

The 3-18 Education Trust

Governance Scheme of Delegation

‘Every individual is in a great school.’

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www.3-18education.co.uk

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Introduction

An academy's board of trustees is accountable to external government agencies including the Charity Commission, and the Department for Education (DfE) (including any successor bodies) for the quality of the education provided. A board of trustees is required to have systems in place through which it can be assured of quality, safety and good practice.

The DfE has given academy trusts and multi academy trusts (MATs) freedom to set out delegated authorities that fit their needs and that also reflect compliance requirements. A trust's scheme of delegation is a vital document that acts as a bedrock for good governance, as outlined in the Academy Trust Governance Guide (7 March 2024) Section 4.3.6:

“The scheme of delegation must set out the structure and delegated remit of the trust's members, its board and any committees (including any local committees in a MAT).

An effective scheme of delegation will be written clearly so that everyone in and across the trust can understand the delegations and how this affects their role and that of others. The scheme of delegation will:

- include details of all the board's committees, including the local committee in a MAT (whether decision-making or advisory), and explain the role and remit of each
- set out which governance powers are retained at board level, and which powers are delegated
- make clear where all key governance functions including vision and budget-setting, senior executive leader oversight and performance management, are exercised in respect of each academy, where the board governs a number of schools
- explain how the roles of those in the governance structures relates to that of key executive leaders (such as the senior executive leader, executive principals, regional directors, finance and HR directors) – this will help avoid duplication of work for example between the roles of the MAT executive leadership team and the local committee in holding individual academy leaders to account
- explain the circumstances in which the arrangements set out in the scheme may vary, including both the timeframe for the overall scheme being reviewed and updated, and any triggers that might lead the board to review or change levels of delegations

Although trustees can choose to delegate certain powers, they cannot give up their legal duties to a third party – even to the members.”

Delegation and Powers of the Board of Trustees

Trusteeship is a personal office of trust and responsibility, and this cannot be transferred to another individual. However, to ensure the proper management of the Trust and schools, the Board of Trustees is able to delegate specific tasks to assist them in carrying out their duties and obligations.

It is for the Board of Trustees to determine what decisions it will take for itself, what will be delegated to committees, working groups or individual Trustees (e.g. the Chair) and what will be delegated to the Chief Executive Officer (CEO) and the Chief Finance Officer (CFO). The Board of Trustees must also consider when and from whom, it should take professional advice.

In determining whether delegation is appropriate, the Board of Trustees shall have regard to the following principles:

- non-executive powers must be exercised by the Trustees personally and may not be delegated.
- except when it is impracticable to do so, executive powers should be delegated to the CEO and the CFO, who may authorise further delegation.
- every act of delegation is only a delegation of powers and does not relieve the Board of Trustees of responsibility.

For governance at school level the Board of Trustees appoint people to serve on a Local Governing Committee. Local Governing Committees are key to support the good governance of the schools within the Trust. Local Governing Committees fulfil the role of the Local Governing Body within the Articles.

The Board of Trustees must not delegate any of the powers listed in Appendix 1 which are reserved to the Members and/or the Trustees (Reserved Matters).

Chair's Action Between Meetings of the Board of Trustees

No individual Trustee is empowered to make decisions on behalf of the Trust outside any specific authority set out in this Governance Scheme of Delegation. However, as an exception, the Chair of Trustees can make a decision as a single trustee when a delay in doing so would be:

- seriously detrimental to the interests of the Trust and of its schools, and
- it would not be possible to postpone the decision to a meeting of the Board of Trustees which the Chair can convene with less than seven clear days' notice, if necessary, provided the Trustees will have sufficient time to receive and give due considerations to relevant documents relating to the decision.

The following types of decision cannot be made by 'Chair's action': decisions related to admissions, approvals of financial spend over £100,000; decisions on executive pay.

Intervention Rights

Intervention in Times of Concern

The Board of Trustees remains ultimately responsible for the Trust and the conduct of the schools. The operation of the various elements of governance outlined in the Governance Framework and the Governance Scheme of Delegation are crucial to its success. However, there will be circumstances (more the exception than the norm) where the Board of Trustees might need to intervene and, for example, grant or withdraw delegated authority for a particular element of governance.

In such circumstances the Board of Trustees, along with the Governance Professional and CEO, would work closely with any school or schools concerned and those involved in their governance who would be expected to promptly implement any guidance made by the Board of Trustees and the Governance Professional and CEO.

The Board of Trustees reserves the right to review or remove any power or responsibility which it has delegated, in particular in circumstances where serious concerns in the running of a school or schools are identified (either internally within the Trust or by a third party), including where:

- there are 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 breakdown in the way the school is managed and led;
- the safety of pupils or staff is threatened, including a breakdown of discipline; or
- the Board of Trustees considers such removal of power or responsibility appropriate in all of the circumstances.

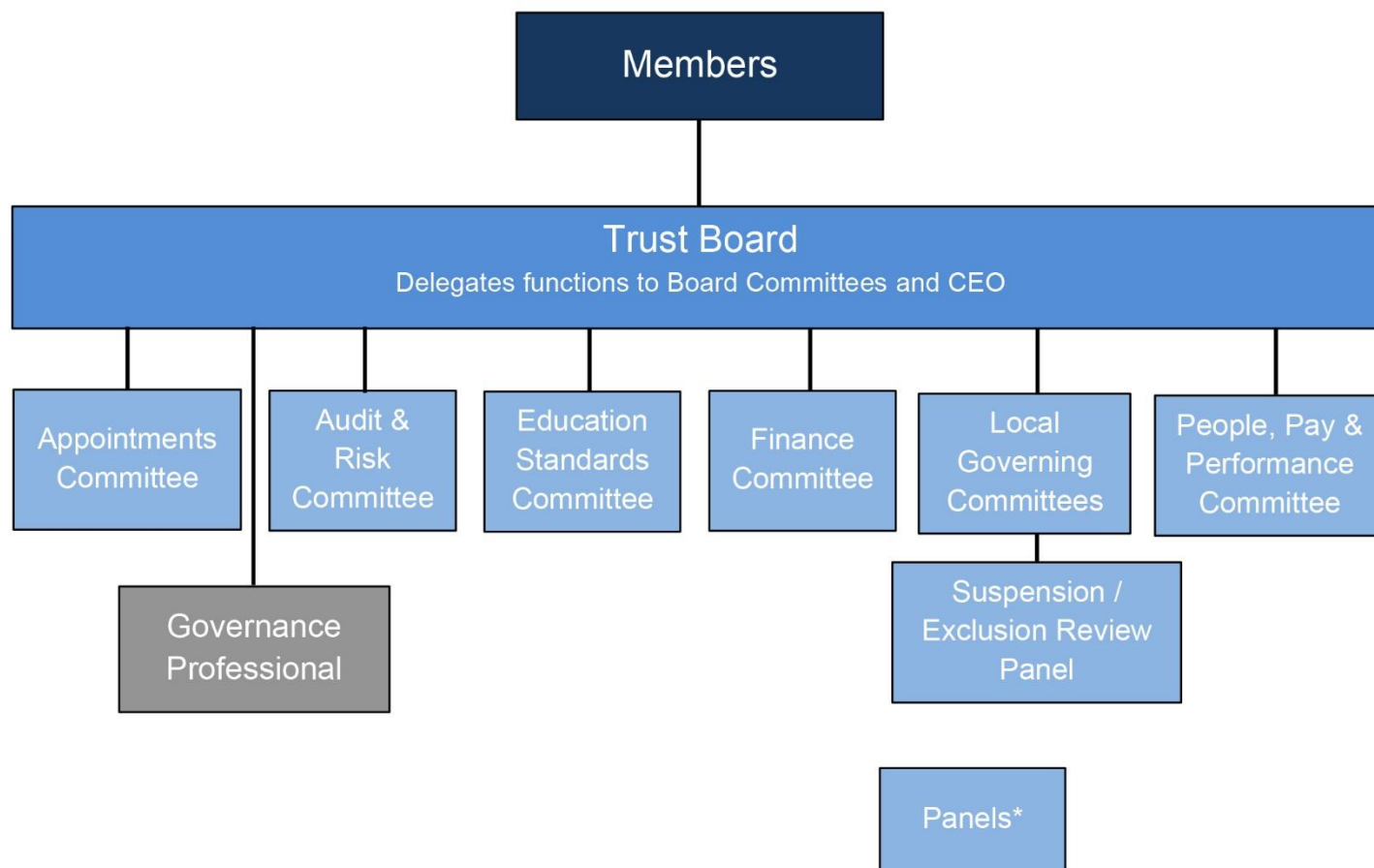
The Delegated Budget

In line with their duties and responsibilities as Trustees, and irrespective of the delegations set out in the Governance Scheme of Delegation, the Board of Trustees shall be entitled to determine that a proportion of the budget in respect of the school be held centrally for the following reasons:

- to be allocated to the provision of central services received by the school;
- in pursuance of the Trust's reserve policy; and / or
- as otherwise may be determined by the Board of Trustees acting reasonably and in the best interests of the Trust.

Governance Structure

The Trust has 3 layers of governance: Members, Trustees and Committees.



**Panels (e.g. complaints) can be made up of Trustees, Local Governors or persons who are independent of the management and running of the Trust or school.*

Overview of Roles

For more information on these roles, please refer to the Trust's Introduction to Governance and Governance Role Description documents.

Members

The Members of the Trust are guardians of the governance of the Trust and must ensure it carries out its charitable objective. The Members agree the Trust's Articles of Association, appoint Trustees and appoint the Trust's external auditors.

Trustees

Trustees are responsible for the general control and management of the Trust, and in accordance with the provisions set out in the Articles of Association and its Funding Agreement are legally accountable for all statutory functions and for the performance of all the schools within the Trust; they do this by carrying out the core governance functions. The Board of Trustees must approve a written scheme of financial delegation and if they choose to delegate to Board Committees and Local Governing Committees, must approve a written scheme of delegation and committee terms of reference.

Board of Trustees Committees

The Board of Trustees delegates some governance functions to Board Committees, one of which must include audit and risk which advises on the adequacy of the Trust's controls and risks. Board committees must have at least three Trustees in membership, and Trustees must be in the majority for voting purposes. It is usual for the Board of Trustees to appoint board committee chairs and committee members according to their skills.

Local Governing Committees

Local Governing Committees are responsible for realising the Trust's vision at the local (school) level and for setting the school's ethos, vision and strategic direction within the overall framework set by the Board of Trustees. Local Governing Committees are authorised to monitor and/or investigate any activity within its terms of reference or specifically delegated to it by the Board of Trustees. Each school in the Trust is accountable to and must serve its community. All pupils of the Trust deserve and should expect to receive a high standard of education. Whilst the Board of Trustees has overall responsibility and ultimate decision-making authority for all the work of the Trust, and the standards achieved by the pupils of the schools, Local Governing Committees have been set up to ensure the vision of the Trust is fulfilled. The Local Governing Committee is focused on the day-to-day life of the school for which it has responsibility and is there to ensure the staff working in the school is supported and challenged, when necessary, and the needs of the pupils are met with a particular focus on the context of each school.

The role of those serving on the Local Governing Committee is an important one, fulfilling the Trust's mission and providing feedback to the Board of Trustees. Those serving on the Local Governing Committee must act independently and in the best interest of the school and the Trust, whilst recognising that the school is part of a family of schools run by the Trust each with collective responsibility. Local Governors, will act as ambassadors

of the school and the Trust and must be able to demonstrate an understanding of the ethos and values of the Trust and a commitment to fulfilling the Trust's mission and objectives for the school, using their skills and experience and drawing on specialist skills where required.

Specific skills may be needed if a Local Governor is to take responsibility for and lead on a specific area of school development or statutory requirement. An annual skills audit will be undertaken, and Local Governors are expected to identify their individual training needs and liaise with the Local Governing Committee Chair and Governance Support Team accordingly. Local Governors are expected to be able to articulate their contribution to the success of the school.

The Local Governing Committee will comply with any guidance issued from time to time by the Board of Trustees as to the composition of the Local Governing Committee, the carrying out of elections and any other matter affecting the functioning of the Local Governing Committee, including the holding of meetings and the removal of Local Governors. Minutes of all meetings will be available for the Board of Trustees.

Link Trustees and Link Local Governors.

The Board of Trustees delegate some functions to individual Trustees and, through the Local Governing Committees, Local Governors, to take the lead on an area of the Trust's statutory responsibilities or to help monitor a specific improvement priority. This can be an opportunity to utilise an individual's experience and skill set. Link Roles do not remove the Board of Trustees' collective responsibility. As such, the Board of Trustees should ensure that the reports produced by Link Trustees and Local Governors following meetings with Trust/school leaders, are items on the agenda of full Board of Trustees and Local Governing Committee meetings as appropriate, so that all members of the Board of Trustees and Local Governing Committees remain informed. Details and assignment of Link Roles are available on the Trust and school's websites.

Chief Executive Officer

Trustees delegate the day-to-day management of the Trust to the Chief Executive Officer (CEO), line managing them in line with the Trust's performance management policies. The CEO will be responsible for the leadership and management of the Trust Central Team and the schools' Headteachers and will report to the Board of Trustees and its committees.

Headteachers

The CEO delegates the day-to-day management of the Trust's schools to Headteachers, line managing them in accordance with the Trust's performance management policies.

Delegation

The Governance Scheme of Delegation outlines the responsibilities that are delegated by the Board of Trustees, which is the legally liable body, the Delegation Grid considers the three core functions of governance in trusts, as stated in the Academy Trust Handbook 2025 within section 1.10 on Board purpose:

“The academy trust is the legal entity with the board having collective accountability and responsibility for the academy trust and assuring itself that there is compliance with regulatory, contractual, and statutory requirements. The academy Board of Trustees provides:

- Strategic leadership of the academy trust: the board defines the trust vision for high quality and inclusive education in line with its charitable objects. It establishes and fosters the trust’s culture and sets and champions the trust strategy including determining what, if any, governance functions are delegated to the local tier
- Accountability and assurance: the board has robust effective oversight of the operations and performance of the academy trust, including the provision of education, pupil welfare, overseeing and ensuring appropriate use of funding and effective financial performance and keeping their estate safe and well maintained
- Engagement: the board has strategic oversight of relationships with stakeholders. The board involves parents, schools and communities so that decision-making is supported by meaningful engagement.”

The Delegation Grid is structured using the section headings of the Academy Trust Governance Guide

Delegation Grid

Reading the Grid

ATG	Academy Trust Governance Guide	
ATH	Academy Trust Handbook	
A	Accountable (and approved)	Answerable for the task being delivered. Delegates the task to those responsible. There should be only one group/person accountable for each task/decision.
R	Responsible	Responsible for delivery and does the work to achieve the task. Can be shared between groups/individuals.
C	Consulted	Needs to be involved before the decision is made. Communication is two-way – these are important stakeholders or have relevant specialist knowledge.
*		Statutory expectation or necessary to comply with articles of association or funding agreement.

Area of Governance Responsibility		Reference	Members	Board of Trustees & Committees	CEO	Gov Prof	Local Governing Committee	Headteacher
Culture and Engagement								
1	Determining the Trust vision	ATH 1.10		A/R	R	C	C	C
2	Determining Trust culture and values	ATG section 1.1.1, ATH 1.10		A/R	R	C	C	C
3	Applying Trust vision, culture and values to individual schools	ATH 1.10		A	R		R	R
4	Setting expectations for Trustee conduct	ATG section 1.1.4, ATH 1.11		A/R		C		
5	Fostering equality, diversity and inclusion	ATG section 1.1.5		*A/R	R	R	R	R
6	Ensuring transparency of information	ATG sections 1.1.6, 1.1.7, ATH 1.42, 1.45		*A	R	R		
7	Publishing governance arrangements on trust and academy websites	ATH 1.44		*A	R	R		
8	Ensuring trust website is compliant and effective	ATG section 1.1.6		*A	R			
9	Ensuring academy websites are compliant and effective	ATG section 1.1.6		*A	R			R
10	Engaging with stakeholders regarding vision, values and strategic priorities	ATG section 1. 2, ATH 1.10		A	R	C	R	R
11	Developing stakeholder partnerships across the Trust			A	R	C	C	C
12	Developing stakeholder partnerships at local level				C	C	A	R
Governance of the Trust								
13	Appointing/removing members	ATG section 2.1	*A/R					

Area of Governance Responsibility		Reference	Members	Board of Trustees & Committees	CEO	Gov Prof	Local Governing Committee	Headteacher
14	Appointing/removing trustees	ATG section 2.1	*A/R	*A/R				
15	Reviewing Articles of Association			*A/R	C	C	C	
16	Ratifying changes to Articles of Association		*A/R					
17	Adhering to the Articles of Association	ATG section 2.3, ATH 1.12		*A/R		C		
18	Building a diverse Board of Trustees	ATG section 2.4		A/R				
19	Establishing a high performing governance structure	ATG section 4.1, ATH 2.5, 3.6		*A/R		C		
Strategy								
20	Determining the Trust strategy including growth	ATG section 3.1		A/R	R	C	C	C
21	Championing the Trust strategy	ATG section 3.2 ATH 1.10		A/R	R	R	R	R
22	Applying Trust strategy to individual schools			A	R		R	R
23	Reviewing progress against the Trust strategy	ATG section 3.3,		A/R	R		R	R
24	Setting the Trust improvement plan in line with the Trust strategy	ATG sections 3.1, 3.2, 4.3		A	R		C	C
Non-executive Leadership								
25	Appointing Board of Trustees committees including local governing committees following local governing committee chair's recommendation	ATG sections 4.3.4, 4.35, ATH 3.6		*A/R	C	C	C	
26	Appointing and removing board committee chairs			*A/R	C	C		

Area of Governance Responsibility		Reference	Members	Board of Trustees & Committees	CEO	Gov Prof	Local Governing Committee	Headteacher
27	Confirming the election (appointing where required) and removal of chairs and vice chairs at local governing committees			*A/R	C	C	C	
28	Electing a chair of the Board of Trustees	ATG sections 4.4.1-4.4.2		*A/R				
29	Determining the powers of chair of Board of Trustees in urgent situations	ATG section 4.4.1		A/R	C	C		
30	Electing a vice chair of the Board of Trustees	ATG section 4.4.3		*A/R				
31	Ensuring the election of parent local governing committee members, appointing where required	ATG, sections 4.4.5-4.4.6		*A/R		C	C	
32	Appointing a governance professional	ATG section 4.5.1		*A/R	C			
33	Determining Board of Trustees and committee governance support arrangements			*A/R	R	R		
34	Ensuring appointment checks, induction and training of governance appointments	ATG sections 4.6-4.7, ATH 1.47		A/R		R	C	
35	Agreeing committee terms of reference			*A/R	C	C	C	
36	Completing annual review of scheme of delegation			*A	C	R	C	
37	Appointing safeguarding lead trustee	ATG section 4.34; Keeping Children Safe in Education		*A/R	C	C		
38	Appointing SEND lead trustee	ATG section 4.3; in SEN Code of Practice		*A/R	C	C		
39	Appointing Careers lead trustee	ATG section 4.3; Careers Guidance and Access for Education and Training Providers		*A/R	C	C		

Area of Governance Responsibility		Reference	Members	Board of Trustees & Committees	CEO	Gov Prof	Local Governing Committee	Headteacher
40	Ensuring finance skill set on board	ATG section 2.4		A/R	C	C		
41	Submitting annual report on the performance of the Trust to members and publishing			A	R			
42	Reviewing annual Board of Trustees effectiveness	ATG sections 4.8	C	A/R	C	R/C		
43	Reviewing of local governance effectiveness			A/R	C	R/C	R	
44	Commissioning external review of Board of Trustees effectiveness every three years	ATG sections 4.9		A/R	C	C		
Executive Leadership								
45	Appointing, dismissing and performance managing the senior executive leader (CEO)/ Accounting Officer	ATG sections 5.1, 5.2,1 ATH 1.27-1.29		*A/R				
46	Determining CEO remuneration	ATH 2.27-2.29		*A/R				
47	Determining executive team staffing structure			A	R			
48	Conducting executive team performance management	ATG section 5.3		C	A/R			
49	Setting executive team pay levels	ATG section 5.5, ATH 2.27-2.29		A	R			
Accountability								
50	Ensuring strategic oversight of operations and performance of the Trust	ATG section 6.1, ATH 2.1, 2.2		A/R	C			
51	Ensuring education performance	ATG section 6.2		A	R		C	R
52	Establishing Trust approach to curriculum and assessment, with regard to statutory requirements	Governance Guide, part 6.2;		A	R			C

Area of Governance Responsibility		Reference	Members	Board of Trustees & Committees	CEO	Gov Prof	Local Governing Committee	Headteacher
		refer also to academy funding agreement(s) for curriculum information to be published on the school's website						
53	Delivering Early Years Foundation Stage (EYFS), in line with statutory requirements	ATG section 6.2		A	R			R
54	Setting and delivering school curriculum and assessment in line with trust approach	ATG section 6.2		A	R		C	R
55	Establishing curriculum policies as required by school (including religious education, relationships, sex & health education, collective worship)	ATG section 6.2; and Funding Agreements		*A	R		C	R
56	Establishing processes for the production and analysis of data	ATG section 6.2		A	R		C	R
57	Establishing careers guidance, with regards to statutory requirements	ATG section 6.2; careers statutory guidance		*A	R		C	C
58	Ensuring high standards of teaching and learning			A	R		C	R
59	Establishing targets for Trust/school outcomes			A	R		C	R
60	Planning and delivering individual school improvement interventions and strategies			A	R		C	R
61	Ensuring financial performance which is sustainable and a going concern	ATG section 6.3, ATH 2.8		A/R	R			
62	Appointing CFO	ATG section 6.3, ATH 1.38		*A/R	R			
63	Establishing financial scheme of delegation including authority limits for financial transactions	ATG section 6.3, ATH 2.4		*A/R	R			
64	Establishing processes for procurement and spending	ATH 2.24, 2.25		*A/R	R			

Area of Governance Responsibility		Reference	Members	Board of Trustees & Committees	CEO	Gov Prof	Local Governing Committee	Headteacher
65	Establishing processes and policy for investment	ATH 2.22		*A/R	R			
66	Establishing a control framework including internal audit	ATG section 6.3, ATH 2.6, 3.1-3.20		*A/R	R			
67	Setting a budget to support delivery of Trust strategic priorities	ATG section 6.3, ATH 2.9-14		A	R			
68	Setting a budget to support delivery of individual school strategic priorities	ATG section 6.3, ATH 2.9-14		A	R		C	R
69	Agreeing reporting and monitoring arrangements for Trust and school budgets and forecasts			*A/R	R		C	R
70	Monitoring monthly management accounts and forecasts at Trust/school level	ATH 2.18-2.20		A/R	R		R	R
71	Managing cash position	ATH 2.21		A	R			
72	Appointing and removing external auditor	ATG section 6.3, ATH 4.5-4.8	*A/R	C	C			
73	Receiving external auditor's report		*A/R					
74	Actioning recommendations made arising from external audit	ATH 4.14, 4.15		*A	R			R
75	Producing annual report and financial statements, as required by ESFA and DfE	ATG section 6.3, ATH 4.1-4.4		*A	R			
76	Establishing finance policies (e.g. charging and remission, procurement)	ATG section 6.3, ATH 2.26		*A	R			
77	Establishing processes to protect against fraud, theft, irregularity and cybercrime	ATH 6.9-6.15		*A	R			
78	Ensuring adequate insurance cover is in place	ATG section 6.4, ATH 2.37-2.39		*A	R			
79	Establishing and monitoring Trust/school risk register	ATG section 6.4, ATH 2.35-2.36		*A	R		C	R

Area of Governance Responsibility		Reference	Members	Board of Trustees & Committees	CEO	Gov Prof	Local Governing Committee	Headteacher
80	Managing conflicts of interest and related party transactions	ATG section 6.5, 6.6, ATH 5.45-5.48		*A/R	R	R	R	R
81	Ensuring compliance with DfE requirements including reports and returns	Throughout ATG compliance section; ATH 2.45-2.50 5.44-5.45		*A	R			
82	Carrying out benchmarking and trust-wide value for money evaluation			A	R			
83	Establishing equality information and objectives (public sector equality duty) statement and monitoring of delivery			*A/R	R	C	C	C
Compliance and Statutory Policies for Trust								
84	Determining Trust wide policies			*A	R		C	C
85	Determining individual school policies			*A	R		C	R
86	Establishing admissions policies and appeals process	ATG section 7.1		*A/R	R		C	C
87	Keeping admission and attendance register	ATG section 7.2		*A/R	R			R
88	Ensuring compliance with SEND Code of Practice	ATG section 7.4		*A/R	R		C	C
89	Delivering support for looked after children	ATG section 7.4.3		A	R			R
90	Determining and monitoring of funding premiums spend inc. pupil premium and PE and sport premium	ATG section 7.5		A	R		C	R
91	Establishing health and safety policies	ATG section 7.6, ATH 1.19		*A/R	R		C	C
92	Attending Trust/school inspection	ATG section 7.7		A/R	R		R	R

Area of Governance Responsibility		Reference	Members	Board of Trustees & Committees	CEO	Gov Prof	Local Governing Committee	Headteacher
93	Ensuring political impartiality	ATG section 7.8		*A	R			C
94	Establishing Trust policies and processes in respect of data protection, information sharing, cyber security, Freedom of Information (FOI), code of conduct, complaints, whistleblowing	ATG sections 7 and 9, particularly part 7.3 7.9; ATH 2.40-2.44, 6.15		*A	R			C
95	Establishing Trust safeguarding practices, with regard to statutory guidance, including appointing designated safeguarding lead (DSL)	ATG section 7.10		*A	R		C	C
96	Carrying out disclosure and barring service (DBS) and other appropriate checks	ATG section 7.10, ATH 1.47		*A	R			C
97	Establishing Trust safeguarding policies (safeguarding and child protection, pupil mental health and wellbeing, the Prevent Duty, looked after children, safer recruitment, supporting pupils with medical conditions)	ATG section 7.10		*A	R		C	C
98	Establishing processes for Panel Hearings			A	C	R		
99	Establishing Trust pupil behaviour and welfare policies (behaviour, exclusions)	ATG section 7.11		*A	R			C
100	Reviewing headteacher decision to suspend / exclude pupils			*A/R			R	
101	Monitoring rates of suspension and exclusion across the Trust/individual school			*A/R	R		R	R
102	Setting approach to directing pupils offsite,	ATG section 7.11, Articles of Association		A	R			R
103	Setting the school day and school year	ATG section 7.13		A	R		C	C
104	Establishing estates management strategy and documents	ATG section 7.14		*A	R	C		
105	Monitoring Trust estates to ensure safe and well maintained	ATG section 7.14		*A	R			R

Area of Governance Responsibility		Reference	Members	Board of Trustees & Committees	CEO	Gov Prof	Local Governing Committee	Headteacher
106	Establishing a school uniform policy	ATG section 7.16		*A	R		C	C
107	Determining individual school staffing structure			A	R		C	C
108	Establishing the approach to staff appointment, conduct, suspension and dismissal, with regard to statutory requirements	ATG section 7.17		*A	R			
109	Establishing the approach to appraisal and performance	ATG section 7.17		A	R			C
110	Establishing HR policies (safer recruitment, pay, conduct, grievance appraisal, capability disciplinary)	ATG section 7.17		*A	R			
111	Appointing and dismissing headteacher			C	A/R		C	
112	Conducting headteacher performance management			C	A/R		C	
113	Overseeing staff wellbeing, workload and working conditions	ATG section 5.4		*A	R			R
114	Approving exit payments / early retirement / pension discretion (above a certain threshold)			*A/R	C			
115	Establishing a whistleblowing procedure	ATG section 7.18, ATH 2.24-2.44		*A/R	R			

Other Areas of Delegation

Policies

Policies and/or procedures, where required, are approved by the Board of Trustees but will be delegated to the CEO where possible. The Policy Scheme of Delegation will confirm the delegation of all policies and procedures.

Governance Documentation

Preparation of the Governance Framework and general governance guidance based on the Trust's Articles of Association, legislation, DfE statutory and informal guidance is delegated to the Chair and Vice Chair of the Board of Trustees, and Governance Professional.

Link Trustees for Schools

The Link Trustee for each school will:

- Attend the termly Executive Review, when possible.
- Read each Local Governing Committee meeting agenda, supporting papers and resulting minutes providing feedback as required to Local Governing Committee Chair and Board of Trustees.
- Attend at least one Local Governing Committee meeting per academic year.
- Be part of the circulation of any Local Governing Committee notification.
- Visit the school during the school day at least once per academic year and complete a School Visit Report.

Local Governing Committee Chairs

The Local Governing Committee Chair for each school will:

- Give the Local Governing Committee clear leadership and direction, and keep it focused on its core functions
- Ensure the Board of Trustees, through liaison with the Link Trustee for the school, is kept apprised of Local Governing Committee performance and activities.
- Lead the Local Governing Committee meetings and ensure that they are conducted efficiently and effectively
- Make a casting vote in the event of a tie
- In consultation with the Trust Chair, make decisions on behalf of the Local Governing Committee in cases of urgency
- Recommend appointments of Local Governors to the Board of Trustees/Appointments Committee
- Develop an effective team
- Make sure everyone is actively contributing their skills and experience and actively participating in meetings and committees
- Have honest conversations with ineffective Local Governors as required
- Work with the Governance Support Team to make sure new members are properly inducted and all Local Governors receive appropriate training, development and experience
- Monitor Local Governor participation in training with the support of the Governance Support Team.
- Ensure the Local Governing Committee receive the right data from school leaders, working with the Trust Executive if necessary.
- Attend the termly Executive Review, when possible.
- Contact the Headteacher at least every 2 weeks to build a good working relationship that is clear to all colleagues and will:
 - Allow both to work well together, prioritising the best interests of the school.
 - Encourage a culture of openness, support and challenge throughout the school.

- Allow the Chair to act as a critical friend, offering challenge and support.
- Help everyone to recognise the role of the Local Governing Committee in the school's leadership.
- Monitor the Headteacher's and Senior Leadership Team's wellbeing and Continual Professional Development.
- Monitor the effective and efficient performance management of school staff.
- Review admissions oversubscriptions and mid-term admissions.

Link Roles

Appointments to the following Link Roles are agreed at the Board of Trustees and Local Governing Committee Autumn 1 meeting annually. Other Link Roles can be created by the Local Governing Committee following consultation with the Governance Professional and CEO depending on areas of school improvement. At least one Local Governor should be allocated to a link area depending on the context of the school and school improvement plan. It is recommended that certain link areas have a deputy, for example, Safeguarding.

- Safeguarding: Trustee and Local Governor(s) in each school
- Whistleblowing: Trustee
- Governance Training: Trustee
- Finance, Risk Management, Health & Safety: Local Governor(s) in each school
- Education Standards (including outcomes, pupil progress, SEND, special groups, equality, and inclusion): Local Governors in each school
- Personal Development (including attendance, behaviour, pupil wellbeing, careers (in secondary schools and sixth forms)): Trustee (Careers only) and Local Governors in each school

The Link Role will monitor the appointed area and report to the Board of Trustees/Local Governing Committee as agreed. At Local Governing Committee level, it is expected that 3 monitoring meetings will be held during the year per area, unless the school circumstances necessitate differently. A link meeting does not necessarily have to take place during the time when pupils are in school and could be just as effective at the end of the day.

Terms of Reference Members, Board of Trustees, Committees, Link Roles and Panels

Members

- Appoint/remove Members.
- Appoint/remove Trustees.
- Agree and review the Articles of Association.
- Review the performance of the Board of Trustees.
- Appoint the External Auditors.

Board of Trustees

- Conduct the activities of Trust in accordance with the objects as set out in the Articles of Association and safeguard the assets of the Trust.
- Ensure clarity of vision, ethos and strategic direction, communicating the vision for the Trust and its application at both Trust and school levels.
- Determine the corporate planning and strategy for Trust and its schools.
- Ensure alignment between educational, financial, and operational strategies.
- Ensure management of the Trust in accordance with the Articles of Association, Funding Agreements, legislation and Department for Education (DfE) guidance.
- Identify, quantify and devise systems to minimise the major risks affecting the Trust.
- Maintain oversight of the Trust's risk register and ensure appropriate mitigation strategies are in place, including in relation to health and safety, safeguarding, data protection, AI and cyber security.
- [Approve the annual budget and](#) oversee the financial performance of the Trust and ensure Trust wide value for money.
- Determine financial controls and management in accordance with the Articles of Association, Funding Agreements, legislation and Department for Education (DfE) guidance.
- [Approve the Trust's annual report and financial statements.](#)
- [Submit statutory returns to the DfE and Companies House.](#)
- Oversee strategic relationships with external stakeholders, including the involvement of parents, schools and communities to [ensure effective communication.](#)
- [Promote the Trust's reputation and values.](#)
- [Ensure the Trust is responsive to stakeholder feedback and concerns.](#)
- Determine the schools' admissions policies and arrangements, in accordance with legislation and DfE codes of practice.
- Delegate of running the schools and direct the education, pastoral care, financial and other policies of the schools to the CEO in accordance with the Articles of Association, Funding Agreements, legislation and DfE guidance.
- Approve and monitor the strategic plan for the teaching school,
- Monitor the impact of Initial Teacher Training (ITT), CPD, and school improvement services.
- Ensure the teaching school aligns with the Trust's improvement priorities.
- Hold the CEO to account for the educational performance of the schools and their pupils, and the performance management of staff.
- Determine standards of conduct and values, monitor performance and the achievement of objectives, and ensure that plans for improvement are acted upon.
- Ensure the Trust fulfils its statutory responsibilities in line with Keeping Children Safe in Education (KCSIE) and other relevant legislation and that safeguarding and child protection are embedded across all schools.
- Monitor the implementation of the Trust's Equality Objectives and ensure publication of progress.

- Ensure the Trust meets its obligations under the Public Sector Equality Duty (PSED), including eliminating discrimination, advancing equality of opportunity, and fostering good relations.
- Review data and reports on pupil and staff diversity and challenge any disparities in outcomes or access.
- Determine the Schemes of Delegation for governance, policies, financial control and educational performance and withdraw delegated powers if necessary.
- Ensure that processes are in place for the appointment/election of committee members, including Local Governing Committees.
- Ensure the Trust and schools are conducted in compliance with the general law.
- Remove a Local Governor, following a review, if it is considered in the best interests of the Trust.
- Ensure adequate.
- Ensure that the Trust Board and its Committees receive high-quality governance support, including administrative services, professional advice, and compliance assurance, enabling effective and compliant decision-making across the Trust.
- Appoint time-limited Working Parties to explore specific issues, gather evidence, and make recommendations to the Board or its Committees.
- Conduct regular self-evaluation of Trust Board effectiveness and commission external reviews as appropriate.

Appointments Committee

- Ensure the delivery of the Trust's vision through quality of appointments to governance roles.
- Advise, and act on behalf of the Board of Trustees as required, in relation to membership of the Board, its Local Governing Committees and its other committees.
- Appoint Local Governors, including confirmatory appointments of elected parent Local Governors.
- Advise the Board of Trustees, in the case of co-options, and Members on Trustee appointments if requested.
- Make recommendations, if required, to the Board of Trustees on other matters relating to governance appointments, such as the size and structure of committees.
- Approve policies delegated by the Board of Trustees as detailed in the Policies Scheme of Delegation.

Policies

- Ensure that all Trust policies and procedures related to the Committee's terms of reference are effectively implemented, monitored, and reviewed in line with legal requirements and best practice and recommend any improvements to the Trust Board

Reporting:

- Report to the Board of Trustees every term including providing minutes of Committee meetings for review.

Audit and Risk Committee

General Responsibilities:

- Maintain an oversight of the Trust's financial, governance, risk management and internal control systems.

- Report findings regularly and annually to the Board of Trustees and the Accounting Officer as a critical element of the Trust's annual reporting requirements.
- Ensure adequate insurance is arranged to comply with the Trust's legal obligations, Trust and schools' assets and activities.
- Advise the Board of Trustees on the effectiveness and resources of the external/internal auditors/scrutineers to provide a basis for their reappointment, dismissal, retendering, or remuneration including the options available under DfE and ESFA. Considerations may include:
 - The auditors/scrutineer's sector expertise.
 - Their understanding of the Trust and its activities.
 - Whether the audit/scrutiny process allows issues to be raised on a timely basis at the appropriate level.
 - The quality of auditor/scrutineer comments and recommendations in relation to key areas.
 - Where relevant the personal authority, knowledge and integrity of audit/scrutiny partners and their staff to interact effectively with, and robustly challenge, the Trust's managers.
 - The auditor/scrutineer's use of technology.
- Ensure there is co-ordination between internal audit/scrutiny and external audit and any other review bodies that are relevant.
- Consider the reports of the auditor/scrutineers and, when appropriate, advise the Board of Trustees of material control issues.
- Ensure appropriate registers of assets are maintained.
- Encourage a culture within the Trust whereby each individual feels that he or she has a part to play in guarding the probity of the Trust and is able to take any concerns or worries to an appropriate member of the management team or in exceptional circumstances directly to the Board of Trustees.
- Ensure the Trust has adequate fraud prevention and detection systems and report immediately to the Chair of the Board of Trustees any serious concerns of suspected fraud or misconduct.
- Approve policies delegated by the Board of Trustees as detailed in the Policies Scheme of Delegation.

External Audit:

- Review the Trustees' Report and draft accounts and at the completion of the annual audit and to recommend their adoption by the Board of Trustees.
- Discuss with the External Auditors, without the Executive/management being present, the remit given to them, any problems arising from the audit, including accounting and audit judgements, levels of errors identified and other issues that emerged during the audit.
- Review the External Auditors' draft letter of representation and to recommend its signature by the Chair of the Board of Trustees.
- Review the management letter and management's proposed response to the audit findings.
- Undertake the annual review of the effectiveness of the external audit including management of the External Auditors' performance and value for money.
- Recommend the re-appointment of the External Auditors or the institution of a fresh tendering exercise to the Board of Trustees.
- Review the External Auditor's plan each year.

Internal Audit:

- Take delegated responsibility on behalf of the Board of Trustees for examining and reviewing all systems and methods of control both financial and otherwise including risk analysis and risk management; and for ensuring the Trust is complying with the overall requirements for internal scrutiny, as specified in the Academy Trust Handbook
- Review and approve the role and mandate of internal audits, monitor and review the effectiveness of the work, and annually approve the internal audit agreements and programme of work ensuring it is appropriate for the current needs of the Trust.
- Review the internal auditor's findings and actions taken by the Trust's Executive and schools' SLTs in response to those findings.
- Consider the appropriateness of Executive action following internal audit reviews and to advise the Board of Trustees on any additional or alternative steps to be taken.

Risk Appetite, Tolerance and Strategy:

- Oversee the annual review of the Trust's Risk Register and conduct a review of the Risk Register at each meeting.
- Advise the Board of Trustees in agreeing the Trust's overall risk appetite, tolerance and strategy, and the principal and emerging risks the Trust is willing to take to achieve its long-term strategic objectives.
- Monitor the effectiveness of risk management policy and processes.
- Advise the Board of Trustees on the likelihood and the impact of principal risks materialising, and the management and mitigation of principal risks, including:
 - damage to the Trust's reputation,
 - loss of funds,
 - changes in government policy,
 - compliance, regulatory and legal risk,
 - major accident,
 - risks to standards, systems and controls that may arise from expansion,to reduce the likelihood of their incidence or their impact.
- Review and monitor the Trust's business continuity planning.
- Advise the Board of Trustees on the risk aspects of proposed changes to strategy and strategic transactions including acquisitions or disposals, ensuring that a due diligence appraisal of the proposition is undertaken, focussing on implications for the risk appetite, tolerance and strategy of the Trust, and taking independent external advice where appropriate and available.

Estate/Premises:

- Develop an estate/premises management strategy for the Trust and schools that will identify the suitability of buildings and facilities, considering long-term needs, and the need for and availability of capital investment to meet their responsibility to ensure the buildings and facilities are maintained to a good standard and accessible.
- Monitor progress against the DfE's Estate Management standards.

- Review estate-related risks and ensure alignment with strategic priorities.
- Approve/recommend within the agreed authorisation levels, the allocation of School Condition Allocation funds and monitor projects to completion
- Ensure that inspections of the Trust's estate/premises take place (annually and at appropriate intervals) and a report is received identifying any issues.

Health & Safety

- Review the Health and Safety Policy for approval by the Board of Trustees.
- Ensure Health and Safety Regulations are followed throughout the Trust and schools.
- Review the Trust's and schools' accessibility plan.
- Receive an annual Health and Safety audit report and monitor any arising actions.
- Receive regular reports on accident statistics, near misses, incidents of violence or aggression, First Aid /medical treatment of staff and pupils.
- Ensure that a process is in place to approve educational visits, ensuring that Health and Safety planning and risk assessments have been undertaken for them.
- Monitor the Health and Safety training that Trustees, Local Governors and staff undertake.
- Ensure preparation of disability statement (to meet requirements of DDA or 3-year DDA plan)
- Ensure that inspections of the Trust's equipment take place (annually and at appropriate intervals) and a report is received identifying any issues.

Digital Standards

- Monitor implementation against the DfE's Digital and Technology Standards.
- Ensure digital risks, including cybersecurity, are appropriately managed.

Cybersecurity, Data Protection, and AI

- Oversee the Trust's approach to cybersecurity, ensuring robust systems are in place to protect digital infrastructure and sensitive data.
- Monitor compliance with UK GDPR and the Data Protection Act 2018, including data breach reporting and data subject rights.
- Review the Trust's use of Artificial Intelligence (AI) and emerging technologies, ensuring ethical use, transparency, and alignment with safeguarding and data protection principles.
- Ensure AI-related risks are identified and managed, particularly in relation to automated decision-making, pupil data, and staff systems.

Other Responsibilities

- Consider appropriate actions following any serious incidents, including fraud, which are reportable to the Education and Skills Funding Agency or would have a major financial or reputational risk to the Trust.
- Ensure that all significant losses have been properly notified and investigated as required by the Academy Trust Handbook.
- Undertake regular reviews of the Committee's effectiveness including benchmarking against best practice.

- Review findings from other assurance activities by third parties including ESFA financial management and governance reviews, funding audits and investigations.

Policies

- Ensure that all Trust policies and procedures related to the Committee's terms of reference are effectively implemented, monitored, and reviewed in line with legal requirements and best practice and recommend any improvements to the Trust Board

Reporting:

- Report to the Board of Trustees every term including providing minutes of Committee meetings for review.
- Provide an annual summary report of areas reviewed by internal audit/scrutiny covering key findings, recommendations, and conclusions

Education Standards Committee

General Responsibilities

- Monitor and evaluate the standards of education and outcomes for all pupils across the Trust, including those with special educational needs and/or disabilities, and those who are disadvantaged or vulnerable.
- Ensure that the curriculum offered by the Trust is broad, balanced, relevant and meets the requirements of the national curriculum and the Trust's vision and ethos.
- Receive reports and data on the performance and progress of all pupils and groups of pupils across the Trust and compare them with national and local benchmarks and expectations.
- Scrutinise the Trust and schools' school's pupil premium strategy statement, discuss the rationale for pupil premium spending, monitor the progress of eligible pupils and evaluate and sustain the impact of strategies,
- Ensure that statutory guidance is followed and arrangements are in place to support pupils with medical conditions and such children can access and enjoy the same opportunities at school as any other child.
- Ensure the school food standards are met and encourage schools have a whole school approach to healthy eating.
- Ensure that the Trust fulfils its statutory and moral responsibilities to safeguard pupils from online harm, promote digital resilience. and oversee the implementation of effective online safety policies and practices across all schools in the Trust.
- Identify areas of strength and weakness in the Trust's educational provision and outcomes and make recommendations for improvement and intervention.
- Oversee the quality assurance and self-evaluation processes across the Trust, and ensure that they are robust, consistent and evidence based.
- Support and challenge the senior leaders and Local Governing Committees in raising standards and achieving excellence for all pupils.
- Report to the Board of Trustees on the educational performance and quality of the Trust and its schools and advise on any issues or risks that may affect the Trust's reputation or viability.
- Liaise and collaborate with other committees and external partners as appropriate to fulfil the committee's remit and the Trust's objectives.

- Attend where possible the executive reviews for each school which will take place over two days (subject to the scale of the Trust) to understand and challenge the education standards of each school

Inclusion and SEND

- Monitor the Trust's approach to inclusion, ensuring all pupils have access to high-quality education.
- Ensure there is a Trust lead and individual school leads for Looked After Children.
- Review the provision and outcomes for pupils with Special Educational Needs and Disabilities (SEND).
- Ensure compliance with the SEND Code of Practice and statutory duties.

Pupil Wellbeing

- Monitor the effectiveness of pastoral support and pupil wellbeing strategies.

Policies

- Ensure that all Trust policies and procedures related to the Committee's terms of reference are effectively implemented, monitored, and reviewed in line with legal requirements and best practice and recommend any improvements to the Trust Board

Reporting:

- Report to the Board of Trustees every term including providing minutes of Committee meetings for review.

Finance Committee

General Responsibilities:

- Consider and make recommendations on the strategy for the Trust.
- Monitor and make recommendations on the financial affairs of the Trust, in the light of the financial effectiveness of the schools and their progress, achievements, objectives, performance indicators, opportunities and threats and any other relevant matters.
- Review and act upon any issues identified by benchmarking against similar trusts, internal or external scrutiny.
- Consider proposals for amendments to major operational systems.
- Consider such issues as the CEO or CFO or any Committee Member may wish to raise unless the Chair considers the subject inappropriate for any reason and, in particular, matters relating to individuals which are confidential and/or should be dealt with through management accountability.
- Develop a Charging and Remissions Policy and a strategy for revenue generation for the Trust.
- Oversight of the DfE School Resource Management Self-Assessment Checklist.
- Approve policies delegated by the Board of Trustees as detailed in the Policies Scheme of Delegation.
- To consider other matters as requested by the Board of Trustees.

Financial Scrutiny

- Review and approve a realistic three-year financial plan, taking into account the Trust's vision, known risks and opportunities.
- Present an annual balanced budget to the Board of Trustees for approval.

- Regularly monitor actual expenditure and income against budget.
- Review pupil number estimates (that underpin revenue projections).
- Ensure the Annual Report and Accounts are produced in accordance with the requirements of the relevant legislation and DfE guidance.
- Recommend to the Board of Trustees proposals for the use of any budget surplus, including investments.
- Undertake detailed scrutiny and recommend approval of the school resource management self-assessment checklist annually.
- Monitor that the Trust's financial procedures are complied with.

Trust and School Services:

- Ensure that the Trust follows basic procurement rules and achieves best value for money when acquiring goods and services.
- Authorise the award of contracts as agreed within the Finance Procedures Manual.
- Oversight of the effectiveness of the delivery of centrally provided services.
- Monitor and review arrangement and costs of cleaning and grounds maintenance.
- Review on an annual basis, the catering services throughout the Trust and ensure school lunch nutritional standards are met paying special attention to the Adams House catering services.

Policies

- Ensure that all Trust policies and procedures related to the Committee's terms of reference are effectively implemented, monitored, and reviewed in line with legal requirements and best practice and recommend any improvements to the Trust Board

Reporting:

- Report to the Board of Trustees every term including providing minutes of Committee meetings for review.

Local Governing Committees

Standards

- Ensure that the Trust's vision, ethos and strategy is adopted and applied by school leaders.
- Work with senior leaders to develop a school vision, ethos and strategy which complements the Trust's vision and ethos.
- Assist with the embedding of the Trust and school's vision within all aspects of school's activities and decisions.
- Ensure the Trust and school's vision is considered within the LGC decision making process.
- Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the Trust's strategic objectives.
- Monitor progress of the Trust's equality objectives at school level.
- Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, behaviour and pupil progress.
- Ensure that the Trust's curriculum is being provided to pupils in an appropriate manner for the school's context including curriculum enrichment.

- Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these terms of reference.
- Establish a strong relationship with the headteacher, SLT and key staff as appropriate in order to provide effective support and challenge, including providing feedback to their performance management process.

Stakeholder engagement

- Consult stakeholders – parents, staff and pupils – and use insights to inform decision-making.
- Help stakeholders to understand the Trust's values and vision for the future.
- Monitor methods of engagement carried out ensuring variations of methods and timing of engagement.
- Monitor results achieved or challenges faced.
- Provide the Board of Trustees with insight into the challenges and opportunities faced by the school's local community.

Safeguarding

- Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
- Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
- Monitor the implementation of safeguarding policies and the effectiveness of procedures.
- Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

SEND

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

Staffing

- Monitor the staffing structure of the school, ensuring that it meets the requirements of the school's development plan and the curriculum.

Health and Safety

- Review the annual health and safety audit report and monitor any arising actions
- Monitor regular reports on accident statistics, near misses, incidents of violence or aggression
- Ensure that a process is in place to approve educational visits, ensuring that health and safety planning and risk assessments have been undertaken for them

Finance

- Review the latest monthly accounts available to the LSC and monitor problems and significant variations to the approved seeking input/explanations from the school leaders.
- Monitor spending of pupil premium, PE and sports premium (and other relevant premiums); ensure that funding is spent effectively and is having the intended impact on pupil outcomes. The chair **must** sign off the school's digital reporting form return detailing how the school has used its PE and sport premium allocation.

Risk Management

- Seek assurance that the risks identified at school level are those which may occur, for example, operational risk, financial risk, compliance risk, regulatory and legal risk, major accident.
- Review the ratings and responses on the risk register to inform contingency and business continuity planning and the programme of work, ensuring risks and control measures are adequately identified and modified as appropriate.
- Provide reports for the Trust's Audit and Risk Committee, highlighting emerging risks or significant anomalies at the earliest opportunity.

Implementing Trust Wide/School Strategies

- Monitor the approach to ensure all pupils are given the knowledge, skills and attributes needed to manage their lives now and in the future.
- Monitor the approach to improving pupils' health, wellbeing and physical literacy.
- Monitor the approach to building the cultural capital of pupils.
- Monitor the approach to promoting British values and providing pupils with a global outlook.
- Monitor the approach to providing pupils with effective careers education.
- Monitor current and emerging patterns, trends and risks relating to pupil attendance and behaviour including levels of suspensions and exclusions.

Policies

- Ensure that all Trust-wide and school specific policies and procedures are effectively implemented, monitored, and reviewed in line with legal requirements and best practice and recommend any improvements to the Trust Board.

Reporting:

- Report to the Board of Trustees every term including providing minutes of Committee meetings for review.

Local Governors Term of Office

- Local Governors serve a term of 3 years, agreed by Trustees on appointment/confirmation of election. The term commences either on appointment or completion of compliance documents/actions. Refer to Framework for Governance for details of appointment/election and re-appointment/re-election. Appointed Local Governors are eligible for reappointment at the end of their term.
- A Local Governor shall cease to hold office if they are absent without the permission of the Local Governing Committee from all its meetings held within a period of six months and the Trustees resolve that the Local Governor's office be vacated.

Local Governing Committee Chair and Vice Chair

- For good/outstanding schools, subject to approval by the Board of Trustees, the Local Governing Committee Chair and Vice Chair are elected by the Local Governing Committee; otherwise, the Local Governing Committee Chair and Vice Chair are appointed by the Trustees.
- The term of office of the Local Governing Committee Chair and Vice Chair is a maximum of two years, and the Local Governing Committee Chair and Vice Chair are eligible for reappointment at the end of that term.
- The Trustees are entitled to remove the Local Governing Committee Chair and / or Vice Chair from office at any time, without prejudice to the individual's position as a Local Governor.

People, Pay and Performance Management Committee.

General

- Review minutes of the Joint Consultative and Negotiation Committee meetings and report to the Board of Trustees where necessary.

People:

- Consider and advise the Board of Trustees of changes to employment legislation.
- Review the staffing and salary structure of the Trust Central Team, liaising with the Finance Committee, ensuring that it meets the requirements of the Trust development plan, and is affordable.
- Monitor and ensure the Board of Trustees' approach to pay and benefits is transparent, proportionate and justifiable.
- Comply with statutory requirements to publish Trust staff rates of pay and benefits.
- Monitor staff work-life balance, working conditions and wellbeing, including staff absence rates.
- Ensure that staffing procedures (including recruitment procedures) comply with equality legislation and safer recruitment practice.
- Ensure legal requirements for ECT induction is complied with.
- Monitor the provision of staff training and CPD, ensuring sufficient budget is allocated.
- To monitor staff discretionary payments and consider payments which require ESFA approval.

Pay

- Determine annually, as required by the School Teachers Pay and Conditions regulations and within the scope of the adopted Performance Management and Pay Policies and the salaries budget adopted by Board of Trustees, the recommendations of the CEO for pay progression and gradings for staff employed at the Trust Central Team and schools where applicable.
- Determine annually, as required by any appropriate regulations, agreements and other advice issued, and within the scope of the adopted Performance Management and Pay Policies and the salaries budget adopted by Board of Trustees the salaries and gradings of Trust Central Team, where applicable, and school support staff. Recommendations by the CEO will also be considered.
- To hear appeals from Trust staff in relation to pay progression and/or performance management including:
 - Any appeal by a member of staff against a recommendation of pay.
 - Any appeal by a member of staff against entries made within their performance review statement.
 - Any appeal by a member of staff against the outcome of their threshold assessment application.

The decision of the Pay Committee is final.

Performance Management:

For all staff:

- Monitor the effectiveness of the Staff Performance process for Trust Central Team and school staff.

For the CEO:

- Select/appoint an external adviser to support the CEO's performance management process.
- Take advice from the appointed external adviser when agreeing objectives and reviewing the CEO's performance.
- Agree performance objectives with the CEO and determine the standards against which his/her performance will be assessed.
- Conduct the annual review of the CEO performance.

Determine whether the outcome of the annual review of the CEO's performance meets the criteria for pay progression as covered under the adopted Pay Policy.

Policies

- Ensure that all Trust policies and procedures related to the Committee's terms of reference are effectively implemented, monitored, and reviewed in line with legal requirements and best practice and recommend any improvements to the Trust Board

Reporting:

- Report to the Board of Trustees every term including providing minutes of Committee meetings for review.

Link Roles

- Monitor an identified area on the School Development Plan or a statutory function of the Trust and report to the Board of Trustees/LSC termly.
- Meet with the lead professional(s) within the Trust/school to gain an understanding of the scope of the area / target and the activities the Trust/school is conducting to achieve success.
- Hold the lead professional(s) to account by asking relevant questions ensuring the answers are documented.
- Undertake any necessary training to enable effective monitoring of the areas / subject and keep abreast of development locally and nationally.
- Monitor the progress of Trust/school activities towards the priority milestone of the School Development Plan or duty.
- Evaluate the extent of success at the end of any set timescale.
- All visits to the school will be arranged with reference to the Headteacher and in accordance with the Trust's Link Guidance/Visit Policy.
- Submit reports for agreement by the lead professional(s) within one week of the visit, and then be lodged with the Governance Professional/Governance Support Team for distribution for the next Board of Trustees/Local Governing Committee meeting.

Pupil Suspension/Permanent Exclusion Review Panels

- Consider whether it would be appropriate to exercise its discretion to allow a suspended or permanently excluded pupil onto the school's premises for the sole purpose of taking an examination or test.

- Consider the reinstatement of a permanently excluded pupil.
- Review a suspension which would bring the pupil's number of school days suspension to more than 15 in a term.
- Consider representations from parents/carers following a suspension.
- Reconsider the reinstatement of an excluded pupil following recommendations from Independent Review Panel.
- Where serious concerns are raised about the level of discipline and behaviour in a school, to review evidence, action and policies which cover pupil discipline.

Complaints Panels

- Consider on behalf of the Trust any formal complaints which have not been resolved under Stage 2 of the Trust's Complaints Policy following the process outlined in that Policy.

Appeal Panels

- Hear relevant appeals arising from the decision by the Board of Trustees, Committee, Local Governing Committee, individual Trustee, the CEO, Headteacher or a member of Trust Central Team, in whom any executive power has been vested, which it is not the responsibility of any other committee to hear.
- The process and procedure will be determined by the Governance Professional following reference to relevant policies and procedures.

Committee/Panel Composition

Committee	Membership	In Attendance
Appointments	4 Trustees: to include Chair and Vice Chair unless due to the position, specific expertise held by a Trustee is relevant to an appointment being considered. (Quorum 3 Trustees)	Governance Professional
Audit and Risk	4 Trustees (Quorum 3 Trustees)	CEO, DCEO and CFO Governance Professional
Education Standards	4 Trustees (Quorum 3 Trustees)	CEO and DCEO Governance Professional
Finance	4 Trustees (Quorum 3 Trustees)	CEO, DCEO and CFO Governance Professional
People, Pay and Performance Management	4 Trustees (Quorum 3 Trustees)	CEO, DCEO and HR Director Governance Professional

Local Governing Committees	<p>Each LGC normally consists of between 9 and 11 Local Governors, subject to natural turnover. To address a particular challenge or govern in a particular context the Trustees, advised by the Governance Professional and/or CEO, may appoint less or additional Local Governors.</p> <p>Membership comprises the following:</p> <ul style="list-style-type: none"> • two elected parents or guardians of a pupil at the school (parent Local Governors); and • such other Local Governors as the Trustees decide. <p>Any staff Local Governors in post at the time of approval of this Scheme shall remain in post until the end of their term.</p> <p>(Quorum: one third of the total number of Local Governors in office at that time (rounded up to the nearest whole number).)</p>	<p>Governance Support Coordinator/Governance Support Administrator.</p> <p>Headteacher</p> <p>Senior Leadership Team.</p> <p>School Link Trustee / Chair of Board of Trustees / CEO / Deputy CEO / Representative of the Board of Trustees.</p>
Panel	Membership	In Attendance
Pupil Suspension/Permanent Exclusion Review	3 Local Governors or Trustees (no Local Governor who is employed at the Trust shall be a member)	<p>Governance Support Coordinator/Governance Support Administrator.</p> <p>Others in accordance with statutory DfE guidance</p>
Complaints	3 Trustees or Local Governors ensuring one panel member is independent of the management of the school (no Local Governor who is employed at the Trust shall be a member)	<p>Governance Support Coordinator or Governance Support Administrator.</p> <p>Others in accordance with the Complaints Policy</p>
Appeals	3 Trustees or Local Governors (excluding any Local Governor who is employed at the Trust shall be members)	<p>Governance Support Coordinator or Governance Support Administrator</p> <p>Others in accordance with the relevant Policy/Procedure</p>

Membership of the Appointments, Audit and Risk, Education Standards, Finance, and People, Pay and Performance Management Committees shall be appointed annually at the Autumn 1 meeting of the Board of Trustees.

The Chair of Appointments, Audit and Risk, Education Standards, Finance, and People, Pay and Performance Management Committees shall be appointed annually at the Autumn 1 meeting of the Board of Trustees.

Should a vacancy arise on the Appointments, Audit and Risk, Education Standards, Finance, and People, Pay and Performance Management, Committees a successor shall be appointed by the Chair of Board of Trustees in consultation with the CEO and Governance Professional and serve until the next annual review.

Quorum of a Board Committee shall be 3 members unless stated above.

For all Committees, the Chair of the Committee may invite a Trustee, Local Governor, member of the Trust Central Team or school Senior Leadership Team to attend a specific meeting.

Membership of Panels shall be agreed by the Trust Chair/Governance Professional/Governance Support Coordinator considering the reason for the meeting and conflicts of interests of potential members.

For Pupil Suspension/Permanent Exclusion Review, Complaints and Appeals Panels the most experienced member shall be nominated as Chair by the Governance Professional or Governance Support Coordinator.

Standards and Executive Reviews

Monitoring Process

Throughout each term there will be three main monitoring activities from the Trust Executive: Standards Review, Line management or check in meetings and Executive Review. The outcome of this monitoring will determine the level of school support needed to drive improvement. The three categories of support will be: Exceeding, Meeting or Working Towards

- Standards Review takes place in the first few weeks of each term. It involves a minimum of one whole day on site carrying out informal and formal observations and meetings. There will be a combination of learning walks and book scrutiny. This review will inform Check in discussions with Headteachers and provide evidence to support Executive reviews.
- Line management or check ins will take place on a regular basis. The regularity may vary depending on current need in school. The level of need will be determined in the Executive review. A written record is expected for each Check In and should be available to both the CEO and Headteacher.

- The Executive Review is a meeting after the half term holiday in each term. The meeting should be attended by the CEO/Deputy CEO, Headteacher, and if available the Chair of the LGC and representatives from the Board of Trustees. In the meeting the Headteacher will present their reflections on the School Overview File. They will at the end of their presentation state what level of support they feel they need under three categories. Exceeding, Meeting, Working Towards. The Executive may challenge the level of support based on the Standards Review and Check ins

Structure of the Executive Review

Attendees: Headteacher, Chair of LGC or nominated deputy where possible, CEO or Deputy CEO, and Trustee representative.

Date: The Executive Review should be completed in the second half of each term ideally within three weeks of the half term.

Roles:

Headteacher - will present their School Overview File (SOF). The priority will be the Education Running Record (ERR). The SOF should be updated at the end of each half term. The ERR should be RAG rated in each area. The Headteacher will present the current performance of the school based on their review of the school over the course of the preceding term/year. There is no set format for the presentation, it could be verbal but may also have slides or visuals that support points being made. The Headteacher may ask for questions to be left until the end of each section of their presentation or throughout. At the end of the presentation the Headteacher should state the support category they feel the school requires.

Chair of LGC – Support for the Headteacher and an observer to ensure that the full picture for the school is fully understood. There should be no surprises for the Chair as the SOF will have been presented at LGC meetings. The Chair may provide supporting comment or challenge points if unclear.

CEO/ Deputy CEO – To ask questions to gain clarity on points made under each area of the Ofsted Framework. Quality of Education, Behaviour, Personal Development, Leadership and Management.

Trustee - To ask any supplementary questions to gain clarity on points made under each area of the Framework.

Timing: The meeting should take around 90 minutes.

Scheme Monitoring and Review

Monitoring

The Board of Trustees Chair and Governance Professional will monitor the outcomes and impact of this Governance Scheme of Delegation on an annual basis.

Review

The Board of Trustees reserve the right (in its absolute discretion) to review and alter this Governance Scheme of Delegation and the level of delegated responsibility at any time, noting that it is reviewed annually. Whilst the Scheme cannot take the form of a legally binding contract between

the Trust and schools and is subject to the overriding duty on the Board of Trustees to act freely and in the best interest of the Trust and schools, in so far as the Board of Trustees is able, it agrees to abide by the provisions of it and will consult on any significant changes, for example, following the addition/merger of schools/trusts.

Responsible Persons	Board of Trustee Chair and Governance Professional
Relevant Guidance/Advice/Legal Reference	Articles of Association DfE Statutory and Informal Guidance eg Governance Guide Academy Trust Handbook
Governance Scheme of Delegation Adopted By	Board of Trustees
Consultation	Chairs Forum
Date of Governance Scheme of Delegation	Spring 2025
Review Period	Annually
Date of Next Review	Summer 2026

Appendix 1: Reserved Matters

Members

(Subject to such other consents / requirements as might be required by law or the Funding Agreement.)

- To change the name of the Trust.
- To change the Objects (which would require Charity Commission and Secretary of State consent in any event).
- To change the structure of the Board of Trustees.
- To amend the Articles of Association.
- To pass a resolution to wind up the Trust or schools.
- To appoint the auditors (save to the extent that the Trustees may make a casual appointment).

Trustees

(Subject to such other consents / requirements as might be required by law or the Funding Agreement.)

- To change the name of a school.
- To determine the educational character, mission or ethos of the Trust and school.
- To adopt or alter the terms of reference and constitution of any committee of the Board of Trustees.
- To terminate a supplemental funding agreement for a school.
- To establish a trading company.
- To sell, purchase, mortgage or charge land.
- To approve the annual estimates of income and expenditure (budgets) and major projects.
- To appoint investment advisors.
- To sign off the Annual Report and Accounts.
- To appoint or dismiss the Company Secretary and the Governance Professional (Clerk to the Trustees).
- To settle the division of executive responsibilities between the Trustees on the one hand and CEO, the Headteachers and the Finance Director on the other hand, and to settle the division of executive responsibilities between those individuals.
- To do any other act which the Funding Agreement expressly reserves to the Board of Trustees or to another body (including for the avoidance of doubt, terminating the Funding Agreement or any part of it).
- To do any other act which the Articles expressly reserve to the Board of Trustees or to another body.
- To do any other act which the Board of Trustees determine to be a Reserved Matter from time to time.