

Scheme of Delegation and Governance Structures

Date of last review: 13th June/12th July 2023 tbc
Date of next review: June 2024

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1. Introduction

The Shropshire Gateway Educational Trust (SGET) is currently made up of four Academies (schools):

- Clee Hill Community Academy (incl. Nursery)
- Cleobury Mortimer Primary School (incl. Nursery and SEND resourced unit)
- Stottesdon CofE Primary School and Nursery
- The Lacon Childe Secondary School (incl. SEND resourced unit)

This Scheme of Delegation is a key governance document which sets out how accountability and decision-making works within our Trust.

SGET is governed by a Board of Directors, who are accountable to the Department for Education, and have overall responsibility for the Trust. The Trust is a charitable company limited by guarantee (not for profit) and is required by law to operate to all statutory regulations and rules within its [Articles of Association](#) which are registered at Companies House. The SOD, Governance and Leadership structures, and vision and values assist with the discharge of the Board of Directors responsibilities.

The Board of Directors have established Local Governing Bodies (LGBs) for each of the Academies. The LGBs shall be a committee established pursuant to Articles 100 to 104 (inclusive) of the Articles of Association of the Trust.

Amending the Scheme of Delegation

The Trustees reserve the right (in their absolute discretion) to review and alter this Scheme of Delegation and the level of delegated responsibility at any time, noting that it is likely to be reviewed for its effectiveness at least every year. Whilst the Scheme cannot take the form of a legally binding contract between the Trust and the Academies and is subject to the overriding duty on the Directors of the Trust to act freely and in the best interest of the Trust and the Academies, in so far as the Trustees are able, they agree to abide by the provisions of it and will consult on any significant changes.

2. Vision, Values and Aims

The Shropshire Gateway Educational Trust is a unique, mixed multi academy trust (primary, secondary, church and non-denominational schools) working together to improve the educational experience and outcomes for our children.

The schools within the Trust balance autonomy and collaboration to extend and improve the provision for our children. We passionately believe in the power of partnership working as a catalyst for ensuring more children receive an exceptional education. We also recognise that, through collaboration, we can improve efficiencies and effectiveness to enable and empower our schools to be the best that they can be. At the same time, we recognise the importance of autonomy and that every academy has its own context and challenges. This is why we also encourage our member academies to lead and manage in a way that preserves their individual identity and responds to the specific needs of their children and community.

We share a joint vision and values and ensure that our teachers and support structures maintain high standards and expectations. By working together, we can realise the potential of all our children in an environment that promotes equality, honesty and trust at all levels. We are proud of what we have achieved so far and are excited about what the future holds for our Trust, our schools, staff, parents and most importantly, our children.

Our Vision:

- **To provide the highest quality education and experiences that enable every pupil to realise their full potential.**
 - **For every pupil to have the values, skills, qualities and aptitudes that will allow them to thrive in society.**
- **As a result of our reputations for excellence, for each school to be: the school of choice for pupils; the employer of choice for professionals.**

Our Values (the core beliefs and principles that guide all within our organisation):

Some examples of our values in practice....

S	Serving our Community
G	Growing Together
E	Enabling Excellence
T	Trusted

Serving our Community	Growing Together
<ul style="list-style-type: none"> • Our core purpose: doing our best for children and families - whatever their needs may be. • Students taking responsibility in our schools from class monitors to school councils. • Helping our students value community and look beyond themselves (locally, nationally and internationally) with activities, understanding, charitable projects and events. • Professionals (support staff, teachers, subject leads, department leads, phase leads, headteachers) helping, advising, supporting and challenging within and across our schools. • Governors and Directors giving their time to support and challenge the strategic direction of our trust. 	<ul style="list-style-type: none"> • Helping our students learn and develop personally, with their peers, from Nursery to Year 13. • Giving our students equal access and valuing equity - recognising that we all have different circumstances and needs to get the equal outcome. • Sharing our journey of improvement - what is working in one school/area is shared for the good of all children in all schools. • Strategic collaboration - efficiently and effectively identifying and supporting mutual areas of development. • Developing a sense of taking everyone with us and leaving no-one behind. • Caring what happens in all our schools and for all our pupils.
Enabling Excellence	Trusted
<ul style="list-style-type: none"> • We strive to provide high quality educational opportunities by encouraging everyone to become their best selves: pupil development - whole child; pupil attitudes to learning; pupil behaviours; staff development to support outstanding teaching and learning • Establishing quality frameworks across the Trust that support delivering a high standard of education for all. • Curriculum depth and breadth. • Supporting aspiration, ambition to achieve them and the pathways to get there. • Supporting all children in their achievements and progress and working with all partners to resolve/remove/work around any barriers. 	<ul style="list-style-type: none"> • We strive to be trusted by acting with integrity (valuing honesty, openness, taking responsibility, respecting others, demonstrating reliability and a consistent commitment to all our values) • Supporting pupils to develop trusting relationships with their peers. • Staff and leaders trusting each other to do their best and make decisions that enable excellence. • Parents knowing that they can trust our organisations to do the best for their child.

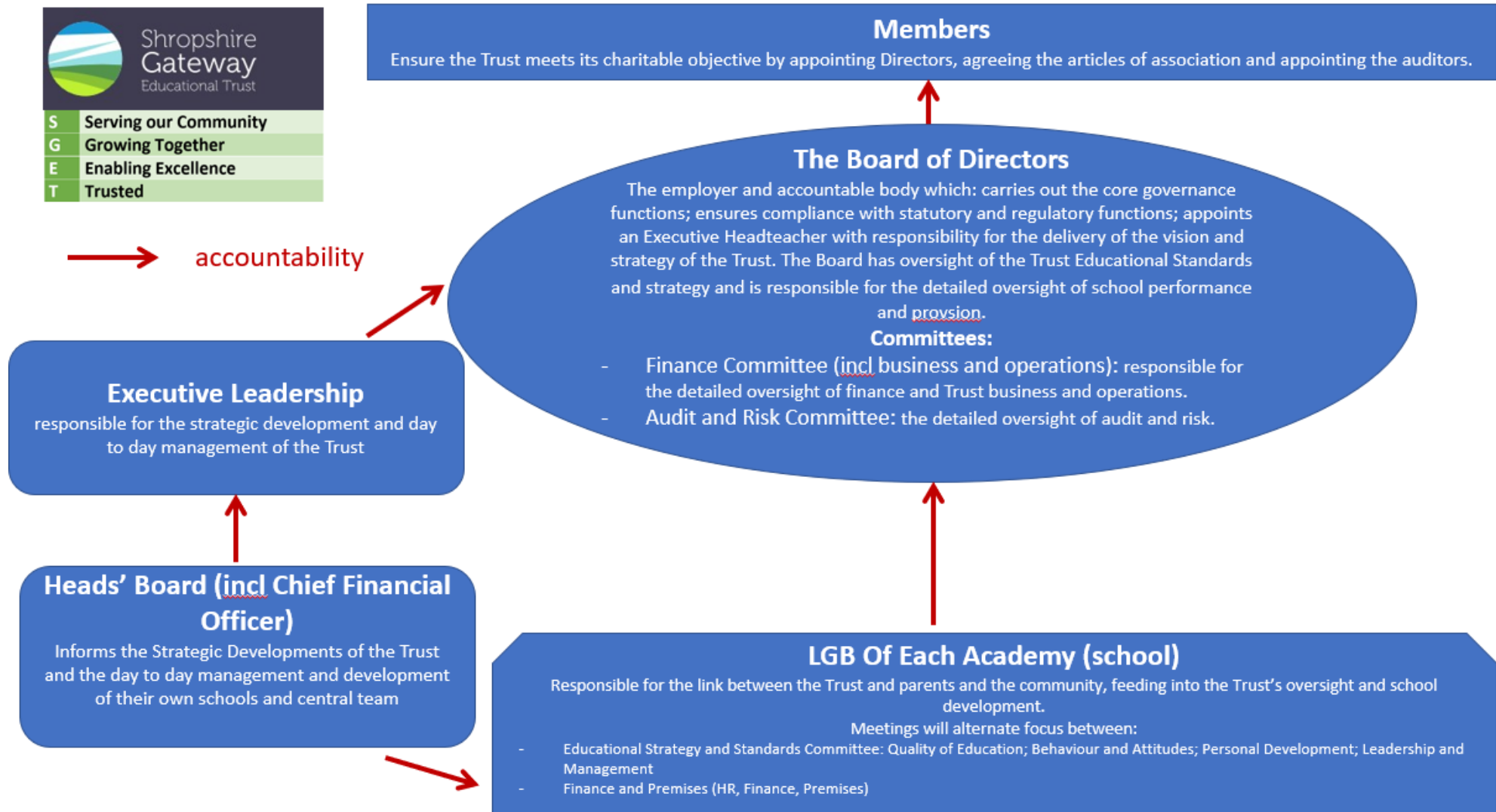
Aims:

In everything we do, the Shropshire Gateway Educational trust aims to provide:

- high quality, inclusive education across all academies;
- the highest standards of behaviour and conduct;
 - outstanding teaching and learning;
- a fully inclusive approach where all children are equally important and supported in their needs;
 - a wide range of enrichment opportunities for all to get involved;
 - a celebration of all the cultures and faiths represented in the community and beyond;
 - an organisation where there are no excuses for underachievement.
 - development of the whole child – personally, socially, academically, emotionally, health
 - the conditions and strategies for continual school improvement;
- an excellent workforce who are recruited, inducted, trained, developed, deployed, listened to and looked after;
 - a climate of mutual respect and positive relationships between the children, staff and community;
 - high aspirations for all involved within the school and trust – a ‘can do’, optimistic attitude;
- the long term viability of the Trust through effective governance, financial management and strategic direction;
 - efficient and effective operational structures which allow us all to do the best we can for children
- a combination of autonomy and collaboration so that each academy can preserve their individual identity and respond to the specific needs of their community whilst collaborating for efficiencies, effectiveness, support and challenge.

As a continually developing Trust, we work together on a joint [Strategic Development Plan](#).

3. Trust Structure and Lines of Accountability



4. Detailed Roles and Responsibilities

4.1 The role of the Members

- The members of the trust are guardians of the governance of the trust and must ensure it carries out its charitable objective.
- Holding directors to account for effective governance.
- The members agree the trust's articles of association, appoint 4 Directors and appoint the trust's external auditors.
- The members should receive information about the trust's business and receive the annual report and accounts. If they have concerns that the trust is not carrying out its charitable objective, members should remove trustees that are failing to fulfil this responsibility.

4.2 The role of the Directors (called Trustees in some organisations)

- The trust is a charitable company and so Directors are both charity trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors (within the terms of the Companies Act 2006). Trustees are bound by both charity and company law so the terms 'trustees' and 'directors' are often used interchangeably.
- Directors will be appointed as follows (minimum of 3 no maximum): 4 Directors appointed by Members; no fewer than 2 Directors (25%) appointed by the Diocesan Board of Education; up to 4 Academy Directors (no more than one from each Academy); The Executive Headteacher.
- Directors are responsible for the general control and strategic management of the trust, and in accordance with the provisions set out in the memorandum and articles of association and its funding agreement are legally accountable for all statutory functions and for the performance of all the Academies within the trust; they do this by carrying out the core governance functions.
- The Directors must approve a written scheme of financial delegation and a written scheme of delegation and committee terms of reference.
- The trust creates information pathways between the Directors, the academy committees (LGBs) and the Executive Principle/Headteacher so that academy committees (LGBs) can share with them any concerns (or celebrations) they may have.
- The Directors will ensure specific training and development programmes are provided for all involved in the governance of the trust.

4.3 The role of Director committees

- Directors delegate some governance functions to board committees as follows:
 - Audit and Risk: which advises on the adequacy of the trust's controls and risks.
 - Finance (including business and operations): detailed scrutiny of financial management, business and operations of the Trust
- Where appropriate, Directors may create a time limited intervention board as a way of managing an area or school that requires rapid improvement. This will generally consist of a small number of executive leaders, Directors and LGB members who will meet every 2 – 3 weeks to monitor and evaluate agreed actions. The board will be chaired by the Executive Principle/Headteacher.

4.4 The role of academy committees (LGBs)

- Directors delegate some governance functions to academy committees (LGBs).

- The Directors approve the appointment of the academy committee (LGB) chairs and the appointment of academy committee (LGB) governors.
- A minimum of two parents will be elected to the academy committee (LGB).
- Being close to and representative of the community the Academy serves, the academy committees (LGBs) are:
 - a valued point of consultation and representation in the development of trust policies
 - the recipients of detailed information about how their Academies are being led and managed (acting as a critical friend)
 - tasked with scrutinising leadership information thus providing assurance to Directors that the Academy is:
 - operating within the ethos and values of the trust and creating a positive climate for all stakeholders
 - working within agreed policies
 - meeting the agreed targets
 - engaging with stakeholders
 - acting as an ambassador for the trust
 - panels for reviewing the Headteachers decisions on exclusions and other committees as required e.g. complaints and disciplinary matters
- If Academies are very small, in very close proximity, or overseen by an executive headteacher, one academy committee (LGB) overseeing that group of Academies may be considered as an effective approach to local governance.

5. Delegation and decision making in SGET

Reading the grid
✓ - governance function and/or decision-making is at this level.
C - to be consulted prior to decision being made (this may include a level of reporting and implementing as appropriate)

Governance function		Members	Directors (incl. committees)	Executive Head	Head of Finance Busi & Op	Heads' Board	Academy LGBs	HT
Vision	Determine trust's vision, values, strategy and key priorities: approve		✓	C		C	C	
	Determine Academy's vision, values, strategy and key priorities: approve			C			✓	C
Compliance and Policies	Determine trust wide policies which reflect the trust's ethos and values: reviewed and ratified in line with the Appendix 1 and the Annual Governance Planner.		✓	C	C	C	C	C
	Determine Academy level policies: reviewed and ratified in line with the Appendix 1 and the Academy Policy Schedule.			C		C	✓	C
	Ensuring compliance (e.g. safeguarding, H&S, employment, statutory checks, equality objectives, SCR): agree auditing and reporting arrangements		✓	C	C	C	C	C
Governance framework: people	Members: appoint/remove (incl. DBE liaison for nomination/approval where appropriate)	✓						
	Directors: appoint/remove (incl. DBE liaison for nomination/approval where appropriate)	✓	✓					
	Academy Directors: appoint/remove		✓	C	C		C	C
	Board committee chairs: appoint and remove		✓					
	Named Safeguarding and SEND Directors: appoint and remove		✓					
	Academy committee (LGB) chairs: appoint and remove		✓	C			C	C
	Academy committee (LGB) members (incl. 2 parent): appoint and remove		✓				✓	
Governance Professional (Directors and LGBs): appoint and remove		✓	C	C				
Governance framework: systems and structures	Articles of association: review and agree	✓						
	Governance structure for the trust: establish and review annually		✓	C	C	C		
	Arranging independent review panels for exclusion, complaints and disciplinary at Academy level		C	C			✓	C
	Arranging independent review panels for complaints and disciplinary at Trust level		✓	C				
	Committee terms of reference and scheme of delegation: agree annually		✓	C	C	C	C	
	Managing and maintaining register of interests and related party transactions		✓ (GP)			C		✓ (GP)

Governance function		Members	Directors (incl. committees)	Executive Head	Head of Finance Busi & Op	Heads' Board	Academy LGBs	HT
Governance framework: systems and structures (contd)	Annual schedule of governance business: agree		✓	C	C		C	
	Self-review of Directors and committees (incl skills audit): complete annually		✓					
	Self-review of academy committees (LGBs) (incl skills audit): complete annually						✓	
	Chair's performance: carry out 360° review periodically		✓				✓	
	Director/academy committee (LGB) member contribution: review annually		✓				✓	
Governance framework: reporting	Publish governance arrangements on trust and Academics' websites: ensure			✓ (GP)				
	Annual report on the performance of the trust: submit to members and publish		✓			C	C	C
	Triannual external review of board effectiveness: submit to members		✓				C	
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit to members and Companies House		✓	✓	C			
	ESFA compliance (incl. novel, contentious and repercussive transactions, disposal of land and assets and use of Academy Condition Allocations, use of Academy premises), required reports and returns submit		✓	✓	C			
	Report on work of academy committee (LGB) - termly							✓
Educational Standards	Setting approach to curriculum and assessment: 'Education legislation states that the school curriculum should be balanced and broadly based, and should: Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and Prepare pupils at the school for the opportunities, responsibilities and experiences of later life'.			✓		✓		✓
	Delivering EYFS in line with statutory requirements			C		C		✓
	Delivering careers guidance in line with statutory requirements: All schools must ensure there is 'an opportunity for a range of education and training providers to access all pupils in years 8-13', and statutory careers guidance must also be met.				C		C	✓
	Production and analysis of data for Trust evaluation and strategy			✓	✓			C
	Production and analysis of data for Academy evaluation and strategy				✓			✓

Governance function		Members	Directors (incl. committees)	Executive Head	Head of Finance Busi & Op	Heads' Board	Academy LGBs	HT
Educational Standards (cont'd)	Effective processes for evaluation and review of the quality assurance of the educational provision		C	✓		C	C	✓
	To decide to offer additional activities under extended schools' provision – or to cease provision				C		✓	C
	To develop and oversee an estate management strategy for the Academies (including budgeting for repairs, etc.) and contributing to Asset Management Planning arrangements		C	C	✓	C	C	C
	Engagement with stakeholders		✓	✓			✓	✓
	Monitoring progress on key priorities: agree reporting arrangements		✓	C			✓	C
	Attending Trust Inspections (Ofsted; SIAMS)		✓ (chair or delegated rep)	✓			✓	✓
	Keeping admission and attendance registers			c			✓	c
Appointment, HR and Performance Management (Holding to account)	External auditors: appoint	✓						
	Executive Headteacher/Accounting Officer: appoint and dismiss		✓					
	HTs: appoint and dismiss (in consultation with DHET for Church Schools)		C	✓		C	C	
	DHTs: appoint and dismiss			C		C	C	✓
	Chief financial officer: appoint		✓	C				
	Performance management of the Executive Headteacher: undertake		✓					
	Performance management of HTs, executive leaders and the central team: undertake		✓	✓			C	
Performance management of Academy staff			c		c	✓	✓	
Financial, Business, Assets, Premises and Operational	Trust's scheme of financial delegation: establish, monitor and review		✓	C	C			
	Agreement of the Academy's annual budgets and determining the proportion of the overall Academy budget to be delegated to individual Academies		✓	C	C	C	C	
	Determination of the extent of services provided to the Academy by the Trust and how the costs should be allocated		✓	C	C	C	C	
	Budget plan to support delivery of trust key priorities: agree		✓	C	C			
	Budget plan to support delivery of Academics' key priorities: agree		✓	C	C		C	C
	Trust's staffing structure: agree		✓	C	C	C	C	
	Academics' staffing structure including senior leadership: agree			C	C		✓	C
Management of risk: establish register, review and monitor		✓	C	✓				

Governance function		Members	Directors (incl. committees)	Executive Head	Head of Finance Busi & Op	Heads' Board	Academy LGBs	HT
Financial, Business, Assets, Premises and Operational (cont'd)	To develop and oversee an estate management strategy for the Academies (including budgeting for repairs, etc.) and contributing to Asset Management Planning arrangements		✓	✓	✓	C	C	C
	External auditors' report: receive and respond		✓		C			
	Executive Headteacher pay award: agree		✓					
	Headteachers' pay award: agree			✓			C	
	Staff appraisal procedure and pay progression: review and agree		✓	C		C	C	
	Benchmarking and trust wide value for money: ensure robustness		✓		C		C	C
	Monthly Monitoring Accounts: agree reporting		✓		C		C	C
	Managing Cash position: agree reporting		✓		C			
	Monitoring Pupil premium spend, catch up monies and PE and Sport Premium		✓	✓	C		✓	✓
	To approve leasing of the Academy site and overview of associated statutory requirements					C		
Ensuring adequate insurance cover is in place (RPA)		✓			C			

6. Terms of Reference of the Board of Directors, Committees, and the Local Governing Bodies

Board of Directors: Terms of reference

Composition

- Directors will be appointed as follows (minimum of 3 no maximum): 4 Directors appointed by Members; no fewer than 2 Directors (25%) appointed by the Diocesan Board of Education; up to 4 Academy Directors (no more than one from each Academy); The Executive Headteacher. The Quorum is 2/3 (rounding up) of the Board who are entitled to vote.
- The Chair of the Board (and Vice Chair) will be appointed by the board annually (they must not be employed by the Trust)

Frequency of Meetings and Proceedings

- Meetings shall be held at least three times a year and at such other time as the Chair of the Committee shall deem appropriate in order to carry out their duties.

General responsibilities

Vision:

- Setting out the vision for the Trust and its application at both Trust and Academy levels
- Determination of the corporate planning and strategy for the Academy and the Trust (in consultation with the LGB)
- Work to determine corporate planning and strategy for the Academies

Educational Standards:

- Maintaining an overview of the provision and standards of the Trust and its Academies
- Holding the Executive Headteacher and Trust leadership to account for educational performance of the Academy's and their pupils, and the performance management of staff.
- Considering and evaluating Academy performance against key performance indicators set up by the Trust (in consultation with the LGB)
- Putting in place support and intervention strategies for individual Academies

Governance:

- Ensuring processes are in place for the appointment of Directors and governors of the Local Governing Body.
- Appointing the Clerk (Governance Professional) to the Local Governing Body (in consultation with the LGB).
- Monitoring the performance of the Local Governing Body. Power to withdraw delegated powers from the Local Governing Body and, if necessary, disband it.
- To agree schemes of delegation and terms of reference across the Trust

Appointment:

- Appointing the Executive Headteacher and Headteacher of Academies (in consultation with the LGB and with the DHET for Church Academy's)
- Appointment of cross-academy staff

HR and Performance Management:

- Put in place procedures for the proper professional and personal development of all staff (in consultation with the LGB)
- Responsibility for the performance management of the Executive Head Teacher
- Responsibility for the performance management and oversight of cross-academy staff
- Putting in place processes for (i) undertaking the performance management of staff within the Trust's remit and(ii) the LGB undertaking the performance management of staff within its own remit
- Considering whether any changes are required to staff terms and conditions

Finance, Business, Operations, Audit and Risk:

To receive reports from the committees below and act upon information and advice as appropriate.

- Audit and Risk: which advises on the adequacy of the trust's controls and risks.
- Finance (including business and operations): detailed scrutiny of financial management, business and operations of the Trust

Board of Directors: Audit and Risk Committee

Terms of reference

Composition

1. The Audit Committee is appointed by the Trust Board of Directors.
2. There shall be a minimum of four members of the Committee with any three constituting a quorum. In the event of difficulty in achieving a quorum, Trustees who are not members of the Committee may be co-opted as members for individual meetings, provided the majority of the quorum are full members of the Committee.
3. As noted in the Academies Financial Handbook staff employed by the Trust should not be members of an audit committee, however the Chief Executive Officer, in their role as Accounting Officer, and/or the Finance Director, in their role as the Chief Financial Officer, will normally attend meetings of the Committee. The latter will be expected to 'coach' new members of the committee so that they can understand and discharge their responsibilities.
4. The Chair of the Committee shall be appointed by the Trust Board.

Frequency of Meetings and Proceedings

Meetings shall be held three times a year and at such other time as the Chair of the Committee shall deem to be appropriate to coincide with key dates in the company's financial reporting cycle. The external auditor may request a meeting if they consider that one is necessary.

Role of the Audit and Risk Committee

General responsibilities

1. Maintain an oversight of the Academy Trust's governance, risk management, and internal control framework.
2. Report its findings/recommendations to the Trust Board and the Accounting Officer as a critical element of the Trust's annual reporting requirements. This includes the sharing of committee minutes.
3. Review these terms of reference and self- assess its performance against these terms of reference on an annual basis.
4. Contribute to the trust Annual Report – this will include significant issues in relation to the financial statements; how it has assessed the effectiveness of the external audit process; the approach taken in tendering for the external auditors and their tenure; if the external auditor provides non-audit services, an explanation of how auditor objectivity and independence is safeguarded.
5. Review its own performance on an annual basis and report back to the Trust Board.
6. Review and ensure the Trust is compliant with the Academies Handbook.
7. Review the Trust's management information to ensure information supplied is consistent with the underlying accounting records and internal management reports.
8. Be advised of any fraudulent activity identified within the Trust and ensure appropriate controls are in place.
9. Ensure effective policies are in place and ratified, in line with the Trust Board agreed policy schedule.
10. To work in line with Scheme of Delegation and Terms of Reference.

Audit responsibilities

1. Consider and advise the Board on the Trust's annual and long-term audit/internal scrutiny programme, ensuring that the Trust's internal controls are subject to appropriate independent scrutiny at least in accordance with Government standards.
2. To make recommendations to the Board in relation to the appointment, reappointment and removal of the external auditor and to approve the remuneration and terms of engagement of the external auditor.
3. Discuss the nature and scope of each forthcoming audit.
4. Consider all relevant reports by the Internal Auditor and the appointed external auditor, including reports on the Trust's accounts, achievement of value for money and the response to any management letters.
5. Monitor the management's response and implementation of any actions to address adverse control findings or recommendations made by the internal auditor or the appointed external auditor.
6. Review the effectiveness of the Trust's internal control system established to ensure that the aims, objectives and key performance targets of the organisation are achieved in the most economic, effective and environmentally preferable manner.

Risk responsibilities

1. Monitoring the risk profile of the business against the Trust Board's desired risk appetite.
2. Monitoring the effectiveness and output of the annual risk management process.
3. Assessment of the overall population of risk within the risk registers, including any changes during the period
4. Consideration and challenge of risk prioritisation as provided by the risk owners, including discussion of any discrepancies.
5. Ensuring that risk management is appropriately embedded within line management and that this process is within business continuity plans and disaster recovery protocols and procedure.
6. To develop and continually monitor the effectiveness of a business continuity plan and to periodically test the underlying assumptions of the plan.
7. To consider IT systems and cyber security risk.
8. To consider the health and safety of the Trust's premises.

Board of Directors: Finance (incl. operations and business) Committee

Terms of reference

Composition:

1. The Finance Committee is appointed by the Trust Board of Directors.
2. There shall be a minimum of four members of the Committee with any three constituting a quorum. In the event of difficulty in achieving a quorum, Trustees who are not members of the Committee may be co-opted as members for individual meetings, provided the majority of the quorum are full members of the Committee.
3. As noted in the Academies Financial Handbook staff employed by the Trust should not be members of an Finance committee, however the Chief Executive Officer, in their role as Accounting Officer, and/or the Finance Director, in their role as the Chief Financial Officer, will normally attend meetings of the Committee. The latter will be expected to 'coach' new members of the committee so that they can understand and discharge their responsibilities.
4. The Chair of the Committee shall be appointed by the Trust Board of Directors.

Frequency of Meetings and Proceedings :

Meetings shall be held three times a year and at such other time as the Chair of the Committee shall deem to be appropriate to coincide with key dates in the company's financial reporting cycle.

Role of the Finance (incl. business and operations) Committee: General responsibilities

1. Maintain an oversight the academy's indicative funding, notified annually by the ESFA, and to assess its implications for the trust, in consultation with the local governing boards, in advance of the financial year, drawing any matters of significance or concern to the attention of the full board.
2. To consider and recommend acceptance/non-acceptance of the Trust's budget in July every year.
3. Oversight of the finances of the Trust and the schools, including, but without limitation, responsibility for compliance with the financial and accounting requirements detailed within the Funding Agreement and ensuring compliance with the Academies Handbook. The Trust Board of Directors delegates financial scrutiny and oversight to this committee.
4. Review auditors and responsible officers' reports and to recommend to the Board of Directors any appropriate response to their findings.
5. Monitor and review expenditure on a regular basis and ensure compliance with the overall financial plan for the academy, and with the financial regulations of the ESFA, drawing any matters of concern to the attention of the Board of Directors.
6. Maintain an overview of the preparation of the financial statement to form part of the annual report of the governing body to parents and for filing in accordance with Companies Act and Charity Commission requirements.
7. Establish a funding model for use across the Trust and the schools including developing an individual funding model for the schools.
8. Agreement of the Trust's annual budgets and determining the proportion of the overall Trust budget to be delegated to individual schools. Including the determination of the extent of the services provided to the schools by the Trust, and how the costs should be allocated.
9. Evaluating performance against key performance indicators set by the Trust in relation to finances and any allocation of resources against strategic objectives.
10. Review a charging and remissions policy, and a strategy for revenue generation for the Trust.
11. Contribute to the formulation of the Trust's development plan, through the consideration of financial priorities and proposals, in consultation with local governing bodies, with the stated and agreed aims and objectives of the Trust.
12. Recommend to the Board of Directors proposals for the use of any budget surplus, including investments ensuring the compatibility of all such proposals with the development priorities set out in the school and Trust development plans.

Business and Operations:

1. Oversight of the effectiveness of the delivery of centrally provided services.
2. Review guidelines and processes for the local maintenance of assets and appropriate registers.
3. Maintain an oversight of the HR, Marketing & Communications across the Trust.
4. Review any public relations activities to project the activities of the Trust and the schools to the wider community.
5. Maintain an oversight of an estate management strategy for the schools that will identify the suitability of building and facilities, in light of long-term curriculum 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. To include an annual review of catering services throughout the Trust.
6. Ensure the insurance of the land and buildings used by the schools.
7. Consider proposals for amendments to major operational systems.
8. Maintain oversight of the current staffing position across the Trust (incl. staff engagement and satisfaction).
9. Maintain oversight of processes for: (i) making appointments within the Trust's remit and (ii) the LGB making appointments within its own remit.
10. Review and monitor levels of staff absence and staff turnover.
11. To work in line with Scheme of Delegation and Terms of Reference.

Local Governing Board (LGB) Terms of Reference (based on TOR established alongside the articles)

Purpose

The Local Governing Board (LGB) is a sub-committee of the Trust Board of Directors and its role is to oversee the performance in the individual academy (school) on behalf of the Directors. The headteacher has delegated day-to-day leadership and management responsibility of the academy. Each LGB has a key role to play in the overall development and success of the Trust and in contributing to joint working and sharing best practice between academies in the trust.

Responsibilities

As delegated by the Trust Board of Directors, the LGB is responsible for:

- Working with leaders to set the vision, values, ethos and strategic direction of the academy, in line with the trust strategic plan.
- Uphold the Christian Ethos of the school if it was previously a VC school.
- Hold leaders to account for the academic performance of the academy and ensure suitable staff performance management within that academy. This includes being involved in the performance management of the headteacher, with the CEO and trustees.
- Holding leaders to account and monitoring the safeguarding procedures for the academy, including ensuring the LGB is aware of the individual safeguarding context of the local area.
- Parental and community stakeholder engagement.
- Ratification of policies as delegated by the trust board.
- Ensuring that its governors promote and uphold high standards of conduct, probity and ethics.

Governance arrangements

In line with trust's governance arrangements, policies and procedures, and scheme of delegation for the academy the LGB:

- Annually recommends a governor for appointment by the Trust Board of Directors as the Chair of the LGB (last meeting of the summer term). Governors employed by the Trust should not hold the posts of Chair or Vice Chair.
- Arranges the election/appointment of parent, staff and community governors (using Trust policy and practice through the Governance Professional) and requests Board of Directors approval before their term of office begins.
- Works with the Trust Governance Professional and implements clerking arrangements in line with trust's requirements.
- Maintains and publishes, via the Governance Professional, a register of governors' and senior members of staff's business interests and adheres to procedures for registering and managing conflicts of interest.
- Complies with the trust scheme of delegation.
- Appoints link governors such as safeguarding and SEND, with other link roles established which reflect the individual academy's development priorities.
- Ensures that agendas, minutes and papers are stored correctly.

- Form subcommittees/panels for appraisal and salaries, exclusion, complaints and disciplinary at Academy level.

Membership

The LGB shall be a committee established pursuant to Articles 68 – 80 and 100 to 104 (inclusive) of the Articles of Association of the Trust (the “Articles”).

- Each LGB shall consist of a minimum of five governors to ensure there are enough governors to fulfil the role effectively and to hold a majority when voting.
- The Chair of Trustees cannot be the Chair of a LGB.
- The headteacher will be an ex officio member of the LGB.
- Each LGB will comprise at least one staff governor (not including the headteacher) and at least 1 community governor (election by secret ballot if contested).
- To ensure that there is effective parental engagement, at least two members of the LGB will be elected by parents (election by secret ballot if contested).
- If the academy was previously a VC school, at least 25% of the governors on the LGB appointed by trustees, with the approval of the Diocesan Corporate Member.
- The LGB, with approval from the Trust Board of Directors, may appoint associate governors for their specialist knowledge for a period of up to 12 months. Any associate governors do not have voting rights.
- The CEO, CFO, Directors, or their deputies, have the right to attend all LGB meetings. They do not vote at LGB meetings.
- The list of current governors can be found on the school website.

Quorum

- The quorum for each LGB will be 50% of the total number of governors eligible to vote (of the 50% 2 shall not be staff governors).

Term of Office

- Governors will be appointed for a term of 4 years (a parent governors office continues to the end of their term if their child ceases to be a pupil at the Academy).
- Governors can be re-elected or re-appointed.
- A Governor can cease to hold office through: resignation to the governance professional or the Directors terminating 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 Academy.

Meetings

- The local governing board will meet as often as is necessary to fulfil its responsibilities. The normal pattern is alternate half-termly meetings between a) Finance, Human Resources and Premises and b) Educational Strategy and Standards.
- The chair of the local governing board or any three governors may, by giving notice in writing to the governance professional, call unscheduled meetings as long as appropriate notice of at least seven days is given to the other members of the local governing board.

- The frequency and dates for local governing board meetings will be considered before the first autumn term of the academic year by the governance professional.
- The governance professional to the local governing board will circulate an agenda, copies of minutes of the previous local governing board meeting, and any papers to be considered, no fewer than seven days prior to the meeting.
- Local governors will withdraw from the meeting if there is an identified or potential conflict of interest, or there is a motion to question their ability to remain impartial. Conflicts of interest are declared before the start of each academic year and at the beginning of each local governing board meeting.
- The governance professional will take minutes of the meeting. This will be approved, by the chair of the local governing board, as accurate representations of the meeting before they are shared with governors for final approval at the next local governing board meeting. Following approval, the governance professional will prepare a summary that will be shared with the Board of Directors.
- Confidential minutes will only be shared with local governors who were present at the meeting where the confidential item was discussed.
- The local governing board may invite non-members to meetings to assist or advise on a particular matter or issue. Non-members will not be entitled to vote on any matters.
- Every matter to be decided upon will be determined by a majority vote – where there is an equal division of votes, the chair will have the deciding vote. Each member of the local governing board who is present at the meeting will be entitled to one vote.
- A register of attendance shall be kept for each meeting and will be published on the website on an annual basis.

Professional Advisers to the Local Governing Board

Professional Advisers may include:

- CEO
- CFO
- Executive Headteacher (if in post)
- Headteacher,
- Any member of staff with trust-wide responsibilities
- Any additional, external, advisers as appropriate and agreed by trustees.

Additional Terms of Reference for Panels and Committees Can Be Found [Here](#)

- **Terms of reference for Trust Salaries, performance management and employment issues**
- **Terms of reference for LGB Salaries, performance management and employment issues committee**
- **Terms of reference for Panels/Committees to deal with Pupil Discipline, Complaints, Staff Discipline/Dismissal, Appeals**

7. Appendix 1: Policies

Trust Policies (for schedule of review please see Annual Governance Planner)	Academy Policies (for schedule see Academy policy schedule)
<p>Equality Policies Data Protection Information Sharing FOI Codes of Conduct for stakeholders Complaints Whistleblowing Prevent Safer Recruitment H&S First Aid Fire Safety Administering Medicines Supporting Pupils with Medical Needs Educational Visits Policy Visitors Policy Overarching Behaviour and Exclusions Policy Online Safety Policy Approach to Staff Appointment (Safer Recruitment incl SCR arrangements and SCR for central team) and Dismissal (Disciplinary) Grievance Capability Appraisal and Performance Development (incl ECT Policy) Pay Policies Finance Policies - incl. delegated limits Pooling Charging and Remission Procurement Reserves Trust term dates Food Policy and compliance with nutritional standards</p>	<p>Safeguarding -using SSCP template and having regard for KCSIE; LAC policy and practice – using information from Virtual Head; Admissions policy; Curriculum policies incl. religious education, SRE, collective worship in line with funding agreement; Local behaviour policy; SEND policy and compliance with SEND Code of Practice; Accessibility Plan, Lettings Equality Objectives (active and annual review) SCR element of the safer recruitment policy</p>

8. Appendix 2: Example LGB Meeting Schedule

Example of a meeting schedule for academy committees (LGBs)					
Autumn		Spring		Summer	
Business: Confirm membership, chair, safeguarding lead Sign code of conduct Declare conflicts Confirm minutes		Business: Declare conflicts Confirm minutes		Business: Declare conflicts Confirm minutes Election processes for Chair and Vice Chair	
Reporting: HT report on: Initial analysis of public examination results against targets Benchmarked validated performance data against national and local figures Progress towards meeting targets/KPIs, budget and staffing Update on operational matters (staffing, premises etc.)	Reporting: Monitor budget Consider final position of previous years budget Consider published plans for Sports Premium and Pupil Premium Consider H&S/Fire policies and audit	Reporting: HT report on: Mid year progress towards meeting targets/KPIs, budget and staffing Progress for achieving the vision – SEF and SDP	Reporting: Monitor budget Consider premises plans and issues	Reporting: HT report on: End year progress Review of strategy and if it supports the achievement of the vision Propose targets/KPIs for following year(s)	Reporting: Consider budget plan for new academic year and 3 year forecasts Consider predicted close of budget position How budget and staffing will support strategy Consider and recommend any proposed improvement projects and resources available
Monitoring: Determine which aspects of improvement strategy and which key policies will be monitored and how Committee members to report on monitoring visits Determine interface with the Academy and agree plan for the year Safeguarding link visit		Monitoring: Committee members to report on monitoring visits Report on stakeholder engagement and questionnaires		Monitoring: Review monitoring arrangements and their effectiveness and to begin thinking about strategy for the following year	
Building knowledge: Gain an understanding of pupil attainment and progress and performance targets for the year, and how these will be measured. SLT to present on key curriculum areas or pillars (e.g. SEND, Behaviour, Pastoral, Safeguarding. Policy and Practice familiarity		Building knowledge: SLT to present on curriculum intent, implementation and impact (how it prepares students for the next stage of their education or adult life) Policy and Practice familiarity		Building knowledge: HT to lead on: Review of the Ac's SWOT, its vision and ethos, key priorities for achieving the vision, areas of risk Policy and Practice familiarity	
Training and CPD: Identify training needs and plan delivery		Training and CPD ongoing Plan annual conference with trust board			

9. Appendix 3: Example LGB Agenda

Example Agenda schedule for academy committees (LGBs)				
	Item	Lead	Papers	Time
1. Business	<ol style="list-style-type: none"> 1. Welcome and introductions 2. Attendance - to note apologies 3. Declarations of Interest - to note 4. Appointments and elections - to note 5. Urgent items - urgent items must be agreed with the chair in advance of the meeting 6. Other business - to agree and sign code of conduct and to discuss the training plan 7. Minutes of the last meeting – to agree 	Clerk	Code of conduct Training plan Minutes	30 mins
2. Reporting	<p>Headteacher's report To include:</p> <ol style="list-style-type: none"> 1. Contextual details (staffing; pupil numbers; groups; attendance; exclusions; safeguarding) 2. Summary of performance information (Focus on a particular area e.g. pupil data; SEN; PE and Sports Premium; Pupil Premium; Enrichment) 3. Briefing on the improvement cycle – School Improvement Plan progress - the role of the SEF and the SDP 	HT	HT report SDP	60 mins
3. Monitoring	<ol style="list-style-type: none"> 1. To agree focus for spring term visits 2. Link Visitor reports 3. External reports 4. To discuss Trust stakeholder questionnaires and actions 	Chair	Link Visitor reports	10 mins
4. Information, Policies and Procedure	<ol style="list-style-type: none"> 1. Meeting dates - to note meeting schedule 2. Academy events - list of events committee members may want to attend 3. Trust policies for information 4. Local policy review 	Clerk	Calendar Policies	5 mins