



Langley Park **Learning Trust**

Scheme of Delegation Academic Year 2021-2022

Trust Board Agreement	9 September 2021
Date of review	September 2022

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Introduction

The Board of Trustees for Langley Park Learning Trust (LPLT) are accountable in law for all major decisions about the academies in our Trust.

The Trustees are accountable to external government agencies, including the Charity Commission, Education and Skills Funding Agency and the Department for Education, for the quality of the education the Trust provides and they are required to have systems in place through which they can assure themselves of financial probity, quality of education, safety and good practice. Many responsibilities will be delegated to Board Committees, the CEO, executive and leadership teams, and school governing bodies (SGBs), although ultimate accountability rests with the Board of Trustees.

The decision to delegate responsibilities and decision making is made by the Board of Trustees and is recorded in this Scheme of Delegation. This Scheme of Delegation is the key document defining the lines of responsibility and accountability in our Trust.

Our detailed and clear Scheme of Delegation sets out the extent of each stakeholder's authority to act, preventing confusion from arising before any misunderstanding develops. This Scheme of Delegation will:

- Ensure the Executive team are clear about which decisions are the remit of the Board of Trustees.
- Ensure that the role of the Members, Trustees, Board Committees, SGBs, Executive and leadership teams and Head Teachers are fully and consistently understood throughout the MAT.
- Promote a culture of honesty and accountability and ensure all abide by the 7 principles of public life (the Nolan principles.)
- Identify responsibility for the appointment and performance management of the CEO and school Head Teachers.
- Identify responsibility for oversight of educational performance in each school.
- Identify responsibility for oversight of each school's budget.
- Identify responsibility for health and safety and premises management, including the assessment of risk in each school.
- Identify responsibility for safeguarding in each school.

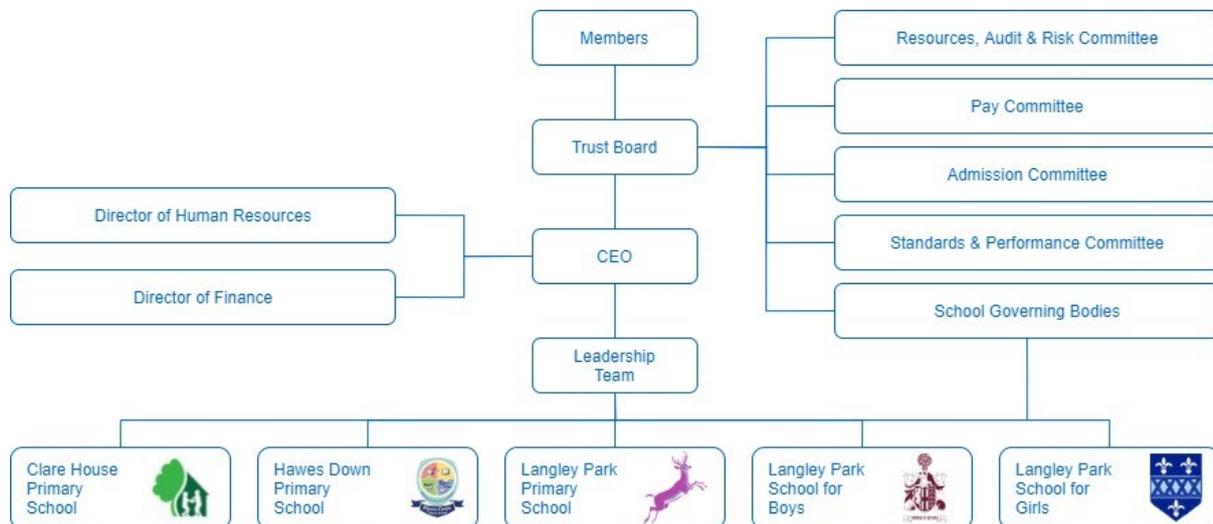
The Scheme of Delegation will be reviewed annually, in line with the good practice recommended by the Academies Trust Handbook, and will be responsive to the changing circumstances of the Trust. The Board of Trustees reserve the right to review and alter this Scheme of Delegation at any time.

This document is intended to be read alongside the following documents:

- The Trust's Articles of Association.
- The Trust's Master Funding and Supplemental Funding Agreements.
- The Trust's Policy Schedule.
- The Governance Handbook.
- The Academy Trust Handbook 2021.

This overarching Scheme of Delegation for all decision making in the Trust should not be confused with the written scheme of delegation of financial powers referred to in the School Trust Handbook; the latter is a separate document.

Langley Park Learning Trust Governance Structure



Roles and Responsibilities

Members

The 5 Members of LPLT are the custodians of the Trust's objects and as such have a different status to Trustees. Originally they will have been the signatories to the Memorandum and will have agreed the Trust's first Articles of Association (the legal document which outlines the governance structure and how the Trust will operate). The Articles of Association describe how Members are recruited and replaced, and how many of the Trustees the Members can appoint to the LPLT Board. The members may appoint by ordinary resolution up to 9 Trustees.

The Members appoint Trustees to ensure that the Trust's charitable object is carried out and are able to remove Trustees if they fail to fulfil this responsibility. Accordingly, the Trust Board submits an annual report on the performance of the Trust to the Members. Members are also responsible for approving any amendments to be made to the Trust's Articles of Association. Members are not permitted to be employees of the school trust. At LPLT the Chair of the Trust Board is automatically a member.

Trustees

LPLT is a charitable company and so Trustees are Charity Directors (within the terms of section 177(1) of the Charities Act 2011), Company Directors and School Governors. The Trustees are responsible for the general control and management of the administration of the Trust, and in accordance with the provisions set out in the Memorandum and Articles of Association and its Funding Agreement, it is legally responsible and accountable for all statutory functions.

The Board of Trustees is the accountable body for the performance of all schools within the Trust, agreeing the overarching strategic direction and ensuring robust governance and as such must:

1. Ensure clarity of vision, ethos and strategic direction;
2. Hold the CEO to account for the educational performance of all the Trust's schools and their pupils and ensuring performance management of staff; and
3. Oversee the financial performance of the Trust and make sure its money is well spent.

The Trust Board will offer support, constructive advice, a sounding board for ideas, a second opinion on proposals and help where needed, but will also challenge, ask questions, seek information, improve proposals and so seek to arrive at the best outcome for the Trust. As Trustees of a charity, Trustees have a fiduciary duty to act in good faith in the best interests of the Trust. This duty includes a responsibility to do the following:

- Ensure compliance with any legal obligation.
- Report on the Trust's activities (the Trust must prepare accounts in accordance with the Statement of Recommended Practice for Charities, and any reporting requirements of the Education & Skills Funding Agency).
- Fulfil the charitable object of the Trust as set out in its constitution (i.e. the Articles of Association) and to act in a way which is compliant with the rules of the Trust contained in the Articles.
- Act with integrity and to avoid any personal conflicts of interest and not to misuse any charity funds or assets.
- Act prudently in the financial management of the Trust, avoiding putting any assets, funds or reputation of the Trust at undue risk.
- Exercise reasonable care and skill, using personal knowledge and experience to ensure the Trust is well run and efficient.
- Act responsibly, getting advice from others, including professional advisors, where appropriate.

Board Committees

The Trustees can establish committees to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the Trust Board.

The Trust Board has established the following committees, which act in an advisory capacity to the Board of Trustees except where powers have been specifically delegated to them by the Trust Board:

- Resources, Audit and Risk Committee - Responsible for: Reviewing budgets, monitoring Trust financial performance, estates management, capital expenditure, performance against financial KPIs, HR policies, staff development, the appointment of auditors, internal audit, controls and assurance checks, statutory accounts, Trust level risk register, GDPR policy and practice, whistleblowing and antifraud policies and processes.
- Standards and Performance Committee – Responsible for: monitoring performance against attainment and progress, performance against educational KPIs, attendance targets, stakeholder surveys.
- Pay Committee – Responsible for: reviewing the pay of the CEO, the Executive Team and Head Teachers annually.

- School Governing Bodies (SGBs) - Responsible for: supporting and challenging a specific school.

The Trustees can change the structure, responsibilities and delegated authority of committees at any time.

Chief Executive Officer (CEO)

The CEO has the delegated responsibility for the operation of the Trust, including the performance of the Trust's schools and performance management of the School Head Teachers.

The CEO manages the Executive and Leadership Teams of the Trust and leads the day to day business of the Trust. The CEO will delegate the development of projects and/or functions to the Executive Team in line with policies approved by Trustees. The CEO is accountable to the LPLT Board for the performance of these functions. It has been agreed that the CEO is not a Trustee, in order to ensure that the Trust Board can properly hold the CEO to account.

The CEO is also the Accounting Officer and therefore has overall responsibility for the operation of the Trust's financial responsibilities and ensuring that the organisation is run with financial effectiveness and stability, avoiding waste and securing value for money. The Trust must have a Finance Director (FD) to whom responsibility for the Trust's detailed financial procedures is delegated. The FD plays both a technical and leadership role and is managed by the CEO.

Executive and central team

The executive team is made up of the CEO, the Director of finance, the Director of Governance and the Governance lead. The executive and central team support the Trust to ensure operationally that it is running smoothly, effectively and that the money spent is used wisely and provides the best value.

Leadership team

The Leadership team is managed by the CEO and membership is made up of the Head Teachers from the Trust academies and the Executive team. The Leadership team discuss issues which directly impact on academies in the Trust, including standards, teaching and learning, finances, staffing and other services provided centrally by the Trust. The group implement the approved Trust development plan.

Head Teachers

The Head Teachers are responsible for the internal organisation, management and control of their school, for advising on and implementing the Trust's strategic framework, for the implementation of all policies approved by the Trustees, for the direction of the teaching and the curriculum at their school, and is line managed by the Chief Executive Officer. In addition, the Head Teachers must report to their SGB on matters for which the SGB has oversight as outlined in this document.

The Head Teachers will contextualise aims, objectives and policies, and will report to their SGB on progress at each meeting in accordance with a schedule drawn up annually with the

SGB. The Head Teachers will work closely with the senior management team to this end. The Head Teachers and staff are accountable to the CEO and their SGB for the School's performance and ultimately the Trust Board. The Head Teachers and their SGB will be prepared to explain its decisions and actions to the Trust Board and anyone who has a legitimate interest. This may include staff, pupils and parents as well as the Secretary of State, Education and Skills Funding Agency ("ESFA") and Local Authority. The Head Teachers will comply with any reasonable direction by the Trust Board, the CEO, Executive team or their SGB when acting on the Trust's behalf. The Head Teachers will agree and monitor appropriate delegations of authority with other staff.

Terms of Reference for School Governing Bodies (SGBs)

Each SGB is a designated sub-committee of LPLT Board. Trustees have established School Governing Bodies (SGB) to carry out some of its school level governance functions. The Trustees have overall responsibility and ultimate decision making authority for all of the Trust's work, and the standards achieved by the pupils and students of the Academies. The SGBs are set up to ensure the Trust's vision is fulfilled. The SGBs do this by focusing on the strategic monitoring and impact of the school for which it has responsibility by ensuring that the staff working in the school are supported and challenged when necessary, and the needs of the pupils and students are met with a particular focus on the context of each school.

To fulfil this responsibility the SGBs have a wide range of decisions delegated to it by the Trust Board. This includes scrutiny and monitoring of the performance of their school; pupil outcomes and the quality of teaching and learning; ensuring compliance with statutory procedures and with Trust policies; making decisions about their school's budget within any parameters set by the Trust and determining, sustaining and celebrating the ethos and character of their school.

The SGBs are also responsible for providing support and challenge to their School Leadership Team, in partnership with the CEO, as the School implements its policies and improvement plan priorities. Whilst some authority is delegated to the CEO, aspects of this eg Head Teachers Performance Management will be done in consultation, where possible, with the Chair of Governors.

The Trustees may review these terms of reference at any time but shall review them at least annually in consultation with the SGBs.

Relationship between Trustees and the SGBs

The SGBs in carrying out their role, will:

- promote high standards and aim to ensure that students and pupils are attending a successful school which provides them with a good education and supports their well-being;
- be accountable to the Trustees for its actions and follow the expectations of Governors as laid down by the Trustees;
- aim to establish that it is competent, accountable, independent and diverse, and that it promotes best practice in governance;

- aim to ensure that its Governors promote and uphold high standards of conduct, probity and ethics; and
- have a named Link Governor in each of the following areas:
 - Safeguarding.
 - Finance.
 - SEND.
 - Equalities, Diversity and inclusion.

See Appendix C for link governor role descriptors.

The Trustees will support the work of the SGBs by:

- setting a clear strategic vision to allow the SGBs to set and achieve its own aims and objectives within such vision;
- ensuring that systems are put in place to allow the Governors to be presented with timely and good data to allow the SGBs to analyse performance in order to support and challenge the Head Teacher and the SLT of their school; and
- ensuring that the Governors have access to high quality training.

Where the Trust Board has any concerns about the performance of any of the academies within the Trust, its initial response will be to offer support from within the Trust, with a view to maintaining current levels of delegation. In some circumstances the Trust Board may appoint additional Governors or assistant Governors to a SGB as a means of supporting decision making within the school.

If Trustees have concerns about the performance of the SGB, they may amongst other actions:

- require the SGB to adopt and comply with a governance action plan in such form as determined by the Trustees;
- suspend or remove any or all of the matters delegated to the SGB; and/or
- suspend or remove any or all of the Governors of the SGB.

This will be unusual and the decision to comply with a governance action plan, remove delegated authority and / or Governors from a SGB will be exceptional. Factors which may influence the Trust Board's decision regarding compliance with a governance action plan, the level of delegation to a SGB or the removal of Governors include (but not limited to):

- School performance (eg statutory assessments in comparison to national average);
- A recent Ofsted report;
- Financial and administrative performance;
- Leadership and governance capacity and capability;
- Safeguarding and well-being concerns; and
- Health and safety issues.

Delegated Powers

General principles

In the exercise of its delegated powers and functions, the SGB Governors will:

- ensure that their school operates in accordance with the objects of the Trust, the terms of any trust governing the use of the land which is used for the purposes of the school,

any agreement entered into with the Secretary of State for the funding of the school and these terms of reference;

- promptly implement and comply with any policies or procedures communicated to the SGB by the Trustees / executive team from time to time;
- review its own policies and practices on a regular basis, in view of any advice or recommendations made by the Trustees / executive team;
- work closely with the Trustees and act with integrity, objectivity and honesty in the best interests of the Trust and the school;
- ensure all SGB minutes and papers of all meetings are uploaded to the Trust SharePoint governance site;
- be open about decisions and be prepared to justify those decisions;
- keep confidential all information of a confidential nature obtained by them relating to the school and the Trust; and
- adopt financial prudence in managing the financial affairs of the Trust in so far as these relate to their school and are delegated to them.

Each Governor is required to take part in SGB and personal self-reviews and is accountable for meeting their own training and development needs. It is a Governor's responsibility to consider if, and raise any concerns where, they feel that appropriate training and development is not being provided.

The SGB is expected to report to the Trust against KPIs which have been set for the school and provide such data and information regarding the business of their school and its pupils as the Trustees / executive team may require from time to time.

The powers retained by the Trust and delegated by the Trustees to the SGBs are as set out in the Scheme of Delegation. This sets out the powers retained by the Trust, the powers delegated to the CEO, the SGB and the Head Teacher.

For the avoidance of doubt, where a power is not expressly delegated to the CEO, the SGB or the Head Teacher, it will be deemed to have been retained by the Trust regardless of whether it is specified in the Scheme of Delegation.

The Scheme of Delegation can be reviewed by the Trustees at any time but will be reviewed at least annually. Trustees reserve the right to remove or alter any delegation at any time, whilst having due regard to, but not being bound by, the views of the SGBs.

Notwithstanding the application of any provision of these terms of reference, if the Chair of the SGB, is of the opinion that a matter of urgency exists and a delay in exercising an action would likely be seriously detrimental to the interests of their school, any pupil or parent or a person who works at their school, then the Chair may exercise any function of the SGB which can be delegated to an individual or any function relating to the exclusion of pupils after consultation with CEO. If, after reasonable attempts to contact the CEO, no response is received and the Chair would not reasonably expect the CEO to prevent their actions, the Chair may proceed. Any actions taken by the in accordance with this paragraph must be reported and minuted at the next meeting of the SGB.

Constitution of each SGB

Members of the SGB will be known as Governors. The Trustees have the right to appoint a Governor to the SGB, if required, from time to time. Subject to this, the composition of each SGB will be:

- The Head Teacher.
- 2 Parent Governors (elected).
- 1 Staff Governor (elected).
- 6 Trust Appointed Governors.

All Governors must meet the eligibility criteria stated in the governor application form (see Appendix 1).

A Governor will stop holding office if:

- they resign their office;
- their term of office ends;
- the Head Teacher or staff Governor stops working in the school; and
- the Trustees ends the appointment of a Governor whose behaviour or conduct is deemed by the Trustees, at their sole discretion, not to be in the best interest of the school or Trust.

Meetings

Each SGB will meet once every half term.

Quorum

The quorum for a meeting is 50% (**rounded up** to a whole number) of those Governors in post on the SGB.

Voting

Every matter to be decided at a SGB meeting will be determined by a majority of Governor votes attending the meeting and entitled to vote on the matter. Every Governor will have one vote. In the event of a tie decision the Chair of the meeting will have the deciding vote. Proxy voting is not allowed.

Conflicts of Interest

Any Governor who has or may have a direct or indirect duty or personal interested which conflicts or may conflict with his / her duties as a Governor will inform their SGB and clerk as soon as s/he is aware of it. The Governor must be absent for any discussion where they may have a conflict in their duties to act solely in the interests of the school. If in doubt, the decision of conflict is decided by a vote by the other Governors on the SGB.

Minutes of every meeting

At each meeting the minutes of the previous meeting will be, if accurate, agreed as a true record of that meeting by the SGB. These minutes are initialled at the bottom of each page and signed at the end of the minutes by the Chair. The clerk will ensure that the agenda and papers considered for every meeting of the SGB, the draft minutes when approved by the Chair and the signed minutes are uploaded to the Trust SharePoint governance site promptly.

SGB committees

Each SGB will hold a pay committee before the end of October and May to determine the pay of teaching staff and non-teaching staff in accordance with Trust Policy. In addition each SGB will hold an admissions committee to determine school admissions are in line with the Trust Admission policy. See Appendix B for SGB Pay and Admission Committee Terms of Reference.

Appointment and Removal of Governors

Terms of Office

The standard term of office for all categories of Governors is four years, excepting the Head Teacher, who remains a Governor for as long as s/he remains in office. Trustees can agree exceptions to the term of office if required.

A Governor may be reappointed for a second term of 4 years with Trust Board approval.

An SGB may only seek the reappointment of a Governor for a third term of office in exceptional circumstances. This request must be formally proposed to the Trust Board ahead of any decision being made.

These requests will come through the governance lead, via a statement from the SGB (after it has been discussed and agreed at a SGB meeting) detailing why they need to reappoint a Governor for a second or third term and their plan to address the skill gap moving forward.

Trust Appointed Governors

Each SGB will carry out an annual review of the skills and experiences available on their SGB and will seek to develop additional capacity and skills where required. The Trust Board is responsible for agreeing Trust Appointed Governors prior to their appointment.

The SGB is responsible for the recruitment of new Governors in partnership with the Trust governance lead. No member of staff will be appointed as a Trust Appointed Governor. In addition, very careful thought must be given when considering whether to recruit a parent, taking into account the number of parents already on the SGB and whether the SGB would continue to provide an external, objective view with an additional parent on their SGB.

All potential candidates will complete an application form and provide a statement outlining the contribution that they can make to the effective governance and success of the school. In addition, two references will be taken up by the SGB (see Appendix A for recruitment templates).

To make an informed decision on whether the prospective Governor is a suitable match, the Chair of Governors with at least one other existing Governor will conduct an interview of the potential candidate. In addition the Trust governance lead may attend the interview. The SGB will discuss the appointment at the next SGB meeting. If in agreement that the potential Governor matches the skills they need, the SGB will then make a recommendation to the Trust Board for that Governor to be appointed via the LPLT governance lead.

The process for the Trust Board approving a Trust Appointed Governor appointment is:

- SGB Chair emails governance lead with the collated SGB skills audit matrix, application form and supporting statement, two references and a statement from the Chair stating how the appointment of this person as Governor will strengthen and support their Board.
- Trustees will consider any requests for Trust Appointed Governors at their next meeting, where the appointment will be discussed, and a decision made.
- It will be a Trust Board agenda item with their supporting statements and the statement from the Chair, circulated in advance with the agenda.
- The Trust governance lead will inform the Chair of the SGB of the Trust Board decision.
- If Trust Board approval is not given, the Chair of the SGB will be informed with the reasons why by the Trust governance lead.
- The recruitment process will be repeated, until a suitable candidate is appointed.

Staff Elected Governors

The SGB will adopt the process in the guidance for 'Holding Staff Elections' provided by Octavo Governance for the election of Staff Governors. The Head Teacher is appointed as the returning officer.

Parent Elected Governors

Each SGB must have two elected parents on their SGB. The SGB will adopt the process in the guidance for 'Holding Parent Elections' by Octavo Governance for the election of Parent Governors. The Head Teacher is appointed as the returning officer.

SGB Chair and Vice Chair Elections

The Trust Board will ratify the appointment of the Chair of the SGB.

- The SGB will hold Chair and Vice Chair elections in the last meeting of each academic year.
- The SGB will elect both positions from among its number (excluding any employees at the school).
- The election of Chair and Vice Chair will be a specific item of business on the agenda for that meeting.
- The process for the election of Chair and Vice Chair will be as follows:
 1. All governors who are interested in being the Chair or Vice Chair will let the clerk know 3 weeks before the meeting date, submitting a nomination form with their reasons.
 2. No governor who is paid by the School can be elected as Chair or Vice Chair.
 3. The Clerk will ensure that this is an agenda item for the last meeting of every school year.
 4. The Clerk will take the chair when the SGB Chair is being elected. This is from the beginning of the meeting until the end of the election of the new Chair.
 5. If no nominations have been received, nominations will take place in the meeting.
 6. Each governor who wishes to become Chair, will be allowed 2 minutes to state their reasons to the SGB.
 7. Governors standing for election will then withdraw and not vote. Even if only one person is standing for election, this governor will withdraw whilst the SGB deliberates.

8. The vote will be decided by a secret vote. There is no second or casting vote in the election of Chair.
 9. In the event of a tie, steps 6 – 8 will be repeated.
 10. If the vote remains tied, the outcome will be decided on the toss of a coin.
 11. If nobody has indicated willingness to stand for the office of Chair, the meeting cannot continue until a Chair is elected.
 12. The process for electing the Vice Chair is the same, except the new proposed Chair will run the proceedings.
 13. The Clerk will email the name of the elected proposed Chair to the Governance lead, with the reasons the SGB have appointed him / her.
 14. The proposed Chairs will be on the agenda of the Trust Board's first meeting of the academic year for ratification.
 15. Governance lead informs Clerk and SGB of the Trust Board decision.
 16. If Trust Board approval is not given, the Clerk and SGB will be informed with the reasons why, and a new election will be carried out at the next SGB meeting. The Vice Chair will be Acting Chair until that time.
- If both the Chair and Vice Chair are absent from a meeting, the SGB will elect a Chair for that meeting.
 - If the Chair resigns, or has to relinquish the office for any reason, the Vice Chair will act as Chair until a successor is elected at the next meeting of the SGB.
 - If the Vice Chair resigns, or has to relinquish the office for any reason, a successor will be appointed at the next meeting of the SGB.
 - If both the Chair and Vice Chair resign, or have to relinquish their offices for any reason, the SGB will hold a special meeting within 2 weeks to elect their successors.

Removal of SGB Governors

If at any time Trustees feel that there are concerns over the actions or conduct of a SGB Governor, Trustees can initiate a complaint investigation to investigate their concerns. If, after the investigation, the Trustees feel that:

- 1) The Trust Appointed Governor requires support, they will liaise with the Chair of Governors to agree an appropriate support plan;
- 2) The work of the SGB will be impeded by the Governor remaining as a Governor
 - or**
 - The Governor has behaved in a way which has brought or could bring the school or Langley Park Learning Trust into disrepute
 - or**
 - Any other substantial reason
 The Trustees will move straight to the Trust Board Process to consider removal.

Appendix A – Trust Appointed Governor Recruitment Templates

The Role of Trust Appointed Governors

The role of those serving on a School Governing Body (SGB) is an important one, ensuring there is local responsibility for the performance of the Trust and the school, and that the school serves its community. Those serving on a SGB are accountable to the Trust Board and must ensure that at all times they act in good faith and in the best interests of the Trust and the school, exercising reasonable care and skill, having particular regard to personal knowledge and experience.

Responsibilities of Trust Appointed Governors

- ensure implementation of the strategic vision of the Trust and the school;
- support the Trust Board and assist in developing and maintaining effective links within the School community, communicating openly and frequently as appropriate and ensuring that the school meet their responsibilities to the community and serves the community's needs in relation to the safeguarding and education of its pupils;
- support and challenge the school's senior leadership team in implementing the agreed school development plan and policies;
- review and agree specific school policies;
- provide advice and feedback to the Trustees as sought;
- ensure the implementation of any Trust / school plan;
- undertake all and any appropriate community consultation;
- provide a point of contact for parents, carers and other members of the local community;
- maintain effective links with the local community.

Job Description of Trust Appointed Governors

- work as a team;
- attend meetings and be prepared to contribute to discussions and commit to agreed actions;
- be respectful of the views of others and to be open to new ideas and thoughts;
- treat all confidential information confidentially;
- act with integrity, avoiding any personal conflicts of interest and complying with the Trust's Conflict of Interest policy;
- develop a deep understanding of the vision and ethos of the Trust and its School and the roles played by all individuals in fulfilment of the Trust's mission;
- understand the policies and procedures of the Trust and how these are implemented in the School;
- support the Trust in public and act as an ambassador of the Trust and the School;
- commit to training and skills development;
- be focused on problem solving and be ready to learn from past experiences;
- act in accordance with any authority delegated, including complying with any regulation or requirement of those from whom delegated authority is received;
- adhere to the School Code of Practice in their conduct;
- evidence the values of Langley Park Learning Trust in communications and action.

Trust Appointed Governor Application Form

Name of School Governing Body:

Personal details

Title	
First Name	
Surname	
Previous Surnames	
Home address	
Postcode	
Daytime phone no	
Home phone no	
Mobile no	
E-mail address	
Do you require any additional assistance to be able to attend meetings (special parking, ground floor venue, sign language interpreter, large print, wheelchair access, etc.)	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please specify:
Employment Details (if applicable): Occupation Brief description of what your role entail Work address (inc. postcode)	

References

Please provide contact details of 2 referees who we can contact about your application. They should have known you for at least 2 years and should preferably be your employer, or someone you know through voluntary work. They could be someone you know through your personal life, but never a relative.

	Referee 1:	Referee 2:
Name		
Contact address		
Postcode		
Phone number		
E-mail address		

Are you, or have you been a governor / trustee before? If yes, please provide the following details:		Yes <input type="checkbox"/> No <input type="checkbox"/>
School / Organisation:	Appointment Dates:	Reason for Leaving:

Reasons for applying

Please explain why you are interested in becoming a Trust Appointed Governor at this Langley Park Learning Trust School. Identify your skills and experiences and how these will help you become an effective governor and member of the school governing body. Please consider your interests, work and life experiences, as well as any voluntary work you have done when identifying your skills and experiences. You may find it helpful to link your response to the role and person description included with this form.

- I am a parent of a child currently attending this Langley Park Learning Trust school (please tick if applies.)
- I am a parent of a child currently attending a different Langley Park Learning Trust school (please tick if applies.)

Declaration

I declare that I:

- Am not disqualified from serving as a School Governor (see below eligibility criteria).
- Have not been convicted of any disclosable criminal offence.
- Have not been known to any children's services department or to the police as being a risk or potential risk to children.
- Have not been the subject of any disciplinary investigation and/or sanction by an organisation due to concerns about my behaviour towards children.
- Agree, if appointed as a governor, to checks being made on any criminal record applicable to me.
- Have accurately fully completed all parts of this form to the best of my knowledge.
- Understand that any major omission or inaccurate information relevant to my governor application could lead to me being asked to resign or being disqualified.
- Understand the commitment I am making and will undertake relevant training and participate in the work of the governors, both at meetings and in other school related activities.
- Would like to join the School Governing Body of this Langley Park Learning Trust School as a Trustee Appointed Governor.

Signature

Date

Eligibility Criteria

I am not disqualified from serving as a School Governor and that I:

- am aged 18 or over.
- am not the subject of a bankruptcy restriction order, an interim bankruptcy restriction order, a debt relief restriction order or an interim debt relief restriction order.
- have not had my estate sequestrated and the sequestration order has not been discharged, annulled or reduced.
- have not been declared bankrupt, and my estate has not been seized from my possession for the benefit of any creditors and the declaration or seizure has been discharged, annulled or reduced.
- am not subject to a disqualification order or a disqualification undertaking under either the Company Directors Disqualification Act 1986 or the Company Directors Disqualification (Northern Ireland) Order 2002, or a disqualification order under the Companies (Northern Ireland) Order 2002.
- am not subject to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order).
- have not been removed from the office of trustee for a charity: by an order made by the Charity Commission or Commissioners or High Court on grounds of any misconduct or mismanagement in the administration of the charity, for which I was responsible or to which I was privy, or to which my conduct contributed to or facilitated; or under Section 34 of the Charities and Trustees Investment (Scotland) Act 2005 from being concerned in the management or control of any body.
- have not been removed from office as an elected governor within the last five years.
- am not disqualified from acting as a Trustee and I have not been convicted of any offence which falls under section 178 of the Charities Act 2011, or any re-enactment or modification of that provision, or by any provision in the Companies Act 2006.
- am not included in the list of people considered by the Secretary of State as unsuitable to work with children or young people.

- have not been found to be unsuitable by the Secretary of State under the provisions of the funding agreement.
- have not been subject to a direction of the Secretary of State under section 142 of the Education Act 2002 or section 128 of the Education and Skills Act 2008.
- am not barred from any regulated activity relating to children.
- have not been disqualified from working with children or from registration for childminding or providing day care.
- am not disqualified from being an independent school proprietor, teacher or employee by the Secretary of State.
- have not been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 (and as amended) and excluding any offence for which the maximum sentence is a fine or a lesser sentence.
- have not received a sentence of imprisonment (whether suspended or not) in the UK or elsewhere, for a period greater than three months (without the option of a fine) in the five years ending with the date preceding the date of appointment / election as a governor or since becoming a governor. *
- have not received a prison sentence of 2.5 years or more in the 20 years ending with the date preceding the date of appointment / election as a governor. *
- have not at any time received a prison sentence of five years or more. *
- have not been convicted and / or fined for causing a nuisance or disturbance on school or educational premises during the five years ending with the date immediately preceding appointment / election or since appointment or election as a governor.
- understand that I will be disqualified from holding or continuing to hold office if I do not make an application to the Disclosure and Barring Service for a criminal records certificate, through the school, and if I do not provide to the Chair of the Board a criminal records certificate at an enhanced disclosure level.
- understand that if in the opinion of either the Chair or the Principal / Head Teacher the certificate discloses any information which would confirm my unsuitability to work with children that I will be disqualified.

*any conviction by or before a court outside the UK, of an offence which under UK law would not have constituted an offence will be disregarded.

Appendix B – SGB Committee Terms of Reference

Admissions Committee

Purpose

This committee has the responsibility to consider applications for admission to the school and decide on the admission of pupils in accordance with the Langley Park Learning Trust published admissions policy and criteria. The Chair will be appointed by the School Governing Body (SGB) at the first SGB meeting of the academic year.

Membership

Membership will consist of at least 3 governors and the Head Teacher. A Governor should withdraw if the applicant is well known to him/her.

Clerking

The SGB clerk will minute this committee. In the event this is not possible, a cover clerk will be arranged by Octavo Governance. Only in rare circumstances will the clerk be a governor of the committee.

Quorum

Three governors.

Frequency and conduct of meetings

- The Chair of the Committee shall be appointed by the SGB. The Head Teacher may not Chair the Committee.
- The Committee will meet when admission decisions must be made and in line with the timeframe in the policy.
- The agenda and all associated papers must be prepared and distributed at least seven days before the meeting.
- The draft minutes must be typed, approved by the committee chair and distributed to committee governors within 14 days of the meeting.

Responsibilities

- To keep the admissions arrangements under review and make recommendations to the Trust Board for change to the Admissions Policy, relevant documentation and admissions process.
- To determine applications for admission in accordance with the Trust's published Admissions Policy.
- To ensure that any consultation process on the School's admission arrangements is effected within the specified timetable, and within the process that the Trust Board has approved.
- To submit minutes which record decisions made, actions to be taken and/or recommendations for consideration to the Trust.

- To refer all applications applying outside the normal admission round to the Admissions Committee for a decision, in accordance with the Trust's published Admissions Policy.
- To ensure that the admissions process, including the criteria and related documentation, are clear and transparent and are available to the parents and carers of prospective students in printed form and in electronic form on the school website.
- To ensure that appropriate arrangements are in place for parents/carers to appeal the Committee's decision not to offer a place, in accordance with procedures approved by the Trust and that those arrangements are effectively communicated to parents/carers.
- To monitor arrangements for the admission of pupils and any associated appeals process and to inform the Trust of any appropriate issues.
- To determine any other issues referred to the Committee by the Trust.
- To keep the Terms of Reference under review and recommend any changes to the Trust prior to the last full SGB meeting of the academic year.
- To report to the Trust any action taken within the powers delegated to the committee.

Pay Committee

Purpose

This committee has the responsibility to review the pay of staff annually, following the appropriate Trust Pay Policy. The committee will take decisions regarding staff pay following consideration of the recommendations made by pay reviewers and the advice of the Head Teacher.

Membership

Membership will consist of at least 3 Governors and the Head Teacher. A Governor should withdraw if the applicant is well known to him/her.

Clerking

The SGB clerk will minute this committee. In the event this is not possible, a cover clerk will be arranged by Octavo Governance. Only in rare circumstances will the clerk be a governor of the committee.

Quorum

Three governors.

Frequency and conduct of meetings

- The Chair of the Committee shall be appointed by the SGB. The Head Teacher may not Chair the Committee.
- The Committee will meet when admission decisions must be made and in line with the timeframe in the relevant policy.
- The agenda and all associated papers must be prepared and distributed at least seven days before the meeting.

- The draft minutes must be typed, approved by the committee chair and distributed to committee governors within 14 days of the meeting.

Responsibilities

- To keep informed of relevant developments including legislation and statutory guidance affecting the Pay Policy and to review and to recommend changes or modification to the Director of HR, as appropriate and at least annually, to ensure the Pay Policy remains fit for purpose and up to date.
- To implement the Pay Policy in a fair and objective manner and to consider any individual representations that may be made in respect of pay decisions.
- To oversee the annual pay review for each member of staff, including the leadership group, based on the criteria set out in the Pay Policy.
- Based on recommendations from the Head Teacher, make the determination about all applications to the upper pay range, ensuring an evidence trail is in place to support the recommendations and final decision.
- To observe all statutory and contractual obligations, including making arrangements to notify pay decisions to individual members of staff within appropriate timescales.
- To minute clearly the reasons for all decisions and report these decisions to the next meeting of the SGB.
- To recommend to the SGB the annual budget required for pay purposes, including provision for discretionary pay advancement arising from performance reviews.
- To quality assure and moderate the processes for pay progression.
- To review annually trends in pay progression, including an analysis of progression across specific groups of staff.
- Decisions about starting salary for members of staff (except the Head Teacher) will be delegated to the Head Teacher or selection panel as appropriate, ensuring within School budget.
- In the case of a new Head Teacher appointment, the CEO will determine the salary range, and the determination of the starting salary will be made by the CEO and the selection panel under their delegated powers.
- Ensure Governors on the Pay Committee have attended relevant up-to-date training and understand their roles and responsibilities with regards to both pay review and any pay appeals that may arise.

Appendix C – Link Governor Roles

Role of the Link Governor

A Link Governor is an individual Governor, who has been appointed by the SGB, to link or liaise between the SGB and a specific subject, curriculum area or aspect of the school's work.

A good working relationship, based on mutual trust and an understanding of the Link Governor role, between the teachers within the school and the Link Governor, is essential if the Link Governor role is to work effectively. Ensuring that the role and the visits are organised, focused, and planned well will help this. Link Governor roles are strategic, which must not involve the nominated Governor attending meetings with individual parents or taking part in discussions concerning individual pupils.

In carrying out the role of a Link Governor, the Governor should always remember they are not acting as a teacher or as an inspector, but as a critical friend to the school, who offers challenge and support to drive educational standards upwards. Link Governors must remember that it is not their role to assess the quality or method of teaching or extent of learning, even if they are qualified to do so. They are also not school managers and should make sure they do not interfere in the day-to-day operational running of the school.

How Link Governors perform their role

In practical terms, the nominated Governor should try to:

- Become informed about key documentation and statutory legislation pertinent to their Link role e.g. Ofsted criteria / guidance for evaluating the subject provision; local and national issues impacting upon the subject.
- Attend relevant training.
- Know the school's relevant policy and procedures and make sure they are reviewed annually / regularly.
- Understand how funding is allocated to schools for the relevant area and what impact the funding has had on pupil progress and attainment.
- Establish and maintain effective lines of communication between the subject co-ordinator and the SGB.
- Plan regular meetings in advance with the head teacher and staff concerned and liaise with the subject coordinator or head of subject to become informed about staffing arrangements and training; the condition and availability of resources; curriculum and timetable arrangements; special needs provision; reference to the school development plan; assessment and recording procedures for the subject; which visits and visitors are planned to see at first-hand how provision is organised and delivered.
- Ask questions, listen and learn but not inspect.
- Prepare a written report on their visit on a timely basis and share the report with the head teacher and subject coordinator or head of subject concerned; report back on key issues and findings at the next SGB meeting.
- Attend forum meetings with the Link Trustee.

Governor Link Role Descriptors

The Role of the SEND Governor

Overview

The 'Code of Practice for the Identification and Assessment of Special Educational Needs and Disabilities (SEND) states that a named Governor should be nominated to champion the issue of special educational needs within the work of the SGB and to have specific oversight of the school's arrangements and provision for meeting special educational needs, to ensure that the school meets its statutory obligations. Every school must: *"use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN"*. As a SEND Link Governor, you are the link between the SGB and the school in relation to pupils with SEND. It's your role to help raise awareness of SEND issues at SGB meetings and give up-to-date information on SEND provision within the school. You also help review the school's policy on provision for pupils with SEND and help to ensure that parents have confidence in this provision.

Key Tasks

- Keeping informed about relevant documents and legislation.
- Attending relevant training.
- Ensuring that there is an appropriately qualified, designated teacher appointed as Special Educational Needs Coordinator (SENCO).
- Ensuring that pupils with special needs have the opportunity to participate as fully as possible in all aspects of school life.
- Ensuring the processes and systems that are required are in place and effective in involving children and young people and their families in identifying their needs and planning to meet these needs and reviewing support that has been put in place.
- Ensuring that the SEND policy and SEND Information Report is reviewed yearly to ensure they comply with statutory duties and that provision remains responsive to the profile of need at the school which may change over time.
- Ensuring the SEND policy and SEND Information Report are published on the school website and can be easily understood by parents.
- Monitoring the impact of the SEND policy and reporting back to the Board.
- Liaising with the SENCO, other Governors and staff as necessary to develop an understanding of SEND needs and provision and how these responsibilities are shared in the school.
- Knowing how the school identifies children with SEND, how it engages pupils and their families, and how a programme of tailored support is implemented through the graduated response to meet the needs of each pupil.
- Knowing about the range of additional interventions and programmes available to target specific needs, including provision to support emotional wellbeing and mental health.
- Know how the school engages and involves external professionals, including Early Help to support the assessment of needs for pupils with SEND, and what support is offered in and out of school to meet these needs.
- Know how the schools' notional SEND budget is used to support the needs of pupils with SEND.

- Asking about the outcomes of the school’s monitoring and evaluation of the provisions and the impact this has had.
- Monitoring the progress, achievement and wider outcomes for all pupils with SEND in comparison with other pupils. This should include analysis of attendance data, fixed term exclusions and any permanent exclusions, referrals to the Fair Access Panels, and the impact of the use of any alternative provision where pupils may be attending.
- Checking that there is an ongoing training programme in place to ensure all staff are equipped with the relevant skills and knowledge to support inclusive practice for pupils with a range of SEND and know how the impact of any training is monitored.
- Reporting to the committee with SEND responsibilities or to the Board (as appropriate) on relevant issues relating to SEND.
- Considering SGB decisions which have implications for SEND.
- Check that the school has a policy in place for meeting the needs of pupils with medical needs.
- Have oversight of schools’ accessibility plan and how the school make reasonable adjusts to support access and participation for pupils with SEND to all aspects of school life.
- Check that processes are in place to support positive engagement with parents and use of pupil voice to evaluate and improve SEND provision.
- Attend forum meetings with Link Trustee.

The Role of the Safeguarding Governor

Overview

The role of the safeguarding Governor is to ensure an appropriate policy is in place and implemented effectively in association with other policies. They will work with the head teacher, Designated Safeguarding Lead and other appropriate staff to ensure everyone is aware of their responsibilities, and that support and the opportunity for training is available.

Key Tasks

- Taking leadership responsibility for the organisation’s safeguarding arrangements.
- Checking the school’s Single Central record termly.
- Attending appropriate training.
- Liaising on relevant safeguarding policies before discussion and agreement by the SGB.
- Being conversant with the Safeguarding policies of the school, and that they are in accordance with national and local procedures.
- Ensuring appropriately qualified and trained staff are the designated person(s) and that they are able to fulfil their responsibilities.
- Ensuring all staff attend appropriate training as required.
- Ensuring the annual review of the Safeguarding policies, and their effectiveness are monitored.
- Ensuring that the policy to manage allegations against adults working with children is reviewed annually and that the Headteacher is aware of their duty to manage such allegations.
- Ensuring that the annual audit required by the Trust is completed and the Safeguarding Governor has been involved in its completion

- Ensuring the required annual report on Safeguarding is submitted after consideration by the SGB and that any deficiencies or weaknesses are remedied without delay.
- Monitoring the promotion of Safeguarding through the delivery of the National Curriculum in the school e.g. PSHCE, Prevent and keeping safe, online learning.
- Monitoring Safeguarding arrangements within the school and ensuring that reports are submitted to the SGB with recommendations to remedy any weaknesses/deficiencies.
- Ensuring the school provides an ethos and culture within the school where children feel secure and able to talk freely if they have concerns.
- Ensure the principles of Equalities legislation of 2010 underpins policies, ethos and culture.
- Ensuring appropriately trained staff for safer recruitment (one person on any given recruitment panel as a minimum).
- Ensuring provision of a safe environment for children and young people to learn.
- Ensuring appropriate processes for preventing unsuitable people from working with children and young people.
- Attend forum meetings with Link Trustee.

The Role of the Finance Governor

Overview

- To act as an objective sounding board for the Head Teacher / School Business Manager.
- To have appropriate skills and experience to be able to undertake this key role effectively.
- Receive regular reviews of the school's financial planning, actual position and reporting and to ask questions on variances identified.
- Work with the Head Teacher / SGB to provide information to the SGB on financial matters as required.

Key Tasks

- Reviewing monthly Management Information reports
- Ensuring these have been seen and reviewed by the HT and SGB Chair on a monthly basis;
- Identifying any variances, positive and negative, and ensuring reasonable explanations/actions have been identified for further investigation, where appropriate.
- To discuss the SGB's financial position, including income, expenditure, commitments and forecasts.
- Review reports from the Internal Audit function for assurance on the effectiveness of the SGBs internal control systems and reviewing progress against recommendations that have been made.
- Discuss the budget implications of major initiatives, current commitments, changes to existing arrangements or external influences on budgets.
- Review the SGB's performance against the financial Key Performance Indicators agreed by the Trust, discussing variances and action being implemented to ensure KPI compliance.

- Attend meetings with key advisers such as the finance director and school business manager.
- Reporting back to the SGB on key findings.
- Attend forum meetings with Link Trustee.

The Role of the Equality, Diversity and Inclusion Governor

Overview

Equality is about creating a fairer society where everyone can participate and have the opportunity to fulfil their potential – to live as equal citizens in society free from discrimination and harassment.

Diversity is about respecting, valuing and celebrating aspects that make us unique as individuals – recognising that we contribute to society because of these aspects, not in spite of them.

The role of the equality, diversity and inclusion Governor is about:

- Making sure everyone is included, regardless of their different needs, characteristics and backgrounds.
- Eliminating unlawful discrimination and promoting equality of opportunity
- Promoting good relations and community cohesion between people in a diverse community.
- Ensuring priorities for equality and diversity are considered when reviewing school policies.
- The role will be monitoring whether the school provides equal access to learning and opportunities, and creates a welcoming and respectful environment for all pupils through:
- Quality of education: to be available to all pupils regardless of background, characteristics or circumstance.
- Personal development of pupils: the curriculum and extra-curricular activities promote respect for all and an appreciation of diversity.
- Recruitment and personal development of staff: a staff development plan that ensures training and progression opportunities for all staff regardless of background, characteristics or circumstance.

Key Tasks:

- Keeping informed about relevant national documents and legislation.
- Attending relevant training.
- Being conversant with the policies of the school, and that they are in accordance with Trust, national and local procedures.
- Liaising on relevant policies before discussion and agreement by the SGB.
- Ensuring all staff attend appropriate training as required.
- Making sure the school complies with the relevant equality legislation
- In discussion, identify where practice could be improved and ensure the school publishes and reviews equality objectives and an accessibility plan.
- Monitoring progress towards the equality objectives and ensuring this is reported annually to the SGB.

- How the school delivers an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- Monitoring that the school is a happy, safe and secure learning environment in which everyone feels respected and cared for, where pupils and staff feel safe, with zero tolerance for bullying, discrimination and peer-on-peer abuse.
- Monitoring the range of learning opportunities where achievement is celebrated and valued and pupils are inspired
- Identifying how the school values the involvement of the whole school community, encouraging and enabling all pupils to contribute positively
- Ensuring all pupils have access to a broad and balanced curriculum, which equips all pupils with high levels of confidence and self-esteem and helps them develop life skills.
- Key areas to monitor include:
 - Attainment and progress, especially for:
 - Pupils with SEND.
 - Looked after children.
 - Pupil-premium eligible pupils.
 - Pupils with English as an additional language.
 - The curriculum (how accessible/inclusive it is for all pupils.)
 - The quality of resources and who has access to them.
 - School values and culture (how pupils behave and feel.)
 - Staff development and opportunities.
- Attend forum meetings with Link Trustee.

Scheme of Delegation

Definitions

Development – person or group who carries out the background or preparatory work on this area, for example drafting a policy, researching an issue, bringing forward a proposal.

Approval / Control – The person or group who has sign off on this area and to whom any requests for changes must be made

Implementation – The person or group responsible for carrying out the work and activity associated with this area. In many cases, it will be the CEO, Head Teacher and their teams respectively carrying out the associated tasks.

Monitoring / Review – The person or group who will ensure that work or activity in this area is producing the desired effect. Where there are two or more groups or individuals shown, this represents a hierarchy of accountability.

No further delegation of responsibility or accountability in the Scheme of Delegation is permitted. Please note, the named people are the people *responsible* for making sure the work happens. They won't, though, necessarily be the people actually *doing* the work. The work may be carried out by someone in their team.

Responsibility	Development	Approval/Control	Implementation	Monitoring/Review
Trust Strategic/Development Plan inc. vision and values	Executive Team	Board	Executive Team	Board
Strategic objectives of the Trust	Executive Team	Board	Executive Team	Board
Strategic objectives of the School	Head Teacher	SGB	Head Teacher	Executive Team
Scrutiny – review & challenge progress of the Trust against its strategic objectives and KPIs	Executive Team	Board	Executive Team	Board
Compliance: with articles of association, funding agreement and the Academies Trust Handbook	Executive Team	Board	Executive Team	Board
Compliance: Regulatory – with all regulations affecting the Trust (eg all charity law, company law, employment law, health & safety)	Executive Team	Board	Executive Team	Executive Team
Compliance: Financial Oversight - ensuring there are appropriate financial controls so that there is regularity, probity and value for money in relation to the management of public funds	Executive Team	Board	Executive Team	Executive Team
Compliance – completing the register of business interests and put in place a procedure to deal with any conflicts of interest and connected party transactions	Executive Team	Board	Executive Team	Board
Holding of AGM	Executive Team	Members	Executive Team	Board
Appointments and removal of Members	Executive Team	Members	Executive Team	Executive Team
Changes to Articles of Association	Board	Members	Executive Team	Board
Member Trustee appointment and removal	Board	Members	Executive Team	Board
Co-opt Trustee appointment and removal	Board	Board	Executive Team /Board	Board
Board Committee Structure	Board	Board	Executive Team /Board	Board
Changes to Scheme of Delegation	Executive Team	Board	Executive Team	Executive Team/Board
Appointment of Governors	SGB	Board	SGB	Board
Appointment of the Responsible Officer	Executive Team	Board	Executive Team	Board
Appointment & removal of SGB Chair	SGB	Board	SGB	Board/Executive Team
Appointment & removal of Clerk to the Board	Executive Team	Board	Executive Team	Executive Team
Responsibility	Development	Approval/Control	Implementation	Monitoring/Review
Appointment & removal of Clerk to SGBs	Executive Team	Board	Executive Team	Executive Team
MAT Policy Matrix	Executive Team	Executive Team	Executive Team	Board
Trust policies	Executive Team	Board	Executive Team/ Head Teacher	SGB/Executive Team
Governance Policies & Calendar for Board and SGBs	Executive Team	Board	Board/SGB	Board/SGB/ Executive Team

School policies	Head Teacher	SGB	Head Teacher	Head Teacher/SGB
SGB Terms of Reference	Board	Board	SGB	Executive Team/Board
Training programme for Trustees	Executive Team	Board	Trustees	Members
Training programme for Governors	Executive Team	Board	SGB	Board
Annual governance skills Audit for Trustees and Governors	Executive Team	Board	Board / SGB	Board/SGB
Annual governance self review	Executive team	Board	Board/SGB	Board/SGB

Responsibility	Development	Approval/Control	Implementation	Monitoring/Review
School Development Plan	Head Teacher	SGB/CEO	Head Teacher	SGB/Executive Team
Quality of Teaching	Head Teacher	SGB	Head Teacher	SGB/Executive Team
Curriculum	Head Teacher	SGB	Head Teacher	SGB/Executive Team
Pupil Premium, Covid Catch Up Premium, Sports Premium	Head Teacher	SGB	Head Teacher	SGB/Executive Team
Learning Environment	Head Teacher	SGB	Head Teacher	SGB/Executive Team
Agree Admissions policy	Executive Team	Board	Head Teacher	SGB/Executive Team
Admission decisions	Head Teacher	Board	SGB	CEO/Board
Collective worship arrangements	Head Teacher	SGB	Head Teacher	SGB
Student issues (including attendance, exclusions, complaints, punctuality and disciplinary matters)	Head Teacher	SGB	Head Teacher	SGB
Term dates and length of school day	Executive Team	Board	Head Teacher	SGB
School lunch – ensure provided to appropriate nutritional standards and to all who want one	Head Teacher	SGB	Head Teacher	SGB
Provision of free school meals to those meeting criteria	Head Teacher	SGB	Head Teacher	SGB
Internal and External school improvement audits / reviews	Executive Team	CEO	Head Teacher	SGB/Executive Team
Stakeholder consultation	Head Teacher	Executive Team	Head Teacher	SGB/Board
Onsite Extended Community Services	Head Teacher	Executive Team / SGB	Head Teacher	SGB/Executive Team
Change to school age / PAN etc	Executive Team	Board	Head Teacher	SGB/Executive Team
Trust Safeguarding Policy inc. single central record	Executive Team	Board	Executive Team	Executive Team
School Safeguarding Policy inc. single central record	Head Teacher	SGB	Head Teacher	SGB/Executive Team

Financial Management

Financial Management

Responsibility	Development	Approval/Control	Implementation	Monitoring/Review
Compliance with Funding agreements	Executive Team	Board	Head Teacher	SGB/Board
Formulating and setting 3 year financial plans for the Trust	Executive Team	Board	Executive Team	Board/Executive Team
formulating and setting Trust Annual Budget	Executive Team	Board	Executive Team	Board/Executive Team
Formulating and setting 3 year financial plans for the school	Head Teacher /Executive Team	Board	Head Teacher	SGB/Executive Team
formulating and setting School Annual Budget	Head Teacher / Executive Team	Board	Head Teacher	SGB / Executive Board
Monthly reporting of Trust management accounts	Executive Team	Board	Executive Team	Executive Team/ Board
Review and control of school expenditure	Executive Team /Head Teacher	Executive Team/SGB	Head Teacher	SGB /Executive Team
Measure of performance against agreed school budget	Executive Team /Head Teacher	Board	Head Teacher	SGB /Executive Team/Board
Monthly reporting of school accounts, financial information	Head Teacher	Head Teacher/ Executive Team	Head Teacher	SGB/Executive team
Financial Policies – establishing of policies and procedures to ensure compliance with the Trust’s financial and reporting requirements including finance scheme of delegation and procedures	Executive Team	Board	Executive Team	Executive Team
Implementation of internal and external audit recommendations, financial scheme of delegation and procedures	Executive Team	Board	Head Teacher/ Executive team	SGB/Executive Team/Board
Appoint external auditors	Board	Members	Executive team/ Board	Members/Board
Appoint Internal auditors	Executive Team	Board	Executive Team/ Head Teacher	SGB/Board
External audit and annual accounts school collation	Executive Team	Executive Team	Head Teacher	SGB
Approving and submitting annual accounts, annual report and external audit	Executive Team	Board / CEO	Executive Team	Board
Corporate Risk Register and business continuity plan	Executive Team	Board	Executive Team	Board
School Risk Register and business continuity plan	Head Teacher	SGB/Executive Team	Head Teacher	SGB/Executive Team
Responsibility	Development	Approval/Control	Implementation	Monitoring/Review
Determining and monitoring the annual scrutiny programme	Executive Team	Board	Executive Team/Head Teacher	Board
Setting trust wide procurement policies	Executive Team	Board	Executive Team/Head Teacher	SGB/Board

Responsibility	Development	Approval/Control	Implementation	Monitoring/Review
Setting Terms and Conditions of Employment, Staff Handbook and Trust HR wide policies (see Matrix)	Executive Team	Board	Head Teacher /Executive Team (for central team)	Executive Team
Appointing the CEO	Board	Board	Board	Members
Appointing the Head Teacher	Executive Team	Board	Executive Team	Board
Dismissal of Head Teacher	Executive Team	Board	Executive Team	Board
Appointing of cross-Trust staff	Executive Team	Executive Team	Executive Team/Head Teacher	Board
Appointing School staff within agreed budget	Head Teacher	SGB	Head Teacher	SGB/Executive Team
Performance Management of CEO	Board	Board	Board	Board
Performance Management of central team	CEO	CEO	Executive Team	Board
Performance Management of Head Teacher	CEO	CEO	CEO	Board
Performance Management of School staff	Head Teacher	SGB	Head Teacher	SGB/Executive Team
Pay Determination and Pay Progression of CEO	Board	Board	Board	Board
Pay Determination and Pay Progression of central Trust staff	Executive Team	Board	Executive Team	Board
Pay Determination and Pay Progression of Head Teacher	Executive Team	Board	Executive Team	Board
Pay Determination and Pay Progression of school staff	Head Teacher	SGB	Head Teacher	SGB/Executive Team
Dismissing of school staff	Head Teacher	SGB	Head Teacher	SGB/Executive Team
Staffing restructures and re-organisation approval	Head Teacher/ Executive Team	SGB before Board	Head Teacher	SGB/Executive Team

Responsibility	Development	Approval/Control	Implementation	Monitoring/Review
Determining central services budget and school contribution	Executive Team	Board	Executive Team	Executive Team
Overseeing the effectiveness of services provided centrally by the Trust	Executive Team	Executive Team	Executive Team	Board
Asset and Estates Maintenance Strategy	Executive Team	Board	Executive Team	Board
Acquiring and disposing of Trust land	Executive Team	Members	Executive Team	Board
School property management, including health and safety	Head Teacher	SGB	Head Teacher	SGB
Changing use of Assets	Executive Team	Board	Executive Team	Board
Arranging insurance for the Trust	Executive Team	Board	Executive Team	Executive Team
Managing critical incidents	Head Teacher/ Executive Team	CEO	Head Teacher	SGB/Executive Team
Maintaining and updating School prospectus and website, including statutory requirements	Head Teacher	Head Teacher	Head Teacher	SGB / Executive Team
Maintaining and updating Trust website, including statutory requirements	Executive Team	Executive Team	Executive Team	Board
GIAS reporting	Trust - Executive Team School - Head Teacher	Executive Team	Trust – Executive Team School - Head Teacher	Trust - Board School - SGB
Company House reporting	Executive team	Executive Team	Executive team	Executive Team/ Board

Trust Annual Calendar

AUTUMN TERM

Trust Board	RARC	SPC	Executive Leaders	SGBs	Head Teachers
Hold Chair and Vice Chair election	Review monthly management accounts	Review progress on school attainment and progress, including Leadership Dashboard, including analysis of SI external reviews	Finalise Trust Development Plan, including Leadership Dashboard and targets	Hold Vice Chair elections, and Chair elections for those not held in Summer 2021 term	Report to Executive team and SGB on compliance as per requirements and audit schedules
Review and agree Trust Governance Structure	Review progress against financial KPIs on Leadership Dashboard	Receive and agree policies as per policy matrix	Agree final School Development Plans, inc. Action plans	Review SGB Structure and confirm it meets ToR	Review and present school self-evaluation to SGBs and executive team
Agree Terms of Reference for Trustee committees	Scrutinise draft audited financial statements, internal scrutiny annual summary report and auditor's management	Review relevant sections of Trust Development Plan	Report on Leadership Dashboard and action taken as necessary	Abide by SoD ToR for required committees	Review and present school development plan to SGBs and executive team
Agree Link Trustees and Committee memberships	Review internal controls and financial management systems		Review and agree School Risk Registers and business continuity plans	Agree Link Governors and Committee membership	Review school risk register and business continuity plan for SGB monitoring
Appoint Chairs of Committees and agree Committee Vice Chairs	Determine appropriate actions plans		Prepare and present monthly management accounts for Chair and RARC	Appoint Chairs of Committees and agree Committee Vice Chairs	Complete teacher and support staff end of year appraisals
Agree Scheme of Delegation	Review Trust risk register and ensure risks have been appropriately identified		CEO to undertake Head Teachers performance appraisal and prepare documentation for pay recommendations	Ensure scheme of delegation is reviewed and understood	Prepare and present anonymised teacher pay recommendation paperwork to pay committee, ensuring policy timescales are met
Approve SGB Chairs of Governors	Agree internal audit scrutiny schedule		Agree annual Trust survey schedule across the Trust	Governors to agree and sign Code of Conduct	Report to Executive team and SGB on required Leadership Dashboard
Agree all SGB documentation	Receive and agree policies as per policy matrix		Work with external auditors to prepare draft audited financial statements, report and management letter, internal scrutiny annual summary report.	Governors to comply with KCSIE 2021 and ensure safeguarding training is undertaken	Prepare monthly accounts for Chair and Finance Governor. Present accounts to SGB each 1/2 term
Trustees to agree and sign Code of Conduct	Agree annual central service budget		Prepare appropriate reports to share with trust board and relevant committees, including Responsible Officer report	Governors to sign declarations of pecuniary and non-pecuniary interest. Clerk to collate into register	Carry out Trust surveys and report results back to SGB with proposed actions.
Trustees to comply with KCSIE 2021	Receive and respond to Responsible Officer report		Prepare and propose internal scrutiny schedule	Review and approve final draft of school self evaluation	Report to SGB re safeguarding, complaints, and exclusions.
Trustees to sign declarations of pecuniary and non-pecuniary interest	Review and make a decision on any unbudgeted business cases		Run, analyse and present admission consultation results and recommendations	Agree school development plan, ensuring clear links with Trust strategy and plan.	Complete staff budget holders pecuniary interest forms and collate into register to submit to executive team.
Trustees to complete and review skills audit	Monitor Trust related 3rd party transaction register		Submit audited accounts to ESFA	Monitor Leadership Dashboard and report concerns to executive team/Board	Review monthly finance timetable and ensure adherence, reporting any discrepancies to SGB and executive team.
Review and determine pay recommendations for CEO and Head Teachers	Produce an annual report of the committee's conclusions to advise the board of trustees and members		Liaise and support Head teachers in finalising school annual budget and 3 year plans	Governors to complete and review skills audit. Clerk to complete matrix	Develop staffing structure for SGB and executive team agreement for SGB agreement in Spring term
Approve audited financial statements, internal scrutiny annual summary report and auditor's management letter on 16 December 2021			Agree school staffing structure in line with agreed budget	Receive school management accounts and review performance against Leadership Dashboard reporting to executive team any anomalies / overspend	Develop 3 year budget forecast, in consultation with executive team, for SGB agreement in Spring term
Agree Admission Consultation and ensure consultation starts on 1/10/21			Preparation and submission of Land and Building return	Hold pay committee for Teacher pay determination	
Agree financial process and procedure handbook including delegation scheme				Review and agree school risk register and business continuity plan	
Agree external adviser for CEO Performance management				Review results of Trust surveys and agree action plans	
CEO Appraisal				Agree safeguarding policy and Monitor Single Central record	
Agree Pay Policy				Receive and approve policies as per policy matrix	
Receive and approve policies as per policy matrix				Attend Chair of Governors meeting (chair or their	
Chair to receive monthly management accounts				Hold admission committee	
Agree new admission policy on 16 December 2021				Review progress and attainment data	
				Review Single Central Record and confirm it is up to date	
				Agree with executive team any unbudgeted expenditure	
				Ensure school website meets statutory requirements	
				Attend link governor forums as appropriate	

SPRING TERM

Trust Board	RARC	S&PC	Executive Leaders	SGBs	Head Teachers
Hold AGM	Analyse internal audit scrutiny reports and agree action required	Review analysis of school Safeguarding Audits and ascertain appropriate action plans are in place	Review progress on Trust Development Plan, including Leadership Dashboard and targets	Ensure compliance with scheme of delegation	Report to Executive team and SGB on compliance as per requirements and audit schedules
CEO mid-year appraisal	Receive and respond to Responsible Officer report	Ensure any risk are identified on the Trust risk register	Review progress on School Development Plans and Action plans	Monitor school development plan, highlighting progress and areas to improve.	Review and report on progress on school development plan and action plans to SGBs and executive team
Agree School Resource Management Self assessment tool	Receive monthly and review management accounts	Review relevant KPIs on Leadership Dashboard, including analysis of SI external reviews	Report on implementation of external audit recommendations	Review school management accounts and review performance against Leadership Dashboard questioning any anomalies /overspend	Finalise annual budget and 3 year plan in consultation with the executive team
Monitor Trust wide priorities and action plans	Review relevant sections of Trust Development Plan	Review relevant sections of Trust Development Plan	Prepare and present monthly management accounts for Chair and RARC	Review progress and attainment data	Report to Executive team and SGB on required Leadership Dashboard
Review progress of Trust development plan	Review progress on agreed action plans	Receive and agree policies as per policy matrix	Monitor Leadership Dashboards and report concerns and actions taken to executive team/Board	Review action plans, including school risk register and determine progress, ascertaining areas still to improve.	Prepare monthly accounts for Chair and Finance Governor. Present accounts to SGB each 1/2 term
Review Trust risk register	Review analysis of trust surveys and monitor appropriate Trust action plan Review budget forecast return outturn (BFRO)	Review Trust wide procurement and efficiencies & present findings and actions.	Report on analysis and required actions from Trust surveys undertaken Prepare appropriate reports to share with trust board and relevant committees, including Responsible Officer report and internal scrutiny findings Report on Trust fundraising opportunities	Report to SGB re safeguarding, complaints, and exclusions. Attend Chair of Governors meeting (chair of their representative)	Carry out Trust surveys and report results back to SGB with proposed actions.
	Review progress against financial KPIs on Leadership Dashboard			Review Single Central Record and confirm it is up to date	Review and report to SGB on premises conditions, identifying any remedial actions with plan
	Review and make a decision on any unbudgeted business cases Review Premises condition report / capital spend plan Review estate strategy and monitor estate development and maintenance plans		Liaise and support Head teachers in finalising school annual budget and 3 year plans Agree school staffing structure in line with agreed budget Publish audited accounts on website	Agree with executive team any unbudgeted expenditure Agree annual budget and 3 year plan	Review and present proposed school staff structure to SGB and executive team Carry out mid-year appraisals on teaching and support staff Review school risk register and mitigating factors
	Receive and agree policies as per policy matrix Scrutinise draft School Resource Management Self assessment tool Monitor Trust related 3rd party transaction register				

SUMMER TERM

Trust Board	RARC	S&PC	Executive Leaders	SGBs	Head Teachers
Agree school year dates	Receive monthly and review management accounts	Review relevant KPIs on Leadership Dashboard	Agree next academic year Leadership dashboard & Schedule	Hold Chair and vice chair elections and send details to governance lead for Trust board ratification	Report to Executive team and SGB on compliance as per requirements and audit schedules
Annual evaluation of the effectiveness of Trust board and review of actions	Review and make a decision on any unbudgeted business cases	Review relevant sections of Trust Development Plan	CEO to undertake Executive Team performance appraisal and prepare documentation for pay recommendations	Agree next academic year meeting dates and send to governance lead	Report to SGB re safeguarding, complaints, and exclusions.
Review trust development plan progress and clarify expectations / new priorities for next academic year	Scrutinise financial process and procedures handbook, including delegation limits	Receive and agree policies as per policy matrix	Review progress on Trust Development Plan, including Leadership Dashboard, KPIs and targets	Ensure compliance with scheme of delegation and all Trust and school policies	Carry out Trust surveys and report results back to SGB with proposed actions.
Review and determine pay recommendations for central team staff	Review progress on agreed action plans	Review analysis of trust surveys and monitor appropriate action plan	Review progress on School Development Plans and Action plans	Monitor school development plan, highlighting progress and areas to improve.	Report to SGB on premises conditions
Review Scheme of Delegation	Analyse internal audit scrutiny reports and agree action required	Review terms of reference	Prepare appropriate reports to share with Trust Board and relevant committees, including Responsible Officer report and internal scrutiny findings	Receive school management accounts and review performance against financial KPIs on Leadership Dashboard reporting to executive team any anomalies / overspend	Prepare and present anonymised support staff pay recommendation paperwork to pay committee, ensuring policy timescales are met
Self review Trust Board to ascertain effectiveness	Review progress against financial KPIs on Leadership Dashboard	Agree school year dates	Prepare and present monthly management accounts for Chair and RARC	Review progress and attainment data	Report to Executive team and SGB on required Leadership Dashboard
Establish and hold Link governor forums	Review relevant sections of Trust Development Plan		Report on analysis and required actions from Trust surveys undertaken	Review action plans, including school risk register and determine progress, ascertaining areas still to	Review school risk register and mitigating factors
Agree Trust 5 year strategy and Development Plan	Receive and agree policies as per policy matrix		Review Governance documentation and recommend any changes	Monitor Leadership Dashboard and report concerns to executive team/Board	Prepare monthly accounts for Chair and Finance Governor. Present all monthly accounts to SGB each 1/2 term
	Review terms of reference		Draft changes to scheme of delegation	Attend Chair of Governors meeting (chair or their representative)	Review and report on progress on school development plan and action plans to SGBs and executive team
	Monitor Trust related 3rd party transaction register		Report on Leadership Dashboard and action taken as necessary	Review Single Central Record and confirm it is up to date	
	Receive and respond to Responsible Officer report		Submit audited accounts to company house	Agree with executive team any unbudgeted expenditure	
	Review progress on agreed action plans		Prepare BFRO and BFR3Y returns for RARC approval.	Ensure school websites meets statutory requirements	
	Review Trust risk register			Discuss school self evaluation and key priorities for next academic year	
	Agree BFRO and BFR3Y returns for ESFA submission			Review exclusions, complaints and safeguarding concerns, identify trends and action plans	
				Attend link governor forums as appropriate	