,</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 safeguarding audits to be conducted by independent personnel.</p> <p>To report to the Trustees on the procedures in place for safeguarding and on matters as</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</p>

Approved by the Board on 07.12.2017

Review Date: December 2019

		in the hub is the norm.	validity and purpose of the trips.	they arise.	validity of the activities
<i>Rapid School Improvement and Intervention</i>					
Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Strategic Leadership Team (SLT)	Headteacher (HT)
	<p>To adopt a Sponsor's statement of action.</p> <p>To agree the HGB terms of reference that ensures school to school support across each hub.</p> <p>To establish an Education Advisory Board (EAB) where appropriate</p> <p>To identify Schools for intervention</p>	<p>To review Key Performance Indicators (KPIs) across the hub for identification of areas for development and areas of strength.</p> <p>To ensure school to school support from within and without the hub addresses the areas identified.</p> <p>To ensure the best practice in the hub is the norm.</p> <p>To implement the sponsor's statement of action or elements of it to support school improvement where best practice is not available in the hub.</p> <p>To refer to the MTB where there are concerns</p>	<p>To adopt and ensure the implementation of termly plans that delivers aspects of sponsors statement of action 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>To support the LGB/EAB and add to its capacity where required.</p> <p>Where it is deemed necessary and under the direction of the MTB establish an EAB</p>	<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>

<i>Admissions and Exclusions</i>					
Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Strategic Leadership Team (SLT)	Headteacher (HT)
-	<p>To adopts a CAT wide approach to establishing school admissions policies</p> <p>Form an independent review panel with 3 members in line with statutory guidance for those with legal responsibilities in relation to an exclusion</p>	<p>To ensure that the impact of any proposed changes to an schools admission arrangements are considered in light of the other schools in the hub and wider geographical area.</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 the CAT ethos.</p> <p>To make arrangements for determining admissions and hearing admission appeals.</p> <p>To ensure effective arrangements are</p>	<p>To propose a CAT wide approach to establishing school admissions policies.</p> <p>To provide oversight of and support of the implementation of the admissions arrangements across the CAT.</p> <p>To ensure statutory guidance in relation to excluding a pupil is</p>	<p>To provide direction to the LGB as to requirements under the School Admissions and Appeals Codes.</p> <p>To ensure compliance with the CAT wide policy.</p> <p>To make arrangements for determining admissions and</p>

			<p>in place for pupil recruitment.</p> <p>To contribute to the development of the school prospectus.</p> <p>Form a sub committee of 3 governors to consider the reinstatement of an excluded pupil in line with statutory guidance for those with legal responsibilities in relation to exclusion</p>	<p>followed.</p>	<p>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 CAT schools in the hub.</p> <p>Make the decision to exclude a pupil</p>
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Staffing					
Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Strategic Leadership Team (SLT)	Headteacher (HT)
-	<p>To appoint a remuneration committee</p> <p>To receive termly reports on HR related matters</p> <p>To approve the HR scheme of delegation</p> <p>To define any overarching management structures across CAT.</p> <p>To adopt a CAT wide approach to staff policies and procedures.</p> <p>To appoint, suspend and dismiss CEO acting through an ad hoc committee.</p> <p>To conduct the performance management review of the CEO acting through the remuneration committee.</p> <p>To appoint, suspend and dismiss the Executive Leaders (excluding the CEO) acting through an ad hoc committee with CEO.</p> <p>To determine the Individual School Ranges acting</p>	<p>To review Key Performance Indicators (KPIs) across the hub for identification of areas for development and areas of strength.</p> <p>To ensure school to school support from within and without the hub addresses the areas identified.</p> <p>To ensure the best practice in the hub is the norm.</p> <p>To provide input as requested by the SLT on the recruitment of Headteachers and other senior staff as appropriate.</p> <p>To provide input as requested by the Trustees and the SLT on the development of HR policy and practice.</p>	<p>To participate in the process to appoint the Headteacher as requested by the ELT (acting with the delegated authority of the Trust Board) and to lead the performance management of the Headteacher unless the school is subject to intervention.</p> <p>To support the Headteacher in the development and review (from time to time) of an appropriate staffing structure for the school and for the appointment of school staff to ensure that the school is fully staffed in accordance with that structure.</p> <p>To ensure that there is effective communication between the Headteacher and the HGB/SLT.</p> <p>To ensure the CAT policies and approaches on all HR matters are implemented in the school.</p> <p>To monitor and scrutinise the implementation of the CAT policies at the school for HR matters including the appointment, induction and performance management of staff, pay review processes and procedures for</p>	<p>To advise on and, where a school is subject to intervention, determine (via an EAB) the senior leadership and non- teaching structures for each school.</p> <p>To advise the Trustees on suitable CAT wide policies and procedures and to ensure their effective implementation.</p> <p>To monitor and review staffing changes across the CAT. (CEO) To conduct the performance management review of the Executive Leaders with support from the remuneration committee</p> <p>To appoint, suspend and dismiss members of the SLT (excluding the Executive Leaders and as otherwise reserved to the Trustees)</p> <p>To conduct the performance management review of the SLT (excluding the Executive Leaders) acting through the Executive Leaders.</p>	<p>To determine staffing requirements within each school and budget</p> <p>To implement the CAT-wide policies and procedures in the school.</p> <p>To appoint teaching and non-teaching staff.</p> <p>To suspend or dismiss teaching and non- teaching staff in consultation with the SLT.</p> <p>To conduct the performance management of staff in the school</p> <p>To approve applications for and leave of absence.</p> <p>To provide a report to the LGB on staff appointments and other HR related matters to allow for close scrutiny and governance of the processes involved.</p> <p>To make recommendations on PRP for school leaders and wider staff</p>

	through the Remuneration Committee		dealing with disciplinary matters, grievances and dismissal.	To appoint, suspend and dismiss the Headteachers acting through the Executive Leaders. To ensure the effective performance management of the Headteachers by supporting and advising the LGB. Where the school is subject to intervention, line manage the Headteachers.	
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Information management and communication					
Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Strategic Leadership Team (SLT)	Headteacher (HT)
-	To adopt data protection policies and procedures so that all practice is compliant with regulations.		To ensure the effective implementation of the data protection policies and procedures in the school. To ensure systems are in place that are consistent with the CAT 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).	To ensure compliance with all data protection legislation and good practice across the schools To support the individual schools on the effective safe storage of data. To maintain accurate and secure staff records for the SLT To ensure registration with the Information Commissioner's Office is up to date.	To ensure the publication of school information, ensuring that all electronic communication, including web pages, are up to date. To maintain accurate and secure pupil records. To maintain accurate and secure staff records for the school. To ensure compliance with all data protection legislation, compliance and other regulation.

Health, safety, risk and estates					
Members	Main Trust Board (MTB)	Hub Governing Body (HGB)	Local Governing Body (LGB)	Strategic Leadership Team (SLT)	Headteacher (HT)
	To ensure risk and audit is considered on an ongoing basis at MTB meetings. To review risk management and maintain a risk register. To approve insurance arrangements. To review and maintain a buildings strategy and asset	To review the classification of the schools and agree them with the Heads and Chairs of LGBs, identifying and managing risk factors. To make any recommendations to the SLT or notifications to the MTB as appropriate. To monitor the hub	To appoint a Local Governor responsible for health and safety. To review the risks facing the school and to report to the HGB when agreeing the school classification. To adopt a health and safety policy for the school (in line with the CAT wide policy and approach) To review the implementation of the	To prepare the risk register for the CAT To procure buildings and related insurance and make proposals to the MTB. To prepare a buildings strategy and asset management planning arrangements To propose a CAT wide health	To understand the risks facing the school and take these into account when agreeing the classification of the school with the HGB. To prepare a health and safety policy for the School (in line with the CAT wide policy) for adoption by the

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	<p>management planning arrangements.          To adopt a CAT health and safety policy          To adopt a CAT wide lettings policy</p>	<p>arrangements for the effective supervision of building maintenance and minor works          To monitor the implementation of the CAT health and safety policy across the schools in the hub.</p>	<p>above policy and ensure that appropriate risk assessments are being carried out in the school          To conduct site inspections to review any health and safety issues and the security of premises and equipment.          To monitor the implementation of a school letting policy that is consistent with the CAT wide policy.          To draw up, agree and monitor an accessibility plan for each school in consultation with the Headteacher.          To draw up, agree and monitor a business continuity plan for the school</p>	<p>and safety policy for the MTB approval          To monitor and support the implementation of the CAT wide health and safety policy.</p>	<p>LGB          To monitor and evaluate accidents and associated records.          To ensure suitable risk assessments are prepared and appropriate actions taken.          To ensure the security of premises and equipment.          To develop and implement the school lettings policy that is consistent with the CAT wide policy.          To liaise with the SLT on the accessibility plan for the school</p>
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